

# MSBSD

9-12

## Physical Education Curriculum Framework

2011-2012

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## ACKNOWLEDGMENTS

The MSBSD Office of Instruction would like to acknowledge the dedicated work of all curriculum teams within our district. These teams consisting of administrators, teachers and community members have worked cooperatively and collaboratively in the best interest of the district's students to build content specific curriculum frameworks that will be used as guides in planning and implementing instructional strategies.

The MSBSD also recognizes these curriculum leaders have employed their understandings of curriculum development procedures to build reliable, academically rigorous and culturally relevant curricula that will contribute directly to student achievement.

We thank all of those who have worked so diligently for our students.

Beckie Murphy  
Curriculum Coordinator  
January, 2012

*The MSBSD would also like to thank the Fairbanks North Star Borough for their diligent work and the sharing of their Curriculum Framework.*

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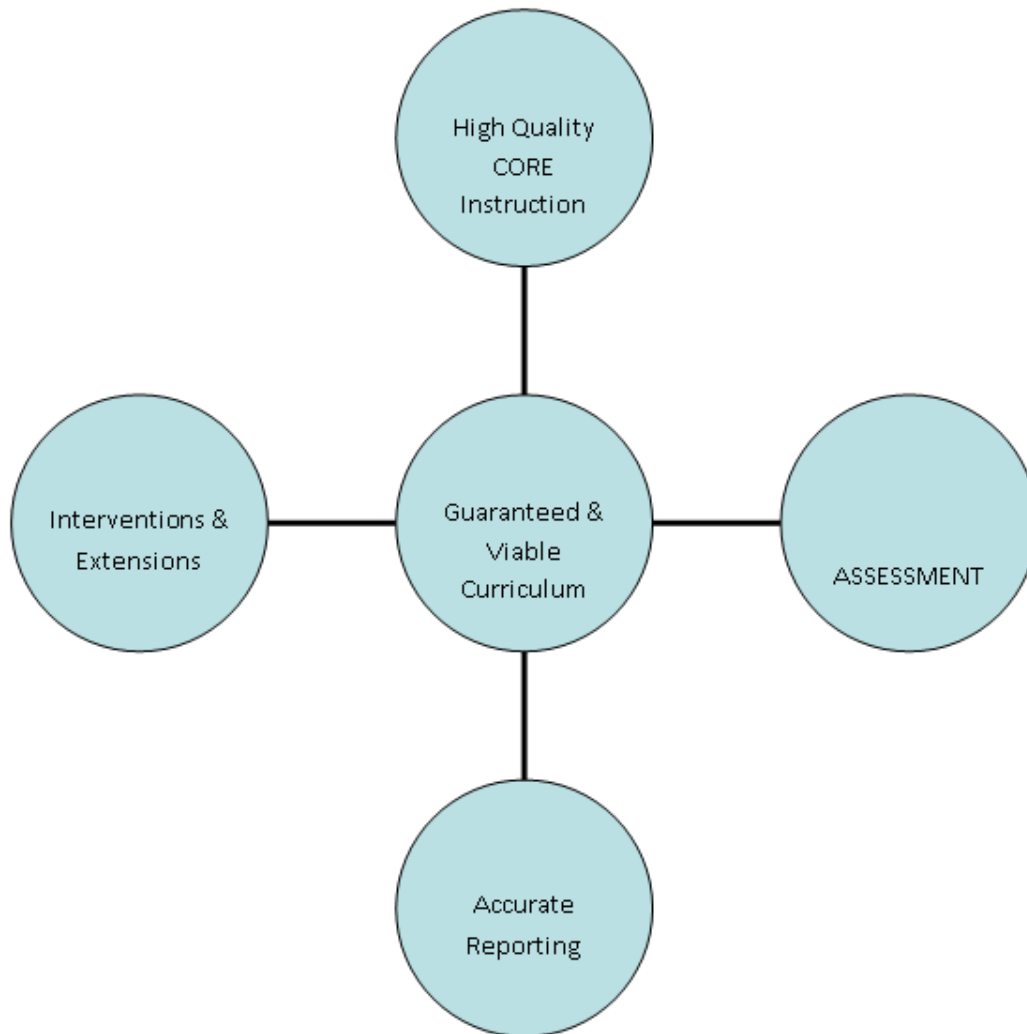
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# How Standards & Curriculum Connect

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The MSBSD has adapted the following graphic to demonstrate how curriculum components fit together to make a comprehensive instructional program. This guide is designed for teachers to use for instructional planning and decision making.



Adapted from United States Government Curriculum Essential

# Curriculum Development Process

Curriculum Work Determined by Curriculum Review Cycle

State Statues & Board Policies

Team Formation

Application Process

Team Selected by Office of Instruction

Professional Development for Team Members

Curriculum Processes & Protocols

Scientifically Based Research & Trends

Needs Assessment Process

Create & Distribute Surveys

Prepare District Data

Summarize Needs Assessment Data

Curriculum Development/Revisions

Team Needs Evaluation

Mission & Goals

Scope & Sequence

Guaranteed & Viable Curriculum

Writing Quality Objectives

100/80 Rule

Bloom's Taxonomy

Stakeholder Feedback

Curriculum Map

Pacing Guides

Materials Adoption

Tips/Scoring/Final Review/School Board Documents

Curriculum Maps



# Curriculum Development Process

## Implementation & Professional Development

- Team Needs Evaluation
- All staff professional development
- Teacher Feedback
  - Curriculum Reflection
  - PD Reflection
  - Develop Agenda for Revisions

## Monitoring Progress

- Team Needs Evaluation
- Curriculum Monitoring Tools
  - Program Components Check List Survey
  - Technology Assessment Survey
  - Pacing Guide/Curriculum Map Survey
  - Instructional Tour Forms

## Assessment Tools

- Formative & Summative Check List

## Intervention & Differentiation

- RTI Frameworks
- Instructional Strategies

# Curriculum Development Terminology

## Curriculum Scope & Sequence (Standards + Learner Objectives)

Content every student should know and be able to do at each grade level over time. Brings order to the delivery of the content and sustains opportunities for student learning.

## Pacing Guide

District guidelines of when content should be delivered in order to meet benchmark/state assessment deadlines. The pacing guide is the estimated timeline to accomplish all curriculum goals.

## Curriculum Map (Continuum)

Curriculum mapping is an approach to ensure alignment of written curriculum (standards + learner objectives) to learning activities within adopted materials.

## Alaska Physical Education Standards

Standards adopted by the Alaska Department of Education and Early Development, for what students should be learning in physical education. These standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience.

## Alaska Performance Standards (Grade Level Expectations)

Standards adopted by the State Board of Education as specific statements of what students should know and be able to do. They were adopted in reading, writing, mathematics, and science at four benchmark levels: 3rd, 6th, 8th, and 10th grades.

## Alaska Cultural Standards

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

# P.E. Curriculum Development Timeline

Fall 2010.....Team Building

Spring 2011.....Needs Assessment Team Meetings

Fall 2011-Spring 2012...Curriculum Review/Writing Team Meetings

Spring 2012.....Stakeholder Review

Spring 2012.....Presentation to Curriculum Council

Spring 2012.....Presentation to School Board on

Spring 2012.....School Board Approval on

## MSBSD CURRICULUM REVIEW CALENDAR

### *Curriculum/Materials Renewal Six-Year Cycle*

Subject	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Physical Education K-12	CR / \$		PD & I		PD & I		MP		MP		NA		CR / \$		PD & I	
Art K-12	CR / \$		PD & I		PD & I		MP		MP		NA		CR / \$		PD & I	
Music K-12	CR / \$		PD & I		PD & I		MP		MP		NA		CR / \$		PD & I	
World Lang 9-12	CR / \$		PD & I		PD & I		MP		MP		NA		CR / \$		PD & I	
Health K-12	NA		CR/\$		PD & I		PD & I		MP		MP		NA		CR / \$	
Math K-5	NA		CR / \$		PD & I		PD & I		MP		MP		NA		CR / \$	
Math 6-8	NA		CR / \$		PD & I		PD & I		MP		MP		NA		CR / \$	
Math 9-12	NA		CR / \$		PD & I		PD & I		MP		MP		NA		CR / \$	
Science K-5	MP		NA		CR / \$		PD & I		PD & I		MP		MP		NA	CR / \$
Science 6-8	MP		NA		CR / \$		PD & I		PD & I		MP		MP		NA	CR / \$
Science 9-12	MP		NA		CR / \$		PD & I		PD & I		MP		MP		NA	CR / \$
Social Studies K-5	MP	MP	NA		CR / \$		PD & I		PD & I		MP		MP		NA	
Social Studies 6-8	MP	MP	NA		CR / \$		PD & I		PD & I		MP		MP		NA	
Social Studies 9-12	MP	MP	NA		CR / \$		PD & I		PD & I		MP		MP		NA	
Language Arts K-5	MP	MP			NA		CR / \$		PD & I		PD & I		MP	MP	NA	
Language Arts 6-8	MP	MP			NA		CR / \$		PD & I		PD & I		MP	MP	NA	
Language Arts 9-12	MP	MP			NA		CR / \$		PD & I		PD & I		MP	MP	NA	
Inf Literacy/Tech K-12	MP	MP			NA		CR / \$		PD & I		PD & I		MP	MP	NA	

Year 1	Curriculum Review / Material Adoption (CR / \$)
Year 2 & 3	Professional Development & Implementation (PD & I)
Year 4 & 5	Monitor Progress (MP)
Year 6	Needs Assessment (NA)

# Curriculum Contents

Mission & Philosophy Statements

Curriculum Goals

Curriculum

Readiness Standards

Learner Goals (NASPE)

Motor Skills Progression Matrix

Scope and Sequence

Pacing Guide

Curriculum Map

Essential Teacher Knowledge

## PE Mission Statement

The mission of MSBSD K-12 Physical Education is to provide developmentally appropriate, standards-based instruction that builds knowledge, fitness, movement skills, and social well-being. Our programs will provide a foundation for informed decision-making that will empower students to achieve and maintain a healthy life.

## PE Philosophy

Physical education is an important and unique part of elementary and secondary school curriculum and is critical to every child's education. Physical education not only teaches the knowledge, skills and confidence individuals need to be physically active and healthy, but also contributes to student success, academic achievement and brain development. This is characterized by the integration of physical activity into daily routines and leisure pursuits. Physical education builds a foundation for increasing physical activity and healthy eating for reducing obesity, related chronic diseases and health care costs in the United States.

## PE Program Goals

The K-8 physical education classroom is an arena of safety, promoting success and expression through a variety of movement opportunities and challenges. Students will be given opportunities to experience and develop self-confidence and self-esteem while participating in a variety of developmentally appropriate activities which will contribute to enhancing skills for a healthy lifestyle.

As students enter into middle school/junior high, more emphasis is placed on applying skills to game situations involving rules, strategies, and competition dynamics. As a transition between Elementary and high school, classroom experiences may include a variety of team, recreational and life-long fitness activities. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals

## **K-12 ONGOING LEARNER GOALS**

These goals incorporate the standards of the National Association for Sport and Physical Education (NASPE). They should be incorporated regularly throughout all physical education instruction. Mastery is not assigned to a specific grade level or course.

### **STANDARD 1: MOTOR SKILLS**

Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students acquire the basic skills to participate in a wide variety of leisure physical activities and develop advanced skills in at least two or three activities.

### **STANDARD 2: LEARNING CONCEPTS**

Students demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students develop sufficient knowledge and ability to independently acquire new skills, while continuing to refine existing skills.

### **STANDARD 3: ACTIVE LIFESTYLE**

Students participates regularly in meaningful physical activity.

Students develop a comprehensive perspective on the meaning of an active, healthy lifestyle.

### **STANDARD 4: PHYSICALLY FIT**

Achieves and maintains a health-enhancing level of physical fitness.

Students accept responsibility for enhancing and maintaining a level of personal fitness commensurate with an active, healthy lifestyle.

### **STANDARD 5: SOCIAL / RESPECT**

Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students initiate responsible behavior, function independently and responsibly, and exert a positive influence on the behavior of others in physical activity settings.

Students develop an awareness of injury prevention strategies to ensure the safety of self and others.

Students willingly participate with persons of diverse characteristics and backgrounds, and develop strategies for inclusion of others.

**STANDARD 6: VALUES PHYSICAL ACTIVITY**

Student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students actively pursue lifelong physical activities that provide personal meaning.

Students participate in moderately intensive physical activity each day in pursuit of lifelong health and well-being.



# HIGH SCHOOL INTRODUCTION

The high school physical education curriculum is designed to provide a variety of movement experiences that will give students the knowledge, skills, and attitudes to make positive choices in their selection of enjoyable, life-long recreational and fitness pursuits. The activity areas have been chosen for their unique contributions to the well-rounded development of young people.

This curriculum is also designed to give students the confidence and motivation to improve and maintain an active lifestyle for a healthy mind and body, and to pursue the challenges of new physical endeavors throughout their lives.

The Fundamentals of Physical Education course provides a comprehensive overview of physical education. It is strongly recommended that students begin their high school fitness experience with this course as it is a prerequisite for many of the other physical education courses.

Fundamentals of Physical Education includes a variety of physical fitness activities from the Fitness category AND multiple activities from two or more of the following categories: Individual, Team, and Outdoor Pursuits (see Suggested Activities page).

The remaining course choices provide students the opportunity to continue their physical education experience through a variety of activities; some are activity-specific and some are category-specific. The goal is to provide all students the opportunity to choose physical education courses which meet both their needs and interests. This high school physical fitness curriculum supports life-long fitness and health.

## GRADUATION REQUIREMENTS

One credit (1.0) physical education is required for graduation.

## WAIVERS

See BP 6146.2 9b) for Waivers

## THE FOLLOWING APPLIES TO ALL P. E. COURSES:

Grades: 9-12

Length: 1 Semester

Credit: .5

Prerequisites: listed with course overviews