

Physical Education Curriculum Framework

Revised Summer 2005

Course Title: Physical Education
 Course/Unit Credit: .05
 Teacher Licensure: Secondary Physical Education K-12
 Physical Education K-12
 Physical Education/Wellness/Leisure
 Grades: 9-12

Physical Education

Physical Education courses include a planned curriculum that provides content and learning experiences in basic motor and movement skills as they apply to physical activity, health related physical fitness, and lifetime sports and recreation. This course encompasses the Physical Education Content Standards defined by the Arkansas Physical Education and Health Curriculum Framework.

Strand	Content Standard
Physical Education and Leisure	
Motor Skills and Movement Patterns	1. Students shall demonstrate <i>competency</i> in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
<i>Health</i> Related Fitness	2. Students shall achieve and maintain a <i>health</i> -enhancing level of physical fitness.
Lifetime Sports and Recreation	3. Students shall have an understanding of the importance and <i>health</i> benefits of participating in life-time sports and recreation.
Personal and Social Behavior	4. Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.

*Each grade level continues to address earlier Student Learner Expectations as needed.

Strand: Physical Education and Leisure

Content Standard 1: Motor Skills and Movement Patterns

Students shall demonstrate *competency* in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

MSMP.1.PEL.1	Participate in a variety of traditional and <i>adventure activities</i> using strategies, tactics, and fundamental movement patterns to perform complex skills (e.g., dance, team and individual sports, aerobics, <i>strength training</i> , casting a fishing rod, canoeing, hiking, cycling)
MSMP.1.PEL.2	Evaluate movement in a variety of activities by utilizing technology (e.g., video, digital camera, stop watch, heart monitors, pedometers, computer programs)
MSMP.1.PEL.3	Identify and apply safety principles associated with participation in lifetime sports and <i>adventure activities</i> (e.g., proper weightlifting techniques, components of workout, stretching, safety equipment – helmets, life-vests, <i>fitness journal entries</i>)
MSMP.1.PEL.4	Participate in traditional and <i>adventure activities</i> that promote fitness (e.g., video exercises, yoga, <i>spinning</i> , mountain biking, canoeing, hiking, repelling)
MSMP.1.PEL.5	Exhibit a basic level of competency, advancing to a level of proficiency, in a variety of lifetime activities (e.g., golf skills, racquet sports, camping skills, fishing skills)

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Content Standard 2: *Health-Related Fitness*

Students shall achieve and maintain a *health*-enhancing level of physical fitness.

HRF.2.PEL.1	Assess personal fitness status through participation in at least one nationally recognized fitness assessment item for each component: <ul style="list-style-type: none">• <i>cardio-respiratory</i> (e.g., mile run, step test, recovery rate, pacer)• <i>muscular strength</i> (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength)• <i>muscular endurance</i> (e.g., curl-ups, push-ups, step-ups, grip endurance)• <i>flexibility</i> (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation)• <i>body composition</i> (e.g., <i>BMI</i>, body fat percentage, waist-hip ratio, skin fold) (e.g., President's Challenge, other nationally recognized <i>health</i> -related fitness tests)
HRF.2.PEL.2	Engage in a variety of <i>health</i> -enhancing activities that promote improvement in each <i>health</i> -related component of fitness: <ul style="list-style-type: none">• <i>cardio-respiratory</i>• <i>muscular strength</i>• <i>muscular endurance</i>• <i>flexibility</i>• <i>body composition</i> (e.g., circuit training, heart-rate monitoring, stretching, <i>nutrition</i> logs)
HRF.2.PEL.3	Create and monitor <i>health</i> fitness goals based on a variety of physical activities, fitness profiles and nutritional guidelines
HRF.2.PEL.4	Refine personal <i>health</i> and fitness plans to include potential lifetime activities that promote <i>health</i> -related fitness, relieve tension, and maintain a healthy weight in both school and non-school settings (e.g., weekly <i>fitness journal</i> entries, visit fitness facilities, regular fitness evaluation to show maintenance or improvement)
HRF.2.PEL.5	Assess the dangers of performance enhancing products
HRF.2.PEL.6	Analyze sports specific training versus lifetime fitness

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Content Standard 3: Lifetime Sports and Recreation

Students shall have an understanding of the importance and *health* benefits of participating in lifetime sports and recreation.

LSR.3.PEL.1	Investigate and utilize local, state, national, and/or international fitness and recreational resources and organizations (e.g., trails, wilderness areas, rivers, lakes, fitness clubs, community fitness organizations)
LSR.3.PEL.2	Compare and contrast skill related fitness with <i>health</i> related fitness while participating in lifetime sports and recreation during the life-cycle
LSR.3.PEL.3	Evaluate the benefits of participating in regular physical activity to reduce <i>chronic disease</i> risks: <ul style="list-style-type: none">• reduce blood lipids• lower blood pressure• improve weight loss• reduce stress• lessen colon cancer risk• lessen risk for diabetes
LSR.3.PEL.4	Examine the <i>health</i> benefits of lifetime participation in traditional, adventure, or leisure activities: <ul style="list-style-type: none">• stress reduction• maintain muscle mass• maintain cardiovascular• maintain body weight• promote social interaction
LSR.3.PEL.5	Discuss personal <i>health</i> and fitness as it relates to: <ul style="list-style-type: none">• leisure• employment• daily activities• economic impact (<i>healthcare</i> costs)

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Content Standard 4: Personal and Social Behavior

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

PSB.4.PEL.1	Identify and employ responsible and considerate personal behaviors in physical activity (e.g., accepts constructive feed back, courteous to others, works independently)
PSB.4.PEL.2	Exhibit appropriate safe behaviors when participating in all physical activities (e.g., care of equipment, wear helmet, wear mouth piece, wear life vest, hunter and boating safety education course)
PSB.4.PEL.3	Assess the risks involved with the use of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, <i>sterility</i> , legalities)
PSB.4.PEL.4	Discuss and display positive social behaviors associated with physical activity (e.g., peer interaction, team work, sportsmanship)
PSB.4.PEL.5	Appraise economic factors associated with a physically active lifestyle (e.g., lower <i>health</i> care costs, cost to participate in activities)
PSB.4.PEL.6	Identify ways to modify activities in order to include persons from diverse backgrounds and persons with diverse abilities (e.g., modification of activities, modification of equipment, modification of rules, multicultural activities)
PSB.4.PEL.7	Demonstrate behaviors that promote a physically active lifestyle (e.g., walking to school, riding a bike, taking the stairs)

Physical Education and *Health* Glossary

Abstinence	Refusing to participate in risky <i>health</i> behaviors
Adventure activities	Non-traditional activity involving nature and <i>environment</i> such as hiking, camping, fishing, and others
AED	Automated External Defibrillator
Aerobic activity	A steady activity in which the heart can supply all the oxygen the muscles need
Agility	The ability to change direction quickly while the body is in motion
Alcoholism	A disease in which a person has a physical or psychological dependence on alcohol
Amotivational syndrome	A lack of desire to become motivated to perform daily responsibilities
ARORA	Arkansas Regional Organ Recovery Agency
Asymmetrical	A position or movement characterized by the unevenness of opposite parts of the body: using a line drawn through the vertebral column, all twisting, curling, or held positions in which greater stress is given to the limbs on one side are <i>asymmetrical</i> positions
Balance	The ability to keep an upright posture while standing still or moving
Body awareness	An element of movement; being aware of body shape, parts of the body, and the support and transfer of weight
Body composition	The ratio of body fat to lean body tissue including muscle, bone, water, and connective tissue
Body Mass Index (BMI)	A number that shows body weight adjusted for height: can be calculated with simple math using inches and pounds, or meters and kilograms; used to assess underweight, overweight, and risk for overweight
Cardio-respiratory	The ability of the heart, lungs, and vascular system to supply oxygen and nutrients to muscles during activity
Cessation	The act of stopping
Chronic disease	A disease that is ongoing
Communicable disease	Diseases that are spread from one living thing to another or through the <i>environment</i>
Communication skills	Those skills that an individual chooses to share thoughts and feelings with others
Community <i>health</i>	Activities, efforts, and strategies that influence individuals within a community to make <i>healthy</i> decisions
Competency	The ability to perform and apply skills
Congenital	Born with; existing at birth
Consumer <i>health</i>	Focuses on helping individuals make responsible decisions about products and services that can affect one's <i>health</i>
CPR	Cardio-Pulmonary Resuscitation
Depression	A prolonged feeling of helplessness, hopelessness, and sadness
Drug	A substance, other than food, that changes the structure or function of the body and mind

DUI	Driving under the influence of alcohol as defined by the law
DWI	Driving while intoxicated as defined by the law
Dynamic settings	Involves performing skills and skill combinations in complex settings where the environment changes, such as performing manipulative tasks while dodging, performing a gymnastics sequence or a dance to music
Emotional <i>health</i>	A sense of well-being with attention to mind, body, spirit, creativity, intellectual development, and <i>health</i>
Environmental hazards	Air, water, and land that surrounds pose a health risk to an individual or community
Environmental <i>health</i>	Factors that contribute to the overall <i>health</i> status of air, water, and land
FITT principle	A formula in which each letter represents a factor important for determining the correct amount of physical activity F= Frequency, I = Intensity, T = Time, T = Type
Fetal Alcohol Syndrome (FAS)	A group of alcohol-related birth defects that includes both physical and mental problems
Fitness journal	A regularly kept written record that a student uses as a personal assessment tool
Flexibility	The ability of various joints of the body to move through their full range of motion
Fundamental motor skills	Includes both <i>locomotor</i> skills such as walking, running, <i>hopping</i> , skipping, jumping, leaping and galloping, as well as manipulative skills such as throwing, passing, kicking, dribbling, and catching
Gateway drug	A drug that introduces people to drug use, increasing the risk that they will try a stronger drug
Gingivitis	Inflammation of the gums
<i>Health</i>	The state of physical, mental, and emotional well-being and not merely the absence of disease or infirmity.
<i>Health</i> advocacy	Taking action in support of <i>health</i> issues
<i>Health</i> concepts	Ideas, thoughts, or notions that pertain to <i>health</i>
<i>Health</i> education	Process by which individuals are informed concerning the promotion of physical, emotional, and social well-being
<i>Health</i> enhancement	A subject area that includes content from the disciplines of both <i>health</i> and physical education whose major focus is the development of a <i>healthy lifestyle</i>
<i>Health</i> enhancing strategies	Planning and directing an action that will promote one's well-being or that of their community or family
<i>Health</i> -related physical fitness	Includes the components of (1) cardiovascular endurance, (2) muscular strength and endurance, (3) <i>flexibility</i> , and (4) <i>body composition</i>
<i>Healthy</i> lifestyle	Patterns of living including proper diet, adequate exercise, and appropriate rest, which helps promote both physical and emotional well-being
Hopping	Taking off and landing on the same foot
Hygiene	Cleanliness

Immune system	Group of organs, including the lymph nodes, thymus, and spleen, that fights off pathogens and removes harmful organisms from the blood
Immunity	Resistance to infection or a specified disease
Interpersonal social skills	Skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control, and tolerance
Intrapersonal behavior	Existing or occurring within the individual self or mind
Jump	Take off and land on both feet
Lead-up games	Activities that utilize basic skills and strategies related to specific games, sports, or leisure activities
Life-time fitness	State or condition of being physically sound and <i>healthy</i> as a result of a life-long commitment to exercise and proper nutrition
Lifetime physical activities	Includes games, sports, and other leisure pursuits usually performed by a person over the course of a lifetime, including activities such as tennis, golf, bowling, backpacking, canoeing, and racquetball
Locomotor	Skills used to move the body from one place to another, including walking, running, skipping, leaping, sliding, galloping, jumping, and <i>hopping</i>
Low-organized games	Include activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways
Manipulative skills	Skills developed when a person handles some kind of object, including throwing, kicking, batting, catching, redirecting an object in flight, such as a volleyball, or continuous control of an object such as a hoop
Mature pattern	A series of basic movements that are fluid, efficient, repetitive, and internalized
Mediation skills	Having the ability to settle differences between individuals combining the use of problem solving methods and active listening skills
Mental <i>health</i>	State of well-being of the mind
Metastasis	Spreading of cancer cells to other parts of the body
Morality	Rightness or wrongness as in an action
Morbidity	Expresses the number of deaths in a population within a prescribed time.
Mortality	The rate or proportion of death from all causes
Motor skills or <i>fundamental motor skills</i>	Basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities
Muscular endurance	The ability of the muscles to exert force for an extended time
Muscular strength	The ability of the muscles to exert maximum effort

Musculoskeletal	System of the human body that consists of bones, joints, muscles and tendons configured so as to allow the great variety of movements characteristic of human activity
Non communicable disease	A disease that is not transmitted by another person, by a vector, or from the environment
Non-locomotor	Skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking
Non-violent strategies	Techniques that are used to avoid or de-escalate a potentially violent situation and includes problem-solving, active listening, conflict resolution skills, mediation, sit-downs or humor
Nutrition	The study of foods and the process by which they nourish the body
Obesity	The condition of being very overfat or having a high percentage of body fat
Pathogen	A microorganism capable of causing disease or illness
Pedometer	A device that can be used to count the steps taken daily. Pedometers can be used as a motivational tool to provide feedback on the duration (distance) or intensity (distance over time) of physical activity
Peer pressure	Positive or negative influence peers consciously or unconsciously place on others to behave in certain ways
Personal <i>health</i>	Concerning or affecting a particular person's <i>health</i>
Physical fitness	The ability to perform physical activities and meet the demands of daily living while being energetic and alert
Plaque	A thin film of matter that destroys tooth enamel
Prescription drug	A drug that can not be purchased legally without a physician's order
Prevention	To stop doing or keep from happening
Refusal skills	Techniques used to say "no" in a risk situation
Rhythm(s)	Involves motion that possesses regularity and a predictable pattern, often involving music such as dance patterns, jumping rope, or tinikling (Philippine folk dance)
Risk behaviors	Behaviors that represent a potential threat to a person's well-being
Sexual	Of or involving sex, the sexes, or the sex organs
Spatial awareness	The ability to recognize and respond to objects in 3 dimensional space
Spinning	An activity performed on stationary bikes with different levels of resistance usually for a period of 30 to 45 minutes
Static	A slow sustained stretch that is held for 10 – 30 seconds
Sterility	Incapable of producing offspring
<i>STI (STD)</i>	Sexually Transmitted Infection / Disease; an infectious disease that is spread from person to person during <i>sexual</i> activity
Stress management	Techniques used to prevent and deal with stressors

Symmetrical	A movement or balanced position in which both sides of the body would look identical if an imaginary line were drawn through the middle of the body
Target heart rate	Used to determine activity intensity; used to enhance the level of cardiovascular endurance; may be calculated by using the formula: $(\text{Maximum heart rate '220' - age}) \times 0.70 = \text{target rate}$
Underweight	Having a body mass index that is below the 5 percentile for one's age
Weight bearing activities	Activities that include all of the movements that focus on the transfer of weight from one adjacent body part to another
Weight/strength training	A form of fitness training that usually includes working with four variables: (1) amount of resistance (weight) per lift; (2) number of repetitions of each lift (set); (3) number of sets per workout; and (4) number of workouts per week.
Wellness	A concept that suggests that all aspects of a person's life (physical, mental, emotional, and social well-being) are balanced; implies that a person will be active and free from disease

Appendix

Physical Education for Students with Special Needs

Every physical education class includes students who are high achievers; those who are low achievers; and those, the majority, in the middle. Effective instructional strategies take into account the diverse needs of what are often very heterogeneous groups. Quality physical education involves adapting, modifying, and changing a physical activity so it is appropriate for all participants.

Some students will come to physical education with motor or perceptual deficits; others, with more severe disabilities. Successful participation in physical activities by students with disabilities depends on the teacher's attitude and skill in providing instruction and support to all students. The teacher should continually encourage all students to learn and experience maximum enjoyment in physical education by understanding students' specific needs and encouraging students who are not disabled to accept and support those who are.

Children with disabilities, whether they are identified as needing special education and related services or not, have the right to a modification of the regular program. Further, under Section 504 or the Rehabilitation Act of 1973, Amendments of 1991 (Public Law 102-42), and American Disabilities Act of 1990 (Public Law 101-336), such children may not be discriminated against by school personnel. Service delivery options that must be made available to all children with disabilities are modified general physical education, specially designed physical education, and adapted physical education; direct services; collaboration; and consultation.

In some instances an individualized education program team at the school (e.g., the physical education teacher, special education teachers, administrators, parents, and ancillary personnel, such as occupational therapists, recreation therapists, and physical therapists) will determine that the appropriate least-restrictive environment for a physical education program for students with disabilities is the general education class. To accommodate such students, the physical education instructor may have to make modifications and interventions.

In collaboration with the special education teachers and ancillary personnel, the physical education teacher can modify instruction to accommodate students with disabilities without diminishing the value of the class for those without disabilities. Problem-solving skills and modified approaches to movement can be offered.

Teaching methods can be adapted to meet the needs of students through provision of a direct tutor, a buddy system that pairs students with disabilities with other students, peer tutoring, task cards or individualized learning packets, circuit or station setups, contracts or independent student programs, and other approaches.

Other adaptations might include:

Ways to modify assessment:

- Basing evaluation on the student's potential and on pretest and posttest comparison rather than on standardized scores
- Basing measurement on what the student with disabilities is able to do rather than on what the student is not able to do
- Applying decathlon-scoring approaches to enable students with disabilities to compete for points against records that are appropriate to their physical status
- Providing specific devices or adapting equipment to aid in the manipulation of objects or oneself
- Vary size, weight, color and texture of equipment

Rules of adaptations:

- Adjust height and size of target or goal
- Adding more players to a team to reduce the amount of activity and responsibility of any individual player
- Assigning playing positions according to the abilities of the students with disabilities
- Permitting the substitution or interchange of duties during participation
- Limiting play areas if students' movement capabilities are restricted
- Have well defined lines and boundaries
- Provide rest periods as needed
- Adapt rules for individual disabilities such as 3 step dribbling using 2 hands to dribble or carry ball on lap in wheelchair or use of tee/ramp

Classroom management strategies:

- Structure and predictable routine
- Clear expectations
- Brief instructions
- Positive reinforcement
- Proximity to teacher
- Verbal and visual cues

The physical education teacher should seek out opportunities for informal talks with the special education teacher to develop methods for working with students with disabilities. When these students cannot participate safely and successfully in the physical education program and when interventions have been ineffective, the use of the individualized education plan process for special education may be required.