

BRENTWOOD SCHOOL DISTRICT

Mission Statement for Physical Education and Health

Physical Education and Health are an essential part of the total educational process and contribute to the overall growth and development of the individual child. This process must be based upon the physical, social, and emotional needs of the student. Every child needs to be afforded the opportunity to grow in the areas of knowledge and understanding, motor skills, attitudes, and personal fitness that will enable him/her to achieve a lifestyle in which regular, vigorous physical activity, nutrition, and healthy choices become an integral part. To these ends the Brentwood Physical Education and Health programs are dedicated.

We Believe That a Quality Physical Education Program

1. is standards based
2. is developmentally appropriate
3. is sequential and progressive
4. is balanced in its approach.
5. focuses on skill acquisition and development.
6. has a high degree of engaged learning time.
7. uses games to reinforce skill development.
8. promotes positive feelings about oneself.
9. makes use of up-to-date grading/assessment practices.
10. has teachers who demonstrate exemplary instructional strategies.

RATIONALE FOR PHYSICAL EDUCATION

Physical education is an essential part of the total educational process and contributes to the overall growth and development of the individual child. Therefore, it must be based upon the physical, mental, and social-emotional needs of the student. Every child needs to be afforded the opportunity to grow in the areas of knowledge and understanding, motor skills, attitudes, and personal fitness that will enable each youngster to achieve a lifestyle in which regular, vigorous physical activity becomes an integral part of that lifestyle. The avenue to develop and refine problem solving, critical thinking skills and communication needs to be open to all students. To that end, the Brentwood School District Physical Education program must be dedicated.

The elementary school physical education program emphasizes individual growth in basic movement skills, perceptual motor experiences, rhythmic activities and dance, personal fitness and conditioning, and basic skills of various individual, dual, and team sports as well as outdoor recreational and challenge activities. Elimination-type games, highly competitive contests and team sports are kept to a minimum at this level. The program provides the child with the opportunity to understand basic body structure and function, physical development, and social skills as they relate to participating in vigorous activity as well as the importance of regular daily physical activity in establishing and maintaining a healthy lifestyle. Children will learn to participate in a positive and productive manner in which doing one's best and improving one's performance are more indicative of success than winning a game! The focus becomes one of "I CAN DO IT!" as opposed to "No, I can't." , where every child experiences challenge and success instead of complacency and failure.

The middle school physical education program emphasizes challenge and enhancement of skills learned in elementary school. The curriculum offers a wide selection of activities designed to meet the varied needs and interests of the young adolescent. Activities include individual, team, and dual sports, lifetime activities, rhythms and dance, and personal fitness programs. The focus in middle school is for the child to achieve a comfortable level of competency in a variety of skills with which he or she can be content. Students will learn to view mistakes as opportunities for growth and learn to overcome self-consciousness as they strive for and achieve success.

The high school physical education program allows each student to become an efficient, self-confident individual who is prepared for a healthy and active lifestyle that will continue into adulthood.

The program focuses on knowledge and skill development in a variety of lifetime, individual, dual, and team activities. Emphasis is placed upon development of a positive self-concept, problem solving and critical thinking skills, appropriate social and emotional behaviors, self-direction, and an appreciation for individual and cultural difference.

Opportunities will be provided for development of a personalized program of physical fitness as well as the teaching of concepts necessary to the development of a healthy lifestyle. Independent learning activities will be offered to those students who have a desire to pursue an area of interest in-depth.

MAJOR ORGANIZING STRANDS

This framework incorporates physical education into the following major organizing strands:¹

EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

A. Fundamental Movement Skills and Games

1. Locomotor
2. Non-locomotor
3. Manipulative
4. Balance
5. Individual/Partner Activities
6. Small Group Games
7. Whole Class Games

B. Sports Skills and Lifetime Activity

1. Lead-up Games
2. Individual and Dual
3. Team
4. Outdoor Pursuits
5. Aquatics

C. Rhythms and Dance

1. Rhythmical Activities
2. Creative/Interpretive

¹ Missouri Department of Elementary and Secondary Education. Curriculum Frameworks for Health Education/Physical Education. pg. 4. 1996.

3. Folk
4. Square
5. Social

D. Principles of Human Movement

1. Body Awareness
2. Spatial Awareness
3. Qualities of Movement
4. Relationships
5. Principles of Movement and Motor Learning
6. Principles of Anatomy and Physiology

PHYSICAL ACTIVITY AND LIFETIME WELLNESS²

A. Personal Fitness/Wellness

1. Components of Health-related Fitness
2. Health-related Fitness Assessment
3. Principles of Wellness and Stress Management
4. Skill-related Fitness

B. Responsible Personal and Social Behavior in Physical Activity Settings

1. Principles of Safety
2. Understanding of rules, procedures, and classroom etiquette
3. Appreciation of similarities and differences among cultures
4. Problem solving and decision making

C. Injury Prevention/Treatment and Rehabilitation

1. Prevention and Treatment Techniques for Exercise-related Injuries
2. Recognizing Potential Unsafe Situations
3. Rehabilitation Techniques for Exercise-related Injuries

² Ibid.

PHYSICAL EDUCATION CODING KEYS

SHOW- ME STANDARDS

SMS refers to **Show-Me Standards**

HP; FA; SC refers to the **Curricular Discipline** (Health Education/Physical Education; Fine Arts, Science)

IV or V refers to the designated **Physical Education Strand**.

1-7 refers to the designated **Physical Education Content Standard**

1.1, etc. refers to **Show-Me Process Standards Related to Skills**

Coding Example: SMS-HP 4, 1.1 refers to Show-Me Standards-Health/Physical Education, Principles of movement and physical fitness, Process Standard 1, item 1.

HEALTH/PHYSICAL EDUCATION CONTENT STANDARDS³

The following content standards are referenced throughout this document:

1. structures of, and relationships among human body systems.
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).
3. diseases and methods for prevention, treatment and control.
4. principles of movement and physical fitness.
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use).
6. consumer health issues (such as effects of mass media and technologies on safety and health).
7. responses to emergency situations.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION⁴

National Standards for Physical Education designate benchmarks and assessment

³ Missouri Department of Elementary and Secondary Education, The Show-Me Standards, 1996.

⁴⁴ National Association for Sport and Physical Education, Outcomes of Quality Physical Education Programs, 1992.

times at grades K, 2, 4, 6, 8, 10, and 12. These benchmarks can be appropriately matched in the following manner:

BENCHMARKS	APPROPRIATE GRADE LEVEL
K	Kindergarten
2	Grades 1 - 2
4	Grades 3 - 4
6	Grades 5 - 6
8	Grades 7 - 8
10	Grades 9 - 10
12	Grades 11 - 12

NS refers to **National Standards**

Kdg, 2nd, 4th, etc. refers to **Grade Level Benchmarks**

1, 2, 3, etc. refers to designated National Standard Benchmark statement

CODING EXAMPLE: NS-Kdg, 3 refers to National Standards-Kindergarten,
Benchmark 3.

SUGGESTED PHYSICAL EDUCATION SCOPE AND SEQUENCE*

KEY: I - Introduction
E- Emphasis

R- Reinforce

Content Areas:	K-2	3-4	5	6	7	8	9-12
Efficiency of Human Movement & Performance							
Fundamental Movement Skills and Games	I-E	R	R	R	R	R	
Sports Skills and Lifetime Activity	I	E	R	R	R	R	R
Rhythms and Dance	I	I-E	R	R	R	R	R
Principles of Human Movement	I-E	R	R	R	R	R	R
Physical Activity and Lifetime Wellness							
Personal Fitness Wellness	I	E	E	R	R	R	R
Responsible Personal and Social Behavior in Physical Settings	I	E	E	R	R	R	R
Injury Prevention/Treatment and Rehabilitation	I	E	E	R	R	R	R

*Specific activities should be selected within the context of the scope and sequence.

¹ Department of Elementary and Secondary Education. Missouri's Curriculum Frameworks for Health/Physical Education, 1996. pg.115.