

B. Linkages

- The physical education program philosophy is consistent with the district's philosophy of education.
- The philosophy provides a sound foundation for program goals and objectives.
- The district's physical education teachers are sincerely committed to each belief outlined in the philosophy.

C. Breadth and Depth

- The philosophy is aligned with sound pedagogical practices.
- The philosophy provides a clear and compelling justification for physical education.

D. Usefulness

- The philosophy is written in language that is clear and that can be understood by parents and other non-educators.

**SAMPLE PHILOSOPHY
STATEMENT 1**

Hamden, Conn. Public Schools

Physical education is an integral part of the ever continuing educational process for each student. We believe that the K-12 physical education program contributes significantly to the optimum development of each student. This program provides a balance of activities which reflect and challenge the divergent needs of students in the psychomotor, cognitive and affective domains.

The pursuit of optimal physical fitness throughout life and the development of a healthy body is the essence of a good physical education program. Learning the fundamental components and the primary principles of physical fitness helps one to develop positive attitudes and motivational techniques that will be carried on throughout one's life.

The trend in today's society for vigorous physical activity to enhance the quality of life and reduce the risk of catastrophic illness is obvious. The school recognizes this trend and its obligation

to promote a healthy society by developing a physical education curriculum that will focus on "fitness" as the principal component and major objective to be achieved. This direction will take on new meaning as all activity tasks will be analyzed in light of the contribution they will make toward the impact on the physical health and well-being of each student.

**SAMPLE PHILOSOPHY
STATEMENT 2
Canton, Conn. Public Schools**

Physical education helps students attain physical and mental well-being and competencies. It is the one subject area that provides learning in all three domains: cognitive, affective and psychomotor. Through a well-articulated and sequential program of physical education, each student will have the opportunity to develop and maintain a high level of physical fitness necessary for maximum growth, development and wellness.

Physical education helps every child develop movement and sport skills, a positive self-image, positive social interactions and problem-solving techniques. It also helps foster communication skills, promotes productive goal setting and positive attitudes which result in a healthy lifestyle and a productive use of leisure time.

**SAMPLE PHILOSOPHY
STATEMENT 3
Conn. Regional District 18
Public Schools**

An individual who experiences a high level of fitness, exhibits a higher level of mental, emotional and social well-being. Consequently, the physical education program in Regional District 18 strives to instill a positive attitude within students regarding the importance of physical activity as an ongoing endeavor. By providing for successful experiences in

a variety of activities, we endeavor to maintain and reinforce a child's inherent love of movement and play. At the same time, it is emphasized that achieving a high level of fitness requires more time than is presently allotted in the school program.

Working within these constraints, we strive to increase individual growth patterns through a sequential developmental program. The program aims to provide enjoyable and successful experiences by offering activities appropriate to the students' physical and mental abilities. Through the medium of physical activity, we seek to promote kinesthetic awareness, cooperation, understanding of individual differences, improved self-esteem and interest in life-long activities.

We seek to reverse the trend of today's youth toward reduced fitness. Thus, we strive to stimulate their desire for play and fitness by increasing their awareness of the numerous activities available to them and by affording them many opportunities for success at play.

SAMPLE PHILOSOPHY STATEMENT 4

Clinton, Conn. Public Schols

The famous words of John Locke, 17th century English philosopher, are still true today. He stated – "A sound mind in a sound body is a short but full description of a happy state in this world. He that has these two has little more to wish for."

An integral part of every student's formal educational experience is an effective physical education program.

The Clinton School System offers a well-planned, sequential program of instruction in physical education. The program is designed to promote a healthy lifestyle through a multidisciplinary approach, which is developmentally appropriate.

4. PROGRAM GOALS. While the K-12 program philosophy describes fundamental beliefs and helps to inform the process of instruction, most curriculum guides describe a set of K-12 program goals. These goals are general statements that summarize the key psychomotor, cognitive and affective content expectations of the program. They provide direction for the entire physical education program from kindergarten through Grade 12. Grade-level goals, when presented, focus on the developmental differences that might guide the program at a specific grade level. For example, this curriculum framework is based on one set of program goals.

An effective set of program goals has the following characteristics:

- Each goal is open-ended, to provide for continuous growth from kindergarten through Grade 12 and into adult life.
- Each goal grows logically out of the physical education philosophy, and the linkage is clear.
- Each goal grows out of a district goal, and the linkage is clear.
- The goals are reflective of the individual community.
- The goals are comprehensive enough to provide the basis for a quality K-12 physical education program.
- The goals include each of the outcomes of physical education suggested by the philosophy.
- Each goal is realistic.
- There is a manageable number of goals, usually between four and eight.
- Each goal lends itself to developing one or more objectives.

The following sample sets of program goals are offered for review and adaptation.

SAMPLE GOALS STATEMENT 1 Conn. Regional District 18 Public Schools

As a result of participation in the physical education program students will:

1. understand the importance that physical activity and fitness have on one's mental, emotional and social development;
2. experience the "joy" of play through exposure to a variety of physical activities;

3. participate in activities in which self-discovery, problem solving and creative decision making will flourish;
4. acquire proper skills for various physical activities through sequential development;
5. develop positive self-image and confidence through successful experiences of play;
6. demonstrate a general knowledge of rules and strategies in activities;
7. demonstrate positive patterns of social behavior, interpersonal relationships and cooperation among individuals towards attaining a common goal;
8. develop and refine motor skills through a variety of activities in order to provide for overall effective movement;
9. experience leisure time activities that can be pursued as adults in society;
10. understand the personal benefits and enjoyment gained through physical activities during leisure time; and
11. recognize individual capabilities and potential and develop a willingness to aspire to that level.

SAMPLE GOALS STATEMENT 2 **Hamden, Conn. Public Schools**

Goal 1: Physiological Development

To provide a program of instruction to recognize the developmental stages of growth and achieve the physiological components of fitness; and maintain desirable fitness levels through a continual process of evaluation.

Goal 2: Psychomotor Development

To provide a program of instruction leading to proficiency in the performance of physical skills requiring coordination, rhythm, accuracy and poise, with physical acts performed in a graceful, aesthetic and efficient manner.

Goal 3: Cognitive Development

To provide a program of instruction leading to the development of knowledge, sensory perception, judgment, memory and reasoning necessary to per-

form skills that lead to a physically active lifestyle.

Goal 4: Affective Development

To provide a program of instruction leading to the development of desirable attitudes and expression of feelings and emotions involving the appreciation of self and others. Primarily, these experiences relate to movement, sports participation and spectatorship.

SAMPLE GOALS STATEMENT 3 **Conn. Regional District 15** **Public Schools**

A physically educated person in Region 15 leaves Grade 12 predisposed to continue to maintain a healthy and active lifestyle.

1. A physically educated person in Region 15 demonstrates his or her enjoyment of physical activity.
2. A physically educated person in Region 15 demonstrates that he or she possesses the knowledge of the benefits, skills and rules for a variety of sports and activities.
3. A physically educated person in Region 15 feels successful when he or she participates in physical activity.
4. A physically educated person in Region 15 exhibits the attitudes and behaviors of an active and healthy person.

5. OBJECTIVES. If the philosophy and goals of a curriculum represent the spirit or soul of the curriculum, then the grade-level objectives represent the core or heart of the curriculum. It is within these specific grade-level objectives that the curriculum delineates clear expectations of what is to be learned. Objectives should describe observable and measurable behaviors and define what children should know and be able to do.

Using the performance standards defined in this guide at Grades 4, 8 and 12, curriculum developers can work backward to make decisions about the specific objectives that will guide student learning in kindergarten and Grades 1-4 to meet the standards set for all students by the completion of Grade 4.

In selecting, writing and sequencing objectives, several key questions arise:

- Does the objective address essential content, or is it focusing on activities without purpose?
- Is the objective sufficiently specific to give the reader a clear understanding of what the student should be able to do, without being so detailed as to make the statement labored or the objective trivial?
- Is the objective compatible with the goals and philosophy of the program and the real and emerging needs of students?
- Is the objective realistic and attainable by students?
- Are appropriate materials and other resources available to make the objective achievable?

As objectives are selected and written, they may be organized by grade, by themes, in units, in sequential levels of instruction or through some combination of these. Decisions about the organization of a physical education curriculum guide must be made with care and must reflect the overarching philosophy of the program and the preferences of the teachers who are to use the guide. It is most important that the curriculum is presented with coherence and purpose.

Organization of Objectives

- A *grade-level* structure organizes objectives by grade and is the most commonly used structure.
- A *unit* structure groups objectives by the movement concept and/or skill. Units may or may not be organized by degree of difficulty and may be large or small, sequential or nonsequential. A unit organization is most commonly used for high school courses.
- A *thematic* organization places all of the objectives for a specific theme or topic together in sequential order, without regard to specific grade. Such an organization lends itself to individual instruction and continuous progress within a theme.
- A *sequential* organization outlines objectives in a continuous chain without regard to grade level or theme, and allows for individual student progress along a continuum of skills and experiences.

An effective guide often will incorporate more than one format. For example, a common arrangement lists objectives grouped by units within each grade level. In this manner a third grade teacher would be provided with a complete listing of the third grade objectives organized by activities or skills. However, it is important

for the teacher to take into consideration the second grade objectives containing skills that may have been introduced but not taught for mastery, as well as forthcoming fourth grade objectives. This information is often provided in a scope and sequence and is of great importance, as the objectives flow from elementary to middle school and then to high school.

In addition to the delineation and sequencing of content by objectives, many curriculum guides provide information to help teachers implement the curriculum. For example, some curriculum guides:

- provide an example of what is meant by each objective;
- suggest instructional activities, techniques, strategies or materials that support specific objectives; and
- provide information on how the objectives can be evaluated.

Accordingly, curriculum developers have a range of options for formatting and designing an effective curriculum guide.

6. RESOURCE MATERIALS. An effective curriculum guide goes beyond a listing of objectives and identifies suggested instructional activities, strategies, materials and resources to help educators meet a particular objective or set of objectives. Teachers should collaborate to identify a wide range of materials that will assist in meeting the specific needs of varying styles and developmental levels of students. The curriculum document should go beyond identifying what students should know and be able to do, and become a tool that assists the teacher in program implementation and delivery.

7. PROGRAM ASSESSMENT. Assessment and evaluation often are addressed as the culminating piece of curriculum development. Consequently, these important instruments often are neglected or left incomplete. Some models for curriculum development begin with student assessment tools and build backward. Whatever the model, it is necessary to recognize the importance of assessment in the entire curriculum development process. It is critical that curriculum, instruction and assessment be aligned.

The assessment vehicles should be directly related to the objectives; cognitive, affective and psychomotor. Student assessment should be an ongoing process. The model for assessment should permit flexibility in the types of evaluation. Physical education specialists also must look at the trends in other disciplines. Physical education always has been performance based, but how can this be evidenced and documented? Portfolios and other types of authentic assessments are illustrated in Chapter 2.