

OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Items
April 18-19, 2013

OFFICE OF HEALTHY SCHOOLS AND CHILD NUTRITION

12. Approval to begin the Administration Procedures Act process: To revise the Mississippi Physical Education Framework for K-12

Executive Summary

The Mississippi Physical Education Framework for Physical Education (K-12) is recommended for approval.

The framework is designed to provide local programs with an instructional foundation that can be used to develop localized instructional management plans and course syllabi. Additionally, the framework includes the following elements for the revised curriculum:

- ❖ Program Description
- ❖ Course Standards
- ❖ Course Descriptions
- ❖ Competencies and Objectives

The Physical Education Framework was revised with input from local district personnel and administrators at the Mississippi Department of Education. Upon approval, the curriculum will be disseminated for implementation in the 2013-2014 school year.

Recommendation: Approval

Back-up material attached

Summary of changes for the Revision of the 2013-2014 Mississippi Physical Education Framework

Many of the changes to the 2006 Mississippi Physical Education Framework are in format rather than content. The changes made to the content are reflective of the Mississippi Healthy Students Act which was passed in 2007. The content changes are listed below:

- The addition of the requirement for one-hundred fifty minutes of activity-based instruction a week for K-8.
- The requirement of forty-five minutes a week of health education for K-8.
- The requirement of $\frac{1}{2}$ Carnegie Unit for graduation in physical education for 9-12 students.
- The requirement for fitness testing of students in grade 5 and for students in 9-12 when they earn their $\frac{1}{2}$ Carnegie Unit for graduation.
- The addition of the desired results for a sequentially-planned quality physical education program, which are:
 - Regular participation in physical activity;
 - Students who know the benefits of involvement in physical activities;
 - Students who value physical activity and its contributions to a healthy lifestyle;
 - Students who are physically fit; and
 - Students who learn skills and acquire the knowledge necessary to perform a variety of physical activities.
- The addition of Youth Physical Activity Guidelines which include the recommendation of 60 minutes a day of moderate to vigorous physical activity for children ages 6-17.
- The addition of sample assessment methods and a definition for each assessment listed.



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

2013-2014

MISSISSIPPI PHYSICAL EDUCATION

FRAMEWORK

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Revised 2013

Physical Education Curriculum (K-12)

Mississippi Department of Education

2013

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Acknowledgments

The Physical Education (K-12) curriculum was presented to the Mississippi Board of Education on April 18, 2013. The following persons were serving on the state board at the time:

Dr. Lynn House, Interim State Superintendent
Dr. O. Wayne Gann, Chair
Mr. Howell "Hal" N. Gage, Vice Chair
Ms. Kami Bumgarner
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Charles McClelland
Mr. Richard Morrison
Ms. Martha "Jackie" Murphy
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Scott Clements, Bureau Director for the Office of Healthy Schools, provided guidance as the taskforce committee was assembled and provided input throughout the development of the Physical Education Curriculum (K-12). Members of this taskforce were as follows:

Dr. Aaron Beighle	University of Kentucky
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Payton Ragon	Biloxi Public School District
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Appreciation is expressed to the following Office of Healthy Schools staff member who provided guidance and insight throughout the development process:

Christine Philley, M.Ed., CFCS
School Health Administrator
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Preface

The Mississippi Healthy Students Act of 2007 strengthened physical education and health education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. The Mississippi Healthy Students Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12.

As a result of this legislation, forty-five minutes of health education and 150 minutes of physical education/physical activity are required each week for students in grades K-8 and a ½ Carnegie Unit for graduation for grades 9-12.

This bill is referenced at <http://www.mde.k12.ms.us/docs/healthy-schools/senatebill2369.pdf?sfvrsn=2>.

The results of a quality daily physical education program can have a dynamically positive and long-lasting effect on those who participate. According to the Centers for Disease Control's *Physical Activity Guidelines for Americans (2008)* the following are benefits of physical activity:

- Assists in the reduction of obesity;
- Reduces the risks of developing type II diabetes, cardiovascular disease and other chronic health conditions;
- Improves respiratory efficiency and reduces the risk of respiratory diseases such as asthma;
- Helps build and maintain healthy bones and muscles;
- Reduces feelings of depression and anxiety; and
- Promotes psychological well-being.

Physical Education (K-12) Executive Summary

PHILOSOPHY

The purpose of the 2013 Mississippi Physical Education Framework is to provide Mississippi physical educators in the public schools with a foundation for developing a quality physical education curriculum. This model provides consistency for physical education programs in the state. The 2013 Mississippi Physical Education Framework uses terminology and a format consistent with other Mississippi subject area curriculum frameworks. It is flexible enough to allow opportunities for creativity by individual teachers.

A high quality physical education program should address the physical development and skills (psychomotor), mental (cognitive), and social/emotional development (affective) of every child and incorporate fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.

-NASPE Definition of Quality Physical Education

Quality physical education is an essential component of a student's overall education. Every student in Mississippi will benefit physically, emotionally, and mentally from an educational process which provides the skills, attitudes and knowledge needed to develop and maintain a physically active and healthy lifestyle.

Physical education is delivered through a sequential developmentally appropriate curriculum utilizing best instructional practices. A variety of student-centered activities are utilized to teach movement skills and concepts in a safe-positive environment. Students are provided the opportunity to achieve and maintain their own level of physical activity. In addition, students are taught social and personal responsibility while being provided with the confidence in their physical skills requisite for a lifetime of physical activity.

MISSION STATEMENT

This framework was designed for Mississippi educators who teach physical education in the public schools. It was developed as a model to provide consistency for physical education programs in the state. It is flexible enough to allow opportunities for creativity by individual teachers.

Quality daily physical education is an integral part of the total educational process in Mississippi schools. A sequentially-planned program will result in students who:

- Participate regularly in physical activity;
- Know the implications of and the health benefits derived from involvement in physical activities;
- Value physical activity and its contributions to a healthy lifestyle;
- Are physically fit; and
- Learn skills and acquire knowledge necessary to perform a variety of physical activities.

YOUTH AND PHYSICAL ACTIVITY

Physical activity can help control weight, reduce the risk of heart disease and some cancers, strengthen bones and muscles, and improve mental health. *The Physical Activity Guidelines for Americans* recommend that children and adolescents aged 6-17 years should have 60 minutes (1 hour) or more of moderate to vigorous physical activity (MVPA) each day. It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

Youth Physical Activity Guidelines

- **Aerobic:** Most of the 60 or more minutes a day should be either moderate or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
- **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
- **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

-Source: U.S. Department of Health and Human Services. *Physical Activity Guidelines for Americans*. Washington, DC: U.S. Department of Health and Human Services; 2008.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

The National Association for Sports and Physical Education (NASPE) established national content standards for physical education school programs that clearly identify what all students should know and be able to do as a result of participation in a quality education program. The competencies chosen for the framework were taken directly from the NASPE content standards for physical education. The National Standards for Physical Education are as follows:

A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities;
- Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities;
- Exhibits a physically active lifestyle;
- Achieves and maintains a health-enhancing level of physical fitness;
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings; and
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

SUGGESTED GUIDELINES FOR SUCCESSFUL FRAMEWORK IMPLEMENTATION

ELEMENTARY

- Provide daily physical education for all students.
- Recommend maximum class size of thirty-five students per class for a minimum of thirty minutes per day.
- Engage students for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.

MIDDLE SCHOOL

- Require daily physical education for all students.
- Recommend maximum class size of thirty-five students per class.
- Engage students using the lesson's primary objectives for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.
- Require physical education classes that are not designated for practice time or workout time for athletics.

SECONDARY

- Require a minimum of two semesters of physical education for graduation with a focus on lifetime activities which encourage a physically active lifestyle.
- Provide options for students to take elective courses in physical education that emphasize lifetime and fitness activities which do not include varsity athletic practice.
- Recommend maximum class size of forty students per class.
- Engage students using the lesson's primary objectives for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Require a minimum of fifty minutes per class.
- Provide adequate equipment and facilities specifically designated for physical education class.

ORGANIZATION

The 2013 Mississippi Physical Education Framework ensures that all students will have opportunity to gain information and skills appropriate to age level and apply skills to everyday decisions.

A general description is provided for each grade level (K-2, 3-5, 6-8, 9-12) that includes the purpose and overview. The framework is organized so that each grade level has six competencies that focus on physical education. Each competency has suggested objectives, suggested teaching strategies and assessments designed to reinforce the competency.

COMPETENCIES

The National Association for Sports and Physical Education (NASPE, 2004) established national content standards for physical education school programs that clearly identify what all students should know and be able to do as a result of participation in a quality physical education program. The competencies chosen for this framework were taken directly from the NASPE content standards for physical education.

The 2013 Mississippi Physical Education Framework competencies are based on these national standards and are required to be taught to all students. The six competencies do not have to be taught in the order presented within this framework. The competencies are intentionally broad to allow school districts and teacher's flexibility in developing curriculum unique to their students' needs.

OBJECTIVES

Each objective provided in the sample paragraph is a direct reflection of the competencies of the framework. The objectives are the means for achieving the competencies at each grade level listed in this framework. Each school district may adopt the suggested objectives and are encouraged to add additional objectives that meet the needs of the students in their district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies included in the framework are to be considered as examples or recommendations for teaching the objectives. Teachers in physical education settings have a variety of teaching styles, methodologies and facilities that may influence how the objectives will be taught. Therefore, each teaching strategy used should continually be examined relative to the competencies.

SAMPLE LESSON PLANS

The sample lesson plans listed under each competency can be accessed through the website listed below. Register at the “Health In Action” website with your email address. Click on the grade level that you teach, click continue, then click on physical education. You can identify the topic that you are teaching in the box to locate lesson plans for that topic or you can get a listing of all topics under the physical education category for each grade level.

Supplementary lesson plans can be found at the following website:
www.healthyschoolsms.org/healthinaction.html

ASSESSMENT METHODS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves and the way parents, community, and governing bodies evaluate schools and districts. The assessment methods suggested in this framework are also to be considered only as examples for assessing competencies and objectives. Teachers should correlate their assessment methods with the assignments chosen for instruction. Listed below are some examples of assessment methods.

- 1. Activity Log**
- 2. Checklist**
- 3. Fitness Test**
- 4. Interview**
- 5. Observation/Teacher**
- 6. Parent Report**
- 7. Peer Assessment**
- 8. Portfolio**
- 9. Role Play**
- 10. Self Assessment**
- 11. Skill Test**
- 12. Student Contract**
- 13. Student Journal**
- 14. Written Assignment**
- 15. Written Test**

2013 MISSISSIPPI PHYSICAL EDUCATION FRAMEWORK OVERVIEW

Grades Kindergarten-Two

Kindergarten through grade two is dedicated to the development of fundamental motor skills, movement concepts, manipulative, non-manipulative, and perceptual motor skills. The instruction at each level will be progressive and focus on basic skills, the value of being physically active and the ability to display appropriate behaviors and attitudes during activity.

Grades Three-Five

Grades three through five continues the development of fundamental motor skills, movement concepts, manipulative, non-manipulative, and perceptual motor skills. Students are provided the opportunity to refine these basic skills and apply these skills in a movement form. The instruction will be progressive and focus on basic skills, the value of being physically active and the ability to display appropriate behaviors and attitudes during activity.

Grades Six- Eight

Physical Education in grades six through eight is dedicated to developing competency in many movement forms and their relation to an active lifestyle. The focus is to apply previously introduced skills and to acquire knowledge necessary for participation. The instruction at each level focuses on basic skills, lead-up activities and knowledge that demonstrate competency in each activity.

Grades Nine-Twelve

Grades nine through twelve are dedicated to the development of achieving competency in more complex versions of various movement forms and proficiency in a few movement forms. The focus of this instruction should be on individual/dual sports, team sports, physical fitness, and lifetime activities. It is recommended that students take one credit of physical education yearly.

Skills and Concepts

Movement Patterns/Concepts			
Body Awareness	Spatial Awareness	Quality of Movement	Relationships
Shapes	General	Time/Speed	Far/Near
Balance	Personal	Force	Above/Below
Transfer of body weight	Direction	Flow	Front/Behind
Flight	Levels		On/Off
Landing	Pathways		Together/Apart
	Planes		Around/Through

GENERAL ACTIVITY BY CATEGORY

The following list is not meant to be all-inclusive. These are merely some examples of different types of activities, and skills used while participating in the activities being taught in grades K-12. Teachers may select some or all of these activities.

<u>Team Sports</u>	<u>Individual Sports</u>	<u>Lifetime Sports</u>	<u>Fitness</u>
Basketball	Tennis	Canoeing	Aerobics
Softball	Pickleball	Hunter Education	Weight Training
Volleyball	Badminton	Archery	Running/Walking
Ultimate Frisbee	Bowling	Rollerblading	Walking/Running
Table Tennis	Golf	Dance	Pilates
Soccer	Gymnastics	Swimming/Water Sports	Yoga
Team Handball	Frisbee Golf	Biking	
Field Hockey		Orienteering	
Track and Field		Cooperative Education	
Flag Football			
Speedball			

CYCLE

The Mississippi content area frameworks are on a six (6) year cycle. Implementation of the framework begins in the school year, 2013-2014.

2006 Mississippi Physical Education Frameworks

RESULTS OF QUALITY PHYSICAL EDUCATION

The results of a quality daily physical education program can have a dynamically positive and long-lasting effect on those who participate. ~~Some benefits of physical activity include:~~

- Assists in the reduction of obesity;
- Reduces the risks of developing type II diabetes. Cardiovascular disease and other chronic health conditions;
- Improves respiratory efficiency and reduces the risk of respiratory diseases such as asthma;
- Helps build and maintain healthy bones and muscles;
- Reduces feelings of depression and anxiety; and
- Promotes psychological well-being.

~~In addition to the well-documented physical and health benefits related to regular physical activity, new research is revealing the effects of physical activity on the brain and neural connections. Many researchers are discovering that physical activity in children is a key influence on problem-solving ability and academic achievement (Jensen 1998, 35).~~

QUALITY DAILY PHYSICAL EDUCATION

- ~~is a planned sequential program of instruction incorporating individual and group activities which are student centered and taught in a positive environment.~~
- ~~develops movement skills through participation in games and fitness activities.~~
- ~~provides experiences for social and personal development of students.~~
- ~~develops a physically active lifestyle through fitness and sport specific skills.~~
- ~~incorporates cognitive skills that should be encouraged through physical participation.~~

SUGGESTED GUIDELINES FOR SUCCESSFUL FRAMEWORK IMPLEMENTATION

ELEMENTARY

- Provide daily physical education for all students.
- Recommend maximum class size of thirty five students per class for a minimum of thirty minutes per day.
- **Actively** engage students for a minimum of ~~sixty fifty~~ percent of the class period.
- Implement the **2006 2013Mississippi Physical Education Framework** competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.

- Administer a minimum of two fitness tests per year.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education class.

MIDDLE SCHOOL

- Require daily physical education for all students.
- ~~Recommend minimum of one hundred fifty minutes per week~~
- Recommend maximum class size of thirty-three five students per class.
- **Actively** engage students using the lesson's primary objectives for a minimum of sixty fifty percent of the class period.
- Implement the 2006 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Administer a minimum of two fitness tests per year.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.
- Require physical education classes that are not designated for practice time or workout time for athletics.

SECONDARY

- Require a minimum of two semesters of physical education for graduation with a focus on fitness related activities which encourage a physically active lifestyle.
- Provide options for students to take elective courses in physical education that emphasize lifetime and fitness activities which do not include varsity athletic practice.
- Recommend maximum class size of ~~thirty three~~ forty students per class.
- **Actively** engage students using the lesson's primary objectives for a minimum of sixty percent of the class period.
- Implement the 2006 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- ~~Administer a minimum of two fitness tests per class.~~
- Require a minimum of fifty minutes per class.
- ~~Require daily physical education for all students.~~
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education class.

PHILOSOPHY

~~Quality daily physical education is a critical component of a student's overall education. Every student in Mississippi will benefit from an educational process that utilizes the skills, attitudes and information needed to develop and maintain a healthy and physically active lifestyle.~~

MISSION STATEMENT

This framework was designed for Mississippi educators who teach physical education in the public schools. It was developed as a model to provide consistency for physical education programs in the state. The 2006 2013 Mississippi Physical Education Framework uses terminology and a format consistent with other Mississippi subject area

curriculum frameworks. It is flexible enough to allow opportunities for creativity by individual teachers.

The mission in quality daily physical education is to provide, as an integral part of the total educational process in Mississippi schools, a sequentially-planned program which is measurable and results in students who:

- Participate regularly in physical activity;
- Know the implications of and the health benefits derived from involvement in physical activities;
- Value physical activity and its contributions to a healthy lifestyle;
- Are physically fit; and
- Learn skills and acquire knowledge necessary to perform a variety of physical activities.

The National Association for Sports and Physical Education (NASPE) established national content standards for physical education school programs that clearly identify what all students should know and be able to do as a result of participation in a quality physical education program. The competencies chosen for this framework were taken directly from the NASPE content standards for physical education.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities;
- Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities;
- Exhibits a physically active lifestyle;
- Achieves and maintains a health-enhancing level of physical fitness;
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings; and
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

CYCLE

The pilot year for the 2006-2013 Mississippi Physical Education Framework is the 2005-2006 pilot **2013-2014** school year. Implementation for the framework is the 2006-2007 2013-2014 school year. The Mississippi content area frameworks are on a six (6) year cycle. Approximately three years after a framework is implemented, a writing team is chosen to review the current framework and make changes and modifications based on best practices in the teaching of physical education as reflected in state and national trends.

ORGANIZATION

The 2006-2013 Mississippi Physical Education Framework ensures that all students will have opportunity to gain information and skills appropriate to age level and apply skills to everyday decisions.

A general description is provided for each grade level that includes the purpose and overview. and suggested prerequisites for the course. The framework is organized so that each grade level has six competencies that focus on physical education. Each competency has suggested objectives designed to reinforce the competency. There are also suggested strategies and assessment methods that can be applied to the objectives.

~~This course is designed to be progressive. Beginning in kindergarten, students should receive the basic skills so that by the twelfth grade the students are proficient in all competencies.~~

COMPETENCIES

~~Competencies are required to be taught to all students and are printed in bold face type. The seven competencies do not have to be taught in the order presented within the framework. The competencies are intentionally broad to allow school districts and teachers' flexibility in developing curriculum unique to their students' needs.~~

SUGGESTED OBJECTIVES

Each suggested objective is a direct reflection of the competencies of the framework. The objectives are the means for achieving the competencies at each grade level listed in this framework. Each school district may adopt the suggested objectives and are encouraged to add additional objectives that meet the needs of the students in their district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies included in the framework are to be considered as examples or recommendations for teaching the objectives. Teachers in physical education settings have a variety of teaching styles, methodologies and facilities that may influence how the objectives will be taught. Therefore, each teaching strategy used should continually be examined relative to the competencies.

SUGGESTED ASSESSMENT METHODS

The assessment methods suggested in this framework are also to be considered only as examples for assessing competencies and objectives. Teachers should correlate their assessment methods with the assignments chosen for instruction. Listed below are some examples of assessment methods:

Observation	Skill Test	Fitness Test	Checklist
Written Test	Written Assignment	Activity Log	Student Journal
Parent Report	Student Contract	Interview	Self Assessment
Peer Assessment	Role Play	Portfolio	Other