



BELIEF STATEMENTS

We believe that all students will learn and achieve.

We believe that all students will be educated in a safe and orderly learning environment.

We believe that our vision for physically educated students requires:

- Established curriculum based on the National and State Standards for Physical Education.
- Delivery of instruction by certified physical education teachers.
- Scheduled time, adequate staffing, appropriate facilities, and proper equipment to deliver the program.
- Shared accountability among teachers, administrators, and central office personnel.
- Effective principals, teachers, community leaders, and parents who understand and support the need for students to be physically active on a daily basis.

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*MENS SANA IN CORPORE SANO –
A SOUND MIND
IN A SOUND BODY
2008*

BALTIMORE COUNTY PUBLIC SCHOOLS PHYSICAL EDUCATION

VISION

All students will be physically educated, having acquired motor skills to perform a variety of physical activities, physical fitness knowledge, and intrinsic motivation to pursue a healthy and active lifestyle in an increasingly changing society.

MISSION

The purpose of the physical education program is to contribute to each student's growth and development in the physical, mental, and social domains through a movement-based curriculum. This involves delivery of a planned, sequential, K-12 instructional program that teaches skills, knowledge, and behaviors to promote lifelong fitness. These components are necessary to function at an adequate level of competence, enabling each student to be an active, physically and mentally fit individual throughout life.

PHILOSOPHY

Physical education is an important and unique part of the daily instructional program. Not only does it contribute to the overall goals of education, but it also contributes to the development of motor and social skills, maintenance of fitness, personal health, and brain development. Physical activity is the method by which learning takes place. Quality instruction in physical education involves the "whole child" by providing psychomotor, cognitive, and affective benefits.

HEALTH-RELATED BENEFITS OF PHYSICAL ACTIVITY

In 2008, the Centers for Disease Control (CDC) prepared a document entitled, *Physical Activity and Health*, which clearly stated that regular physical activity offers substantial improvements in health and well-being.

Regular physical activity that is performed on most days of the week improves health in the following ways:

- Helps build and maintain healthy bones, muscles, and joints.
- Helps control weight.
- Reduces feelings of anxiety.
- Reduces depression and moodiness.
- Reduces the risk of developing heart disease, high blood pressure, colon cancer, and diabetes.

BRAIN DEVELOPMENT AND PHYSICAL ACTIVITY

Brain research literature indicates that there are important relationships between physical activity, brain development, and cognitive performance. From preschool through the elementary years, children need a variety of physical education activities which develop basic motor skills associated with human movement, such as: maintaining balance with changes in body positions; walking, running, jumping; changing the speed of movement; and changing the direction of movement. It is particularly important that these motor skills be developed and continually reinforced before the age of 10, in order to develop and reinforce as many motor pathways as possible before synaptic downsizing occurs. Research indicates that from birth to age 10, sensory and motor experiences play a significant role in stimulating synaptic connections between neurons which guide brain development. At about age 10, the brain begins a period of prioritization. The strongest synapses are preserved. Research indicates that sensory and motor experiences play a prominent role in reinforcing and strengthening connections. Brain research clearly suggests the importance of physical education and its relationship to improved academic performance.

PHYSICAL ACTIVITY SUPPORTS READINESS FOR LEARNING

PHYSICAL ACTIVITY:

- Helps children with developmental problems by increasing completion rate of written tasks and reducing off-task behaviors.
- Builds heavier, synaptic rich brains.
- Improves short-term memory.
- Enhances visual tracking ability.

A BALANCED PROGRAM IN PHYSICAL EDUCATION IS INTENDED TO:

- Instill in students an appreciation for physical activity and promote the “joy of effort” while providing an element of fun and enjoyment through participation.
- Aid students in attaining levels of skill development that will allow them to participate more competently in physical activities.
- Encourage and foster the development and maintenance of personal physical fitness.
- Assist students in developing social skills and attitudes including independence, responsibility, leadership, cooperation, fair play or spirit of sport, and appreciation of the capabilities and limitations of self and others.
- Help students to develop attitudes, concepts, and values that will assist in problem-solving and decision-making in light of both individual ideals and the customs and values of the home and the community.



NATIONAL STANDARDS

In 2004, the following national standards for physical education were published in a document entitled, *Moving Into the Future, National Standards for Physical Education (Second Edition)*:

A physically educated person...

- Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3:** Participates regularly in physical activity.
- Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Baltimore County Public Schools provide a Kindergarten through Grade 12 program in physical education which complies with the Maryland State Board of Education Regulations. Each school provides an instructional physical education program each year for all students in Kindergarten through Grade 8. The high schools provide a fitness-based physical education program that prepares students for a healthy and active lifestyle. This program enables students to meet graduation requirements and to select physical education electives.

*The Physical Education Program in
Baltimore County Public Schools is based on
National and State Standards.*

PHYSICAL EDUCATION IN THE BALTIMORE COUNTY PUBLIC SCHOOLS

ELEMENTARY SCHOOL

KINDERGARTEN...Physical education focuses on skill development in bodily and spatial awareness; fundamental and creative movement; basic skills; low-organized games; rhythms and dance; tumbling and gymnastics; and wellness. By the end of kindergarten, students will:

- Move creatively using a variety of levels, pathways, and speeds.
- Cooperate with others by taking turns and sharing equipment.
- Participate willingly in all activities.
- Identify basic safety rules.

GRADE 1...Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade one, students will:

- Practice a variety of ways to move using different pathways, levels, speeds, and directions.
- Create locomotor and non-locomotor patterns.
- Apply basic safety rules when performing in personal space, general space, and on equipment.
- Show respect for different abilities when observing classmates' performances.
- Cooperate with others and accept each classmate as a contributing member of the group.

GRADE 2...Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade two, students will:

- Perform and explain movement skills.
- Practice and improve basic skills, such as: throwing and catching with self, a partner, and in small groups.
- Explain the value of exercise as it relates to an active, healthy lifestyle.
- Cooperate with others when solving movement tasks.

GRADE 3...Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade three, students will:

- Refine motor skills for participation in a variety of physical activities.
- Apply knowledge of movement patterns to create movement routines.
- Identify the behaviors, attitudes, and basic fitness activities that contribute to a healthy lifestyle.
- Use knowledge of movement, dance, and sports to share information about people, places, and things.
- Interact cooperatively with students of varying abilities in solving partner and group movement tasks.

GRADE 4...Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade four, students will:

- Participate successfully in a variety of physical activities.
- Apply common movement patterns to specific activities.
- Demonstrate knowledge of fitness concepts and their contribution to selecting personal fitness activities.
- Participate in *Fitnessgram* fitness testing to assess personal Healthy Fitness Zones.
- Participate in a variety of ethnic dances and games to develop an appreciation for people and their customs.
- Evaluate personal achievements and physical improvements.
- Develop personal skills that foster cooperation and sportsmanship in game play.

GRADE 5...Physical education focuses on skill development in individual, partner, and group activities; basic skills and games; fundamental and creative movement; tumbling and gymnastics; rhythms and dance; physical fitness; and wellness. By the end of grade five, students will:

- Refine basic skills to successfully participate in a variety of physical activities.
- Create and perform a gymnastics routine, dance sequence, and/or original game.

- Identify health-related and skill-related components of fitness.
- Participate in *Fitnessgram* fitness testing to assess personal Healthy Fitness Zones.
- Develop positive attitudes about physical activity and fitness.
- Evaluate performances, routines, and game rules.

At the elementary school level, enrichment activities are available for student participation such as: adventure bag activities, bicycle safety, Heart Adventure Course, pedometers, sport stacking, table tennis, and whittle equipment.

MIDDLE SCHOOL

A comprehensive program of middle school physical education includes the selection of:

- Individual activities of cross country, badminton, track and field, tennis, table tennis, and wrestling.
- Team activities of basketball, field hockey, flag football, lacrosse, soccer, slow-pitch softball, handball, and volleyball.
- Tumbling and gymnastics activities including apparatus, stunts, tumbling, pyramid building, and rhythmic gymnastics.
- Recreational activities of bocce ball, bowling, croquet, frisbee, horseshoes, shuffleboard, and juggling.
- Rhythms and dance activities including lummi sticks, tinkling, rope jumping, square dance, folk dance, aerobic dance, line dance, and/or contemporary dance.
- Adventure experiences of orienteering, cooperative games, team building, group problem-solving, and low-risk elements.
- Physical fitness and wellness activities which address muscular strength and muscular endurance, flexibility, aerobic capacity/cardiorespiratory endurance, and body composition.
- Values education and technology integration.

GRADE 6...Physical education provides students with a program that emphasizes skill development in a non-competitive environment. A variety of games and experiences are sequentially planned for students of all ability levels. Students will:

- Show improvement in a variety of skills as they are applied to games and sports.
- Analyze and critique individual, partner, and group skills during the performance of selected activities.

(Grade 6 continued)

- Identify, select, and participate in activities that are appropriate for maintaining fitness and wellness.
- Participate in *Fitnessgram* fitness testing to assess personal Healthy Fitness Zones.
- Develop, display, and encourage good sportsmanship and other positive behaviors both as a spectator and participant.

GRADE 7...Physical education provides students with a variety of activities that promote their total fitness and well-being. At this level, the program offers an opportunity for students to improve and apply previously learned skills in both cooperative and competitive settings. Students will:

- Demonstrate acceptable performance levels in order to participate successfully in various activities.
- Create original routines in selected activities such as: rope jumping, tumbling and gymnastics, and/or rhythms and dance.
- Categorize activities according to skill requirements, safety, potential fitness, and health benefits.
- Participate in *Fitnessgram* fitness testing to assess Healthy Fitness Zones.
- Integrate technology to enhance performance.
- Improve motor skills by selecting challenging activities and assist those who are less skilled.

GRADE 8...Physical education provides students with opportunities to refine skills and develop advanced skills in selected activities. Emphasis is placed on the importance of a healthy lifestyle and making wise choices for leisure time pursuits. Students will:

- Participate, with competency, in a variety of games and sports and apply strategies and rules during the game.
- Identify similarities and differences in skills and strategies found in games and sports.
- Participate in *Fitnessgram* fitness testing to assess personal Healthy Fitness Zones.
- Develop and apply appropriate values education concepts when participating in all activities.
- Integrate technology to enhance performance.

At the middle school level, intramurals provide all students with opportunities to participate in selected activities before or after school. Intramurals can be games, tournaments, demonstrations, exhibitions, or

other creative ways that physical education teachers find to enrich their instructional programs within the school.

HIGH SCHOOL

Fitness Foundations/Fitness Mastery is the course needed to fulfill the graduation requirement. The course is designed to be taken in grade nine prior to any physical education electives. *Fitness Foundations/Fitness Mastery* emphasizes the concepts of personal fitness, personal assessment, and the knowledge to achieve and maintain a lifetime of optimal health and wellness. Students within a class will be performing at various levels of competency to improve motor skills and fitness levels. Application of this knowledge will be assessed throughout the course. All students will have a personal fitness plan, and by the end of this course, they will have the knowledge to assist them in adjusting this plan as their interests and abilities change throughout their lives.

The content of this course includes:

- Personal fitness and wellness.
- Exercise guidelines.
- Training principles.
- Cardiovascular fitness.
- Muscular strength.
- Muscular endurance.
- Flexibility.
- Body composition and weight control.
- Nutrition.
- Skill-related fitness.
- Stress management.
- Consumer choices.

During the course, students will:

- Design a personal fitness program.
- Develop a personal fitness plan which addresses personal needs and abilities.
- Develop, extend, and refine skills in a variety of team sports and games, individual and dual activities, rhythms, and leisure activities.

ELECTIVE COURSES INCLUDE:

- Adventure education.
- Aerobics and body conditioning.
- Individual sports.
- Recreation leadership.
- Team sports.
- Weight training.

VALUES EDUCATION

Throughout the instructional program in physical education, Values Education is incorporated at all grade levels. These values will be naturally included in activities and discussions:

- Compassion.
- Cooperation.
- Courtesy.
- Equality of opportunity.
- Honesty.
- Human worth and dignity.
- Knowledge.
- Loyalty.
- Respect for the rights of others.
- Responsibility.
- Responsible citizenship.
- Tolerance.

ADAPTED PHYSICAL EDUCATION

Through a comprehensive and collaborative approach, all students in Kindergarten through Grade 12, including those with disabilities, will be provided quality physical education instruction as defined in I.D.E.A. and Title 34 - Code of Maryland Regulations. The comprehensive physical education program is adapted to meet the needs of the student through modifications and accommodations. Adapted physical education (APE) is a service, not a setting, and is delivered in the least restrictive environment.

In accordance with the National and State Standards for Physical Education, students are provided opportunities to develop motor skills and physical fitness at their appropriate level within the psychomotor, cognitive, and affective domains. Adapted physical education is a specially designed program, based on identified needs for students who may not safely or successfully participate in the general physical education program without adaptations.

