PHYSICAL EDUCATION CURRICULUM REVIEW
GREENWICH PUBLIC SCHOOLS
GREENWICH, CONNECTICUT

STEP TWO – PROPOSAL FOR CURRICULUM
DEVELOPMENT, TIMELINE
JANUARY 2011 – JUNE 2011

BOARD OF EDUCATION PRESENTATION
JUNE 2, 2011

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PHYSICAL EDUCATION CURRICULUM REVIEW
2010-2012

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HISTORY

Step One – Assessing the Current Curriculum - 01/04/2011

In Step One of the Physical Education Curriculum Review, the BOE was presented with a summary from the 2001 Curriculum Review that cited recommendations for improvement. Included in the January 4th presentation were the steps taken to address those recommendations between 2001 and 2010. Additionally, the BOE was provided with a detailed report specific to both the celebrations and deficiencies in the PE Curriculum as aligned with best practices inherent in Physical Education and 21st Century programming. The GPS PE curriculum was aligned in four best practice areas –

- learning environment
- curriculum
- assessment and
- professionalism

The following gaps were cited:

Learning Environment –
- Facilities need to be updated and expanded
- Technology needs to be updated and expanded

Curriculum –
- Technology infusion needs to be consistent
- Adventure programming needs to be expanded and consistent
- Scheduling obstacles need to be addressed – particularly at secondary level
- Aquatics programming needs to be expanded vertically and horizontally
- Trans-disciplinary instruction needs to be expanded
- Budget needed to support enhanced programming

Assessment –
- Enhanced technology needed
- State of art equipment for student assessment

Professionalism –
- Professional development opportunities needed to support aforementioned programming deficiencies
- Certification courses for program expansion
- Explore volunteerism for enhanced program delivery

As such, the following summative recommendations and next steps were identified as needed to update the curriculum and address areas of deficiency:

- Curriculum content to be expanded to include:
  - a balance of adventure/exploratory/team development, fitness-based curriculum,
• enhanced trans-disciplinary programming,
• capstone/assured experiences,
• 21st century programming (Vision of the Graduate), and
• technology.

  o Focus on quality of instruction (Professional Learning) – particularly at the secondary level, and to address discrepancies in fitness achievement.
  o Address facility and equipment issues, particularly technology
  o Provide a proposed framework for a middle school that incorporates components of best practices as identified in schools – DRG A and DRG B.
CURRICULAR PROPOSALS

Step Two – Objectives, Timeline and Action Plan

Members of the Physical Education Department curriculum review team met for one full day and two half-day work sessions to prioritize areas of deficiency in the Physical Education Curriculum and to develop an action plan and timeline for addressing the gaps and program needs as detailed in Step One. The content and delivery of the Elementary Physical Education Curriculum will continue with the existing (BOE approved) instructional objectives, which are developmentally appropriate, state and nationally aligned and standards based. Capstone projects similar to the 5th Grade Orienteering Meet were developed for incremental grade levels – Second, Eighth, and Tenth/Eleventh. A curriculum framework was developed for secondary levels (grades 7 – 11), that focuses on trans-disciplinary units, mini-courses and electives opportunities, improved and consistent technology infusion, peer mentoring, family and community connections, youth wellness and 21st century instruction. Proposals were identified for programming beyond the school day (as appropriate) as well as for remedial/supplemental programming within the school day. Following approval from the BOE, a curriculum writing team will convene to detail the grade level revisions specific to instructional objectives within each content standard. Student assessments will be developed concurrently.

ESSENTIAL QUESTION:

How do the activities in which I engage, the information I learn, the relationships I experience and the decisions I make impact my personal wellness and participation in lifetime sport, recreation, and activity pursuits?

- Motor Skills and Movement Patterns
- Application of Concepts and Strategies and Recognition of the Benefits of Physical Activity
- Physical Fitness and Engagement in Physical Activity
- Social Responsibility, Team Building, and Working with Others through Physical Activity
Elementary Physical Education
K – 5 and 6th Grade Overview Proposal

CORE CURRICULUM - The Elementary Program will continue to emphasize a developmental instructional program for skill mechanics and technique acquisition for engagement in health-enhancing physical activities. Articulated both vertically and horizontally, the curriculum provides instruction in a rigorous inventory of fitness-based and sport-transferrable skills. Students will master the basics of gross and fine motor tasks through a sequential delivery model of instruction. Balance, coordination, and fitness will provide the foundation for movement from basic movement patterns to more complex sequences and mature applications for sport, activity, movement and recreational engagement. Instruction will continue to provide an aggressive inventory of skill and knowledge learning opportunities for student application and transfer into a wide range of lifetime sport and activity pursuits, with an emphasis on 21st Century opportunities. The 5th and 6th grade program will provide opportunities for engagement in a wide range of sports and activities which demand mature skill combinations and performance as well as application of game and sport strategies. A strong fitness foundation will provide students with the opportunities for developing their own fitness program specific to preferred sport and leisure activities and pursuits, and the skills and technology through which to monitor and self assess personalized programs. Beginning in the 6th grade, students will maintain a fitness portfolio that will track the students throughout the remainder of their GPS PE experience. This will include components of fitness, health indicators, and sport and activity course completion documents and certifications.

ASSURED EXPERIENCES/TRANSDISCIPLINARY INSTRUCTION will be showcased in the second, fourth, and fifth grades. These will nurture a blend of physical education program objectives and a variety of trans-disciplinary instructional objectives inherent in each grade level. Students will engage in these experiences with students from their same cluster – CMS, EMS, WMS and travel to an off-site location within the community.

Second graders will celebrate their ancestry through a dance/games ½ day program at the Boys and Girls Club. Tied to their Social Studies unit on ancestry, students will culminate their learning with a half day of participation in international games and dances that they will learn through their PE classes and showcase for their peers at their ANCESTRY DAY CELEBRATION. This will be the first year of this program and objectives will be written specific to the learning. A budget will also be developed and proposed through the Physical Education program.

Fourth grade students will visit the YMCA for ½ day following participation during the fall in the annual State of Connecticut Fitness Assessment. Schools will be scheduled to visit the YMCA for ½ day where they will team with the town to participate in the PRESIDENTIAL FITNESS CHALLENGE to qualify the Town of Greenwich for the “most-fit” community in the nation. This experience is exclusively fitness-based and includes pull-ups,
pacer test, sit-ups, sit and reach, shuttle run, and flexed arm hang. Following tabulation of each student’s score, a six-week fitness program is provided for student fitness maintenance and improvement. This will be the first year of implementation of this program after piloting it during the 2010-2011 school year.

Fifth grade students will continue to attend the ORIENTEERING MEET held at Camp Seton. This will mark the 6th year of this district-wide program. This collaborative program uses the modalities of orienteering and adventure to engage students in a trans-disciplinary day of challenge, team building, problem solving and nature-based activities. The Greenwich Boy Scouts and GPS PE teachers work together to create a day where students celebrate learning in a wide range of disciplines while connecting with students with whom they will attend middle school in the 6th grade.

**ASSESSMENT** - The current Physical Education Curriculum objectives will be revised to include enhanced technology specific to student learning, engagement and assessment. Use of IPADS, Flip Video Cameras, Heart Rate Monitors, and Instructional DVDs will provide immediate feedback to students for formative assessments. It is recommended that an IPAD and FLIP VIDEO and IBOOK are purchased and housed at each elementary school gymnasium for use in instruction and assessment, as well as classroom sets of Heart Rate Monitors, Pedometers, and Heart Rate Stands. Fitness Portfolio will track students throughout grades 6 – 12. Purchase of technology will take place through a phase-in plan in the Physical Education program budget.

**SEL** - A focus on cooperation verses competition, team-building and personal responsibility, and personal fitness development, improvement and maintenance will be cultivated throughout the curriculum delivery. Use of adventure-based instructional strategies and programming will be deployed across the district using The Vision of the Graduate as the framework. Schools deficient in adventure equipment will be slated for purchase and installation through a cyclical infusion plan as recommended by the Program Coordinator and deemed appropriate by the BOE and budget feasibility.

**FITNESS** - A fitness-based Response to Intervention, (RtI) will be provided for all elementary students who fail to achieve age-appropriate fitness as evidenced through state standardized and locally designed fitness indicators. A .1 billet that is already budgeted and assigned will be re-designated for each elementary school to provide the time and staffing needed to address this area of deficiency. Before-school programs will be explored whereby PE staff will provide supervision for students prior to the start of the school day (released from site-based duties) in areas of fitness and remedial/support. Additionally, a before-school fitness pilot program will be proposed for students in the Hamilton Avenue School utilizing a collaborative approach with the Boys and Girls Club staff and facility. There are no anticipated budgetary implications for the development and delivery of this program for the BOE.
MIDDLE SCHOOL - 7th and 8th Grades – Overview Proposal

CORE CURRICULUM - The proposed Middle School Physical Education Program calls for the greatest deviation from current programming protocol, which traditionally has been framed by team and individual sport pursuits. The fitness-based program will provide students with opportunities for participation in “mini-courses” which infuse technology into adventure, fitness, and sports – individual, team and lifetime. Having completed the k-6 program, students will be exposed to ten different sport and activity units through which they will apply the skills and knowledge previously learned. As much as is possible, students will be scheduled into high cardio classes prior to their more challenging academic courses so that achievement may be enhanced. Additionally, scheduling which recognizes the students’ individual needs for activity will be considered – stress management/relaxation, boot camp, weight management, social responsibility, fitness and conditioning, sports exposure. Any scheduling changes will be in line with overall middle school exploration of scheduling options and will be incorporated as determined feasible by middle school administration.

7th and 8th Grade Components:

- Ten instructional units (3 weeks each)
- Exploration of PE scheduling during the school day prior to challenging academic classes – individual students will be identified for this option
- Explore combining 7th/8th grades for instruction
- Zero Block (before school) PE class (for students w/individual needs – fitness) will be explored – consultations with the teachers’ union regarding flexible time has begun
- Sample Units:
  - Spinning (7th/8th)
  - Fitness - Boot Camp, aerobics, conditioning, weight management, high cardio
  - In-line skating
  - Climbing/adventure – low and high elements – indoor and outdoor – locally accessed
  - Kickboxing
  - Wellness/Fitness Learning Center – trans-disciplinary instruction
  - Snow shoeing (weather permitting), winter games
  - Lifetime recreation – bocce, golf, Disc Golf, croquet, hiking, racquet sports, diamond sports, dance
  - Team and individual traditional sports units – indoor soccer, striker, touch rugby, touch/flag football, handball, volleyball, basketball, pass ball, track and field
  - Community facilities accessed for selected units/experiences
  - Technology based fitness - Dance Dance Revolution, Virtual cycling
  - Adventure-based SEL component – orienteering, high and low elements, compass and maps, adventure racing
  - Fitness-based wellness – nutrition, body systems, body composition
Assessment
  o Assessment through activity
  o Tri-fit health fitness profile assessment that tracks students through HS - portfolio of programming
  o Rigorous Peer/technology-based assessments
  o Completion certificates for alternative sports – (ie. hiking, etc. vs. report card grade)

Lunch recess intramural/fitness program (RtI)
  o Students scheduled into or registered for program
  o Students submit team register
  o PE teachers utilized for remedial or intramural programming as opposed to site-based duties if schedule permits as per middle school scheduling initiative
  o Staff available for tournament supervision as opposed to lunch duties
  o Fitness center staffed for student access

ASSURED EXPERIENCE – Eighth grade students will engage in a ½ day (possibly full day) off-site fitness-based assured FITNESS PRO-MOTION program in which they will experience a variety of electives courses including, but not limited to, kick boxing, water aerobics, rock climbing, Pilates, hip hop classes, Zumba, skating – on line and/or ice, spinning, and martial arts. The emphasis is on cardio conditioning and use of heart rate telemetry will be incorporated as well as personalized data collection specific to cardio fitness. A partnership with the local YMCA will be explored for the venue and collaboration with the YMCA team of professional fitness trainers.

ASSESSMENT - The current Physical Education Curriculum objectives will be revised to include enhanced technology specific to student learning, engagement and assessment. Use of IPADS, Flip Video Cameras, Heart Rate Monitors, and Instructional DVDs will provide immediate feedback to students for formative assessments. It is recommended that an IPAD and FLIP VIDEO and IBOOK are purchased and housed at each elementary school gymnasium for use in instruction and assessment, as well as classroom sets of Heart Rate Monitors, Pedometers, and Heart Rate Stands. Fitness Portfolio will track students throughout grades 6 – 12.

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**FITNESS** – The Middle School PE program will be a fitness-based program with an intense cardio component. Starting in the 6th grade, students will monitor their personal health-related fitness data, which will be tracked throughout their remaining GPS PE program experience. A goal of personal fitness improvement will be in place for all students and this will be supported through programming opportunities to help students meet their personal objectives for supporting this goal. The curriculum review committee recommends the purchase of a TRI-FIT SYSTEM for each middle school. This device will enable teachers to administer a wide range of health-related fitness assessments and provide personalized reports for students on fitness, healthy living behaviors, nutrition, and recommendations for improvement and maintenance.

It is recommended that a Zero block is scheduled before the instructional day at each middle school when students can come to access the Fitness Center(s) and/or utilize other activity and fitness equipment and/or opportunities prior to the school day. Additionally, a mid-day (lunch block) intramural/fitness block is recommended for students who may want to engage in activity or improve their fitness through sport or activity pursuits. Development of SPARK programming (SPARK programming utilizes various cardio-based activities, which enhance the signaling and production of neurotransmitters in the brain, thus improving the brain’s performance. SPARK programming typically provides students with engagement in these specific activities at incremental times during the day.) for students who need the additional activity throughout the day is recommended.
Students in the High School PE program will have opportunities to engage in a core program, which offers a range of sports and activities within distinct categories. Given that the high school student’s program is divided into quarters, two of which are wellness in grades nine and ten, there are six quarters during which the students may engage in physical activity pursuits. The categories provide opportunity for engagement from four different categories of offerings. As such, students would be required to engage once in each of aquatics, adventure, fitness, and team sports; and twice in activities from individual sports, from which they would select two categories of personal interest.

**Grades 9 & 10**

**Aquatics Program (all delivered in GHS pool):**
- Basic Instruction required with the opportunity to “test out” (which includes a water safety requirement)
- Water Polo
- Underwater hockey
- Kayaking/paddle boarding/canoeing
- Scuba/snorkeling
- Water aerobics and Aquatic Zumba
- Swim fitness and conditioning

**Adventure Program:**
- Low elements initiatives
- Team building
- Leadership
- Trust
- Critical thinking/problem solving
- Belay team
- High elements introduction
- Orienteering

**Fitness Program:**
- Orientation - Beginner to Advanced
- Fitness Equipment
- Fitness Technology
- Components of fitness
- Self designed fitness program

**Individual Sports Program (select 2):**
- Racquet Sports
  - Pickleball
  - Table tennis
- Badminton
- Tennis
- Eclipse ball
- Volleyball – Tennis

- Lifetime/Leisure
  - Bocce
  - Rollerblading
  - Golf
  - Cross country skiing
  - Snowshoeing
  - Disc Golf

- Cycling
  - Spin center
  - Virtual bikes

- Walking/Strides
  - Par Course
  - Hiking
  - Power Walking
  - Treadmill/Elliptical
  - Jogging

- Rhythms and Relaxation
  - Kickboxing
  - Zumba
  - Dances
  - Hip Hop
  - Yoga/Pilates
  - Stress management
  - Tae Kwon Do

**Team Sports Program:**
- Rugby - touch
- Ultimate Frisbee
- Soccer
- Handball teams
- Volleyball
- Basketball
- Flag Football
- Pass ball

**11th and 12th Grade Electives**

- Zero Block Morning PE – 6:30 to 7:15 a.m. (as per GEA consultation and flexible scheduling accommodations)
  - Fitness Center
- Pool programming
  - Group Exercise Sessions - Take course prior to certification class – during certification classes - teach underclass courses as assistant
    - Zumba
    - Kickboxing
    - Pilates
    - Step aerobics
    - Spin Bikes
    - Boot camp fitness
  - Adventure Racing
  - Adventure low and high elements
  - Orienteering with Adventure/Geocache/Compasses and Maps
  - Stress management/dance/relaxation
    - Yoga
    - Jazz
    - Hip hop
    - Social
  - Golf
  - Rollerblading
  - Power walking
  - In-Line Skating
  - Team sports offerings
  - Fitness center
  - Racket sports (net sports) – inclusive of all
  - Aquatics
  - Alternative Lifetime/Recreational Sports – bocce, ultimate Frisbee, disc golf
  - Group Exercise Sessions - Take course prior to certification class – during certification classes - teach underclass courses as assistant
    - Zumba
    - Kickboxing
    - Pilates
    - Step aerobics
    - Spin Bikes
    - Boot camp fitness
  - Academic trans-disciplinary/physical activity course - lecture/lab – strong science-base
  - Certification Courses
    - Emergency Medical Technician
    - Athletic Training – currently in place, BOE approved
    - Lifeguard Training - currently in place, BOE approved
    - Personal Training - currently in place, BOE approved
    - Group Exercise Instructor - Use students for 9th/10th grade or in community
12th Grade Only:

- Earned privilege - one quarter off-site (individual scheduled permitting so as to avoid interruption of course schedules)
- Extreme sports – kayaking and canoeing – in GHS pool, cycling, winter sports
- Internships/Career PE – senior citizens/companies/hospitals (i.e. work with seniors, Head start, daycare, toddlers, preschool, rotations) This would be explored in line with current student internship program such that students might participate in PE and PE career related internship placements.

**ASSURED EXPERIENCE** – High School students (10th or 11th grade) will participate in a one day off site program through which they will apply learning and experiences from instruction in fitness, adventure, SEL, and a variety of sports to engage in an ADVENTURE RACING initiative. Using off-site facilities (possibly Alley Pond or Todd’s Point or Camp Simmons), students will work with a team of peers to answer trans-disciplinary questions, and solve problems and challenges posed to them in an adventure-based day of critical thinking and team building, steeped in fitness and physical activity.

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**FITNESS** – The GHS program will continue to be grounded in a strong fitness base with cardio fitness maintaining a desired focus for all students. Students will be oriented to the GHS Fitness Center through the fitness course in 9th and 10th grades, and additionally, each of all PE courses will provide opportunities for, and expect, high levels of fitness achievement for all students. Using the TRI-FIT System, students will be monitored on personal fitness levels from which
they will identify goals and benchmarks, and design programming, to achieve and maintain optimal personal fitness. A Zero Block enrichment program will be offered for students to work on fitness – through participation in the Fitness Center – as well as through mini-courses (Zumba, Kickboxing, Boot Camp, Step Aerobics) through which they can attain and maintain personal fitness. Staffing for the Fitness Center is needed throughout the school day, which will provide opportunities for student and staff access during open blocks. Mid-day intramurals will be revisited as a supplemental component of programming at GHS. Possible drop-in activities ranging from 3 on 3 basketball to Hip Hop instruction will be considered.
PROFESSIONAL LEARNING

A rigorous program of Professional Learning will be provided for all staff, k-12 specific to:

- Instructional Strategies – specific to:
  - TEPL indicators
  - 21st Century learning
  - Best practices in PE
  - Fitness programming

- Technology –
  - Ipad
  - ITouch
  - Heart Rate Telemetry
  - TRI-FIT technology
  - Miscellaneous software specific to programming initiatives

- Adventure programming – inclusive of:
  - Orienteering
  - Extreme sports (kayaking, canoeing, climbing),
  - Lifetime activities (snowshoeing, rollerblading)

- Certification courses –
  - Lifeguard Training
  - Athletic Training
  - Personal Training

- Group Exercise courses –
  - Zumba
  - Pilates
  - Spin Cycling
  - Boot Camp
## APPENDIX A

### PHASE IN PLAN – TIMELINE

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<th>TASK</th>
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<th>TARGET COMPLETION</th>
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<td>Development of new PE course and initiatives objectives</td>
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<td>Professional Learning programs</td>
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<td>Physical Education curriculum team, Program Coordinator</td>
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APPENDIX B

Recommended Format for Physical Education Content Standards

For each grade level and elective course, instructional objectives will be identified specific to the four content standards. These areas reflect the National and State of Connecticut Physical Education Standards as defined by AAHPERD - The American Association of Health, Physical Education, Recreation, and Dance, and NASPE - The National Association of Sport and Physical Education. These associations have identified six standards, however in keeping with national best practices and for meaningful student assessment purposes, the GPS PE curriculum review team has clustered them into four standards. Formative and summative assessments will be administered and data collected and reported for all students specific to each of these content standards. Additionally these standards reflect the areas identified for reporting on the student report cards – by content area rubric indicators on the elementary report card and by letter grades on the secondary report cards.

Instructional objectives will be revised and/or developed specific to each content area, and specific to each grade level for all courses – articulated vertically and horizontally - through a curriculum mapping system.

Content Standard – MOTOR SKILLS
Students will acquire and demonstrate competency in various motor skills and movement patterns to engage in a variety of health-enhancing physical activities.

Content Standard – CONCEPTS AND STRATEGIES AND BENEFITS OF PHYSICAL ACTIVITY
Students will demonstrate learning of movement concepts, principles, benefits, strategies and tactics as they apply to engagement in health-enhancing physical activities.

Content Standard – FITNESS
Students will achieve and maintain a health-enhancing level of physical fitness, based on continual assessment, through engagement in a variety of physical activities.

Content Standard – SOCIAL RESPONSIBILITY
Students will develop and exhibit responsible personal and social behavior and team-building skills that respect self and others while engaging in physical activities.