

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.6 - Physical Education Scope and Sequence

<p>Course Title: Physical Education Grade(s): 6th-8th</p>	
<p>Course Content: This course will help students meet the Delaware Physical Education Standards and to prepare them to participate in healthy physical activity as adults and become “Fit for Life.”</p>	
<p>Standards Addressed:</p> <p><i>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</i></p> <p><i>Standard 2: Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</i></p> <p><i>Standard 3: Participates regularly in physical activity</i></p> <p><i>Standard 4: Achieves and maintains a personal health-enhancing level of physical fitness</i></p> <p><i>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</i></p> <p><i>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</i></p>	
<p>Focus Area 1: Community Building</p>	<p>Focus Area Content:</p> <p>Community building in physical education promotes a growth mindset, a safe classroom environment, and an inclusive classroom culture. Intentional learning experiences are designed to include open-ended tasks, challenges, and problem-solving scenarios to deliberately practice the social-emotional learning competencies as defined by Collaborative for Academic, Social, and Emotional Learning (CASEL): relationship skills, responsible decision making, self-awareness, self-management, and social awareness.</p>

*Based on the Delaware Model Grade Cluster Expectations and [We Teach NYC’s Physical Education Scope & Sequence](#)
Section 3.4.6-1

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	<p>BASSE students will evaluate how the Community Building focus area’s skills will impact their college, career, and life plans after graduation. Mastery of the skills and concepts practiced in this focus area will help students explore how to value their peers and develop skills necessary for positive collaboration inside and outside of PE.</p> <p>At the end of receiving instruction in this focus area, students will know:</p> <p><i>Movement Concepts, Strategies, and Tactics</i></p> <ul style="list-style-type: none">• Movement concepts applied in community-building and problem-solving activities• Strategies for working with others <p><i>Social-Emotional Learning</i></p> <ul style="list-style-type: none">• Relationship skills• Responsible decision making• Self-awareness• Self-management• Social awareness <p><i>Health and Fitness</i></p> <ul style="list-style-type: none">• Health-related fitness components (body composition)• Stress management
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*Based on the Delaware Model Grade Cluster Expectations and [We Teach NYC’s Physical Education Scope & Sequence](#)
Section 3.4.6-2

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<p>Focus Area 2: Individual Performance</p>	<p>Focus Area Content:</p> <p>The Individual Performance focus area incorporates lifetime activities and outdoor pursuits. Students have the opportunity to apply fitness principles and movement concepts and skills to individually challenging physical activities. BASSE students will learn, refine, and apply the concepts and skills taught in this focus area to various activities. Through goal setting, planning, and assessment, students will have the opportunity to improve their fitness levels and the knowledge to access local resources to maintain a healthy, active lifestyle.</p> <p>At the end of receiving instruction in this focus area, students will know:</p> <p><i>Movement Concepts, Strategies, and Tactics</i></p> <ul style="list-style-type: none"> • Appropriate techniques for basic skills applied in individual performance activities • Strategies and tactics applied in individual performance activities • Critical elements of a practice task applied in individual performance activities <p><i>Health and Fitness</i></p> <ul style="list-style-type: none"> • Goal setting • Self-assessment • Benefits of moderate-to-vigorous physical activity (MVPA) • FITT(E) principle <p><i>Social-Emotional Learning</i></p> <ul style="list-style-type: none"> • Self-management • Self-awareness
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 Section 3.4.6-3

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	<ul style="list-style-type: none"> • Responsible decision making <p><i>Resource Management</i></p> <ul style="list-style-type: none"> • Use of technology • Safety • Opportunities to participate in physical activity outside of school • Equipment maintenance <p><i>Assessment and Planning</i></p> <ul style="list-style-type: none"> • Safety considerations for engaging in physical activity • Personal fitness planning and goal setting • Factors that affect physical activity preferences
<p>Focus Area 3: Rhythms and Dance</p>	<p>Focus Area Content:</p> <p>The Rhythms and Dance focus area provides learning experiences in which students can celebrate their diversity and their creative, rhythmic contributions to the world of dance. This focus area emphasizes creativity, self-expression, and aesthetics. The skills and concepts emphasized in this focus area allow participants to engage in health-enhancing physical activity while exploring self-awareness, cultural identities, and social interaction. Successful participation also promotes students’ ability to access local resources and plan for engaging in rhythmic or dance activities through college and/or career.</p> <p>At the end of receiving instruction in this focus area, students will know:</p> <p><i>Movement Concepts, Strategies, and Tactics</i></p>

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	<ul style="list-style-type: none">• Movement patterns for various rhythmic activities• Dynamic and static balance• Body alignment and posture <p><i>Social-Emotional Learning</i></p> <ul style="list-style-type: none">• Social awareness• Self-awareness• Relationship skills <p><i>Health and Fitness</i></p> <ul style="list-style-type: none">• Health-related fitness components (cardiovascular fitness)• Skill-related fitness components (coordination, reaction time, balance, agility)• Borg Rating of Perceived Exertion (RPE) related to tempo of rhythm or form of dance <p><i>Assessment and Planning</i></p> <ul style="list-style-type: none">• Choreography• Personal fitness planning and goal setting
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Section 3.4.6-5

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Focus Area 4: Sports and Games	Focus Area Content: In high school, students continue to refine advanced motor skills and movement patterns applied to net and wall games and target games. Invasion games allow students to apply transferable physical skills as well as develop relationship skills and social awareness that can foster peer-to-peer interactions. Field and striking activities allow students to apply tactics and strategies, demonstrate fundamental motor skills, cooperate with and encourage classmates, demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression. Through improved knowledge, confidence, and motivation to use community and local resources, students will be able to apply the skills learned in all game types outside of PE. Students also explore how to access local resources and plan for engaging in all game types through college and/or career. At the end of receiving instruction in this focus area, students will know: <i>Movement Concepts, Strategies, and Tactics</i> <ul style="list-style-type: none">• Transferable movement concepts as applied to a variety of field and striking games• Strategies and tactics applied in field and striking games• Critical elements of motor skills performed in field and striking games <i>Social-Emotional Learning</i> <ul style="list-style-type: none">• Self-awareness• Self-management• Relationship skills <i>Health and Fitness</i> <ul style="list-style-type: none">• Health-related fitness components (muscular endurance)
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	<ul style="list-style-type: none"> • Skill-related fitness components (coordination) • Injury prevention <p><i>Resource Management</i></p> <ul style="list-style-type: none"> • Access community resources • Use technology tools to support an active lifestyle <p><i>Assessment and Planning</i></p> <ul style="list-style-type: none"> • Analysis and development of skill • Personal fitness planning and goal setting
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Course Title: Physical Education

Grade(s): 9th-12th

Course Content: This course will help students meet the Delaware Physical Education Standards and to prepare them to participate in healthy physical activity as adults and become “Fit for Life.”

Standards Addressed:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

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Standard 3: Participates regularly in physical activity

Standard 4: Achieves and maintains a personal 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: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

<p>Focus Area 1: Community Building</p>	<p>Focus Area Content:</p> <p>Community building in physical education promotes a growth mindset, a safe classroom environment, and an inclusive classroom culture. Intentional learning experiences are designed to include open-ended tasks, challenges, and problem-solving scenarios to deliberately practice the social-emotional learning competencies as defined by Collaborative for Academic, Social, and Emotional Learning (CASEL): relationship skills, responsible decision making, self-awareness, self-management, and social awareness.</p> <p>BASSE students will evaluate how the Community Building focus area’s skills will impact their college, career, and life plans after graduation. Mastery of the skills and concepts practiced in this focus area will help students explore how to value their peers and develop skills necessary for positive collaboration inside and outside of PE.</p> <p>At the end of receiving instruction in this focus area, students will know:</p> <p><i>Movement Concepts, Strategies, and Tactics</i></p> <ul style="list-style-type: none"> • Activity-specific motor skills and movement concepts • Problem-solving strategies and tactics <p><i>Social-Emotional Learning</i></p> <ul style="list-style-type: none"> • Relationship skills
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 Section 3.4.6-8

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	<ul style="list-style-type: none">• Responsible decision making• Self-awareness• Self-management• Social awareness <p><i>Health and Fitness</i></p> <ul style="list-style-type: none">• Stress management• Decision making• Health- and skill-related fitness components <p><i>Resource Management</i></p> <ul style="list-style-type: none">• Access community resources• Career opportunities in health, PE, and wellness-related fields <p><i>Assessment and Planning</i></p> <ul style="list-style-type: none">• Personal fitness planning and goal setting• Communication strategies in relation to activity outcomes
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Section 3.4.6-9

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Focus Area 2: Individual Performance	Focus Area Content: The Individual Performance focus area incorporates lifetime activities and outdoor pursuits. Students have the opportunity to apply fitness principles and movement concepts and skills to individually challenging physical activities. BASSE students will learn, refine, and apply the concepts and skills taught in this focus area to various activities. Through goal setting, planning, and assessment, students will have the opportunity to improve their fitness levels and the knowledge to access local resources to maintain a healthy, active lifestyle. At the end of receiving instruction in this focus area, students will know: <i>Movement Concepts, Strategies, and Tactics</i> <ul style="list-style-type: none">• Activity-specific movement skills and concepts• Applied strategies and tactics <i>Health and Fitness</i> <ul style="list-style-type: none">• Health- and fitness-related fitness components• Stress management <i>Social-Emotional Learning</i> <ul style="list-style-type: none">• Self-management• Self-awareness• Responsible decision making <i>Resource Management</i> <ul style="list-style-type: none">• Use of technology
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	<ul style="list-style-type: none"> • Safety • Opportunities to participate in physical activity outside of school • Equipment maintenance • Career opportunities in health, PE, and wellness-related fields <p><i>Assessment and Planning</i></p> <ul style="list-style-type: none"> • Safety considerations for engaging in physical activity • Personal fitness planning and goal setting • Factors that affect physical activity preferences
<p>Focus Area 3: Rhythms and Dance</p>	<p>Focus Area Content:</p> <p>The Rhythms and Dance focus area provides learning experiences in which students can celebrate their diversity and their creative, rhythmic contributions to the world of dance. This focus area emphasizes creativity, self-expression, and aesthetics. The skills and concepts emphasized in this focus area allow participants to engage in health-enhancing physical activity while exploring self-awareness, cultural identities, and social interaction. Successful participation also promotes students’ ability to access local resources and plan for engaging in rhythmic or dance activities through college and/or career.</p> <p>At the end of receiving instruction in this focus area, students will know:</p> <p><i>Movement Concepts, Strategies, and Tactics</i></p> <ul style="list-style-type: none"> • Activity-specific movement skills and movement concepts • Choreography

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	<p><i>Social-Emotional Learning</i></p> <ul style="list-style-type: none">• Social awareness• Self-awareness <p><i>Health and Fitness</i></p> <ul style="list-style-type: none">• Health- and skill-related fitness components• Safety Resource Management• Access community resources• Career opportunities in health, PE, and wellness-related fields <p><i>Assessment and Planning</i></p> <ul style="list-style-type: none">• Choreography• Personal fitness planning and goal setting
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Focus Area 4: Sports and Games	Focus Area Content: In high school, students continue to refine advanced motor skills and movement patterns applied to net and wall games and target games. Invasion games allow students to apply transferable physical skills as well as develop relationship skills and social awareness that can foster peer-to-peer interactions. Field and striking activities allow students to apply tactics and strategies, demonstrate fundamental motor skills, cooperate with and encourage classmates, demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression. Through improved knowledge, confidence, and motivation to use community and local resources, students will be able to apply the skills learned in all game types outside of PE. Students also explore how to access local resources and plan for engaging in all game types through college and/or career. At the end of receiving instruction in this focus area, students will know: <i>Motor Skills, Movement Concepts, Strategies, and Tactics</i> <ul style="list-style-type: none">• Activity-specific motor skills and movement concepts• Strategies and tactics to apply in-game situations• Advanced strategies and tactics in-game situations <i>Social-Emotional Learning</i> <ul style="list-style-type: none">• Relationship skills• Responsible decision making• Self-awareness• Social awareness• Self-management
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	<p><i>Health and Fitness</i></p> <ul style="list-style-type: none">• Health- and skill-related fitness components• Health benefits of a physically active lifestyle <p><i>Resource Management</i></p> <ul style="list-style-type: none">• Access community resources• Use technology tools to support an active lifestyle• Career opportunities in health, PE, and wellness-related fields <p><i>Assessment and Planning</i></p> <ul style="list-style-type: none">• Analysis and development of skill• Personal fitness planning and goal setting
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