

**Brownsville Independent School District**

**Curriculum Framework**



**High School Physical Education**

**“Aerobic Activities”**

**Grades 9-12**

**Department of Curriculum and Instruction**

**Spring 2003**

# “Aerobic Activities” Table of Contents

Acknowledgement - - - - -	1
Mission Statement/Belief Statement - - - - -	2
Brownsville Independent School District Curriculum Philosophy - - - - -	3
Physical Education Program Philosophy - - - - -	3
Introduction - - - - -	4
District Curriculum Framework- - - - -	5
Recommendation - - - - -	5
Department of Curriculum and Instruction Philosophy and Vision Statement- - - - -	6
Texas Essential Knowledge and Skills for Physical Education, High School - - - - -	7
Scope and Sequence- - - - -	8-18
Texas Essential Knowledge and Skills- - - - -	19-31
Suggestions for Improvement- - - - -	32

# **ACKNOWLEDGMENT**

## **CURRICULUM FRAMEWORK**

The Brownsville Independent School District gratefully acknowledges the contributions made by the high school physical education teachers who participated in the development of the High School Physical Education Curriculum Framework. A special thanks to the typist that helped us bring this project to print and to the Physical Education teachers listed below for assisting in the development of the framework.

*Starlette Richard – Stell Middle School*  
*Ruben Martinez – Perkins Middle School*

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*Typist*

*Sonia A. Perales*

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*Physical Education Specialist*

*Roy Alaniz*



## **Brownsville Independent School District MISSION STATEMENT**

The mission of the Brownsville Independent School District, an international community respected for its rich cultural heritage is to produce responsible, well-rounded graduates

Who

- have the ability to pursue a post-secondary education and/or career
- possess a capability for independent learning and thinking with a competitive edge in a multi-cultural, multi-lingual world

By

- identifying and maximizing physical, financial, and human resources and
- unifying community and school commitment to excellence in education and equal educational opportunity.

## **Brownsville Independent School District BELIEF STATEMENT**

- ▶ Excellence is our common goal.
- ▶ Parental responsibility is an integral factor in student success.
- ▶ Belief in self is fundamental to success.
- ▶ Everyone deserves respect as a human being.
- ▶ Perseverance and hard work are essential for success.
- ▶ Change creates opportunities for growth.
- ▶ Truthfulness is important for effective communication.
- ▶ Public schools are an extension of the community.
- ▶ Sensitivity is essential for understanding the needs of others.
- ▶ Great achievements follow high expectations.
- ▶ Cooperation is necessary to get things done.
- ▶ Active listening is essential for effective communication.
- ▶ Successful students are active participants in the learning process.



# **BROWNSVILLE INDEPENDENT SCHOOL DISTRICT CURRICULUM PHILOSOPHY**

The philosophy of the Brownsville Independent School District includes the complete development of its students by providing a well balanced learning program that will help individuals reach satisfying goals, find their place in society, contribute to their culture within the community, and understand their rights, privileges and responsibilities as members of a democratic nation.

The schools present a well-rounded program of education adapted to the needs, ambitions, and abilities of each students, as well as the needs of a bicultural school community. Each administrator and each teacher helps students to develop their own unique personality, at the same time develops an appreciation of their responsibilities to themselves, their fellow citizens, their community, and their country.

The schools, in cooperation with the home, church, and social agencies, will strive to produce individuals who are physically, mentally and emotionally capable of fulfilling their responsibilities as good citizens.

The teachers are recognized as the foundation of the educational system. The teachers take into consideration the individual qualities, personalities, desires and aspirations of the students in their charge.

The schools will work towards the promotion of school pride. This unifying factor unites the student body, instills spirit in the individual through group effort, and reinforces the positive points of the school environment.

## **Physical Education Program Philosophy Grade 9<sup>th</sup> – 12<sup>th</sup>**

Physical Education is an essential part of the total learning process that takes place each day. The primary objective of the program is to develop and enhance the three domains of learning (mental, physical, and social). The program shall provide goals to promote positive self-image, social skills, and self-confidence. Physical Education will enhance the student's physical fitness levels, psychomotor skills, and academic performances. This program will influence a lifelong regard for the importance of physical exercise in promoting longevity while enhancing the quality of life.

# Introduction

Texas Legislation requires that all Texas school districts develop, implement, and evaluate a comprehensive educational program aimed at student mastery of the Texas Essential Knowledge and Skills as defined in Chapter 116.

The purpose of this High School Physical Education Curriculum Framework is to key learning objectives to the Texas Essential Knowledge and Skills, provide a suggested sequence of objectives, and align the TAKS objectives to the Texas Essential Knowledge and Skills.

In addition, this document includes objectives to be taught in each grade level. These objectives are intended to ensure consistency in instruction throughout the district. It should further serve to avoid over emphasis in one area while neglecting another, and thus, focus on student needs.

Adaptations for special populations will be made as needed, but the basic curriculum is the same for all students.

This developmentally sequence High School Physical Education curriculum framework is designed to correlate the Texas Essential Knowledge and Skills, TAKS Reading, Writing, Language Arts, Math, Science, and Social Studies objectives as well as various concepts and skills found in the current state adopted textbook materials.

# District Curriculum Framework

This curriculum framework is primarily a working document that gives both structure and direction to the educational program. The philosophy of the grade level course is consistent with the stated philosophy of the campus and the school district. Goals and objectives are those that best meet the needs of students in the district. This curriculum framework prescribes what is to be taught in a given subject or area of study. As a formal document, it is an official statement of the curriculum and a teacher's guide to instruction.

## Recommendation

This curriculum framework was developed with the intention of aligning the Texas Essential Knowledge and Skills. In order to facilitate this alignment, the following recommendations are being made:

1. The teacher needs to follow the curriculum framework to provide consistency of instruction in the district and to ensure that the knowledge and skills and TAKS objectives are taught for each grade level.
2. The teacher should utilize effective teaching strategies.
3. The teacher should integrate reading, writing, math, science and language arts in the Physical Education curriculum.
4. The teacher should utilize the curriculum framework as the basis for weekly lesson planning, and co-planning within and across grade levels.
5. The teacher should supplement and enrich the curriculum framework with other materials.
6. Special personnel and regular instructional personnel should work together for the effective delivery of instruction to students comprising "special populations."
7. The teacher should provide on-going feedback to the Curriculum/Instruction Department regarding the curriculum framework.

# Brownsville Independent School District Department of Curriculum and Instruction

## **PHILOSOPHY:**

There is a comprehensive curriculum that provides quality instruction and education for all learners and is aligned with campus, district, state, and national goals.

## **VISION STATEMENT:**

### **TO:**

Implement coordination and promote quality communication within the Department of Curriculum and Instruction of the Brownsville Independent School District.

### **IN A WAY THAT:**

**provides** for the individual diverse needs of our multilingual, multicultural students;

**expects** that all students be given equal educational opportunity;

**supplements** and **supports** the instructional program through allocation of personnel, materials, resources, and professional development opportunities based on student and teacher needs;

**delivers** and facilitates a unified, coordinated service to campus personnel;

**involves** the community in the education of the child; and

**exemplifies** collegiality, leadership, and cooperation among departments

### **SO THAT;**

Students, teachers and the BISD educational community are enriched, supported, and empowered in their efforts to achieve educational and academic excellence.



## Texas Essential Knowledge and Skills for Physical Education, High School

### 116.52 Foundations of Personal Fitness (One-Half Credit)

(2) In **Physical Education**, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) **Foundations of Personal Fitness** represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of degree course objectives-students designing their own personal fitness program.

### 116.53 Adventure/Outdoor Education (One-Half Credit).

(2) Students enrolled in **Adventure Outdoor Education** are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

### 116.54 Aerobic Activities (One-Half Credit).

(2) Student in **Aerobic Activities** are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

### 116.54 Individual Sports (One-Half Credit).

(2) Students in **Individual Sports** are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

### 116.55 Team Sports (One-Half Credit).

(2) Students enrolled in **Team Sports** are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

# **Physical Education Scope & Sequence**

**Grades 9<sup>th</sup> - 12th**



R-Reading    S-Science  
M- Math      LA-Language Arts  
W-Writing    SS-Social Studies

**Aerobic Activities**  
**Scope and Sequence**  
**Correlation of TEKS and TAKS Objectives**  
**Grade 9-12**

<b>ANCHORS: Movement</b> <b>Physical Activity &amp; Health</b> <b>Social Development</b>	<b>TEKS</b>	<b>TAKS</b>	<b>TAKS Objectives and TEKS Student Expectations</b>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33.33%;"><b>1<sup>st</sup></b></td> <td style="width: 33.33%;"><b>2<sup>nd</sup></b></td> <td style="width: 33.33%;"><b>3<sup>rd</sup></b></td> </tr> <tr> <td><b>3</b></td> <td><b>3</b></td> <td><b>3</b></td> </tr> <tr> <td><b>Week</b></td> <td><b>Week</b></td> <td><b>Week</b></td> </tr> </table>			<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>Week</b>	<b>Week</b>	<b>Week</b>
<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>													
<b>3</b>	<b>3</b>	<b>3</b>													
<b>Week</b>	<b>Week</b>	<b>Week</b>													
<b>Social Development</b>	(C) (5) (A)	Obj.-5 Integrated Physics & Chemistry (4) Science Concepts (4B) SS-10 Obj.-1 Reading/ comprehension (7F) LA-10,11 Obj.-5 Social studies skills (WH-25)C SS-10	<b>TWL:</b> (c) Knowledge and skills.  (2) <b>Social Development.</b> The student develops positive personal and social skills needed to work independently and with others in aerobic activities.  <b>The student is expected to:</b>  • (A) evaluate personal skills and set realistic goals for improvement;												
		(C) (5) (B)	Obj.-10 Underlying processes & mathematical tools (8.14B) M- 9, 10, 11 Obj.-5 Social studies skills (US-24)B SS-11	• (B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;											

R-Reading    S-Science  
M- Math      LA-Language Arts  
W-Writing    SS-Social Studies

**Aerobic Activities**  
**Scope and Sequence**  
**Correlation of TEKS and TAKS Objectives**  
**Grade 9-12**

<b>ANCHORS: Movement  Physical Activity &amp; Health  Social Development</b>	<b>TEKS</b>	<b>TAKS</b>	<b>TAKS Objectives and TEKS Student Expectations</b>	<b>1<sup>st</sup> 3 Week</b>			<b>2<sup>nd</sup> 3 Week</b>			<b>3<sup>rd</sup> 3 Week</b>		
<b>Social Development</b>	(C) (5) (C)		<ul style="list-style-type: none"> <li>• (C) accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and</li> </ul>									
	(C) (5) (D)	Obj.-5 Social studies skills (WH-25)C SS-10 Obj.5 Social studies skills (US-24)B SS-11	<ul style="list-style-type: none"> <li>• (D) anticipate potentially dangerous consequences of participating in selected aerobic activities.</li> </ul>									





R-Reading    S-Science  
M- Math      LA-Language Arts  
W-Writing    SS-Social Studies

**Aerobic Activities**  
**Scope and Sequence**  
**Correlation of TEKS and TAKS Objectives**  
**Grade 9-12**

<b>ANCHORS: Movement</b> <b>Physical Activity&amp; Health</b> <b>Social Development</b>	<b>TEKS</b>	<b>TAKS</b>	<b>TAKS Objectives and TEKS Student Expectations</b>	<b>1<sup>st</sup></b> <b>3</b> <b>Week</b>			<b>2<sup>nd</sup></b> <b>3</b> <b>Week</b>			<b>3<sup>rd</sup></b> <b>3</b> <b>Week</b>		
<b>Physical Activity and Health</b>	   (C) (3) (A)   (C) (3) (B)   (C) (3) (C)	   Obj.-3 Reading/ comprehension (7E) LA- 10,11 Obj.5 Social studies skills (W-25)C SS-10,11   Obj.-3 Reading/ comprehension (7E) LA-10,11 Obj.-5 Social studies skills (WH-25)C SS -10	<b>TWL:</b>  (3) <b>Physical activity and health.</b> The student exhibits a physically-active life-style that improves health and provides opportunities for enjoyment and challenge through aerobic activity.  <b>The student is expected to:</b>  • (A) select and participate in aerobic activities that provide for enjoyment and challenge;  • (B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;  • (C) analyze and compare health and fitness benefits derived from participating in selected aerobic activities;	            	            	            	            	            	            	            	            	            

R-Reading    S-Science  
M- Math      LA-Language Arts  
W-Writing    SS-Social Studies

**Aerobic Activities**  
**Scope and Sequence**  
**Correlation of TEKS and TAKS Objectives**  
**Grade 9-12**

<b>ANCHORS: Movement</b> <b>Physical Activity&amp; Health</b> <b>Social Development</b>	<b>TEKS</b>	<b>TAKS</b>	<b>TAKS Objectives and TEKS Student Expectations</b>	<b>1<sup>st</sup></b> <b>3</b> <b>Week</b>	<b>2<sup>nd</sup></b> <b>3</b> <b>Week</b>	<b>3<sup>rd</sup></b> <b>3</b> <b>Week</b>
<b>Physical Activity and Health</b>	(C) (3) (D)	Obj.-2 Reading/ literary response (10B) LA-10 Obj.-3 Reading/ literary response (10B) LA-10	<ul style="list-style-type: none"> <li>• (D) establish realistic yet challenging health-related fitness goals;</li> </ul>			
	(C) (3) (E)	Obj.-1 Reading/ comprehension (7F) LA-10, 11	<ul style="list-style-type: none"> <li>• (E) develop and participate in a personal fitness program that has the potential to provide identified goals;</li> </ul>			
	(C) (3) (F)	Obj.-3 Reading/ comprehension (7E) LA-10, 11	<ul style="list-style-type: none"> <li>• (F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance;</li> </ul>			











# APPENDIX

# **Texas Essential Knowledge and Skills**

# Curriculum Framework

## Suggestions for Improvements

Name \_\_\_\_\_

—

School \_\_\_\_\_

—

Subject Area \_\_\_\_\_

Date Submitted \_\_\_\_\_

Please provide suggestions for improving this document's overall organization and contents. Include specific information that can facilitate your planning for instruction, scope and sequence, documentation of the essentials knowledge and skills/achievement test/record keeping, or anything else that will assist in making the document more useful for the next year.

Send your suggestions through your principal to the Assistant Superintendent for curriculum/instruction. We appreciate your comments. Thank you.

Suggestions:

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