

# QUEEN BEE SCHOOL DISTRICT COMPREHENSIVE EDUCATION PLAN

## PHYSICAL DEVELOPMENT AND HEALTH

### Philosophy

Queen Bee District 16 has within its philosophy of education a commitment and belief that “each individual deserves the opportunity to develop as a whole person with recognition being given to his mental, physical, emotional, and social needs.” In accordance with this philosophy, quality physical education is provided within District 16. It is highlighted by a program of instruction including all aspects of Physical Development and Health. It is delivered by professionals and based on the needs and interests of the students. Programmatic content focuses on enhancing health related physical fitness while facilitating the total well being of each and every child.

### Mission and Beliefs

The mission of the K-5 Physical Development and Health Program is to develop in the student the importance of being a health conscious individual who understands and demonstrates to his/her fullest potential, physical, emotional, mental, and social skills needed for daily living as well as an interest and desire for physical activity and play. The mission of the 6-8 Program is to believe in the unique physical, social, emotional and intellectual needs of early adolescents and understanding how students are directly affected by our changing society. We support a knowledge-based curriculum that includes wellness, fitness, and sport skills through activity, which fosters teamwork, sportsmanship, and cooperation. District 16 Physical Educators, in cooperation with staff and community, are committed to a clear and common focus on Physical Education. We believe that students involved in Physical Development and Health will learn ways to:

- express himself verbally, visually, and kinesthetically with or without the use of technology,
- exhibit effective problem solving strategies independently or cooperatively, within the physical, emotional, mental, and social framework of daily life,
- exhibit healthy attitudes and practice and support health-conscious policies that promote multi-cultural respect,
- show respect for themselves and others while playing by the rules,
- begin to take responsibility for their own health, personal hygiene, and physical fitness through increasingly challenging and self-motivated activities and attitudes,
- strive to reach personal excellence and maintain peak standards of individual and team performance,
- be aware of the principles involved in self well-being.

### Critical Skills

As a result of their educational experience, Physical Education students in Queen Bee School District 16 will learn to be:

- Effective Communicators who express and demonstrate knowledge, skills and rules through participation.
- Complex Thinkers who exhibit effective strategies independently and cooperatively; to develop the ability to explore, acquire knowledge and understanding of the skill or activity.
- Responsible Citizens who begin to take responsibility for their own health, personal hygiene and physical fitness.
- Ethical Persons who show respect for themselves and develop a respect for authority while displaying good sportsmanship in individual and team situations.
- Self- Directed Learners who develop a healthy self-concept by accepting one’s individuality and limitations as well as those of others.
- Quality Workers who strive to reach personal excellence, maintain standards and develop the ability to follow as well as to lead.
- Health Conscious Individuals who are aware of the principles involved in personal wellness.

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## Overview of Physical Development and Health Outcomes and Alignment with State Goals

As a result of their schooling, students will be able to:

STATE GOAL	STATE ACADEMIC STANDARD
19. Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.	<ul style="list-style-type: none"> <li>A. Demonstrate physical competency in individual and team sports, creative movement, leisure and work related-activities.</li> <li>B. Analyze various movement concepts and applications.</li> <li>C. Demonstrate knowledge of rules and strategies during physical activity.</li> </ul>
20. Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	<ul style="list-style-type: none"> <li>A. Know and apply the principles of health-related fitness.</li> <li>B. Assess individual fitness levels.</li> <li>C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</li> </ul>
21. Develop team building skills by working with others through physical activity.	<ul style="list-style-type: none"> <li>A. Demonstrate individual responsibility during group physical activities.</li> <li>B. Demonstrate cooperative skills during planned group physical activity.</li> </ul>
22. Understand principles of health promotion and the prevention and treatment of illness and injury.	<ul style="list-style-type: none"> <li>A. Explain the basic principles of health promotion, illness prevention and safety.</li> <li>B. Describe and explain the factors that influence health among individuals, groups and communities.</li> <li>C. Explain how the environment can affect health.</li> </ul>
23. Understand human body systems and factors that influence growth and development.	<ul style="list-style-type: none"> <li>A. Describe and explain the structure and functions of the human body systems and how they interrelate.</li> <li>B. Explain the effects of health-related actions on the body systems.</li> <li>C. Describe factors that affect growth and development.</li> </ul>

**QUEEN BEE SCHOOL DISTRICT COMPREHENSIVE EDUCATION PLAN**

<p>24. Promote and enhance health and well being through the use of effective communication and decision-making skills.</p>	<p>A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> <p>B. Apply decision-making skills related to the protection and promotion of individual health.</p> <p>C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p>
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**QUEEN BEE SCHOOL DISTRICT COMPREHENSIVE EDUCATION PLAN  
MATERIALS BASIC TO PHYSICAL DEVELOPMENT AND HEALTH**

Grade	Subject	Title	Publisher	Copyright	Adopted
OK	H	Teacher Materials	Illinois State Goals	1996	FY96
1	H	Teacher Materials	Illinois State Goals	1996	FY96
1	PE	Teacher Units, ISS	Illinois State Goals	1996	FY96
2	H	Teacher Materials	Illinois State Goals	1996	FY96
2	PE	Teacher Units, ISS	Illinois State Goals	1996	FY96
3	H	Teacher Materials	Illinois State Goals	1996	FY96
3	PE	Teacher Units, ISS	Illinois State Goals	1996	FY96
4	H	Health for the Future	McGraw Hill	1999	FY00
4	PE	Teacher Units, ISS	Illinois State Goals	1996	FY96
5	H	Health for the Future	McGraw Hill	1999	FY00
5	PE	Teacher Units, ISS	Illinois State Goals	1999	FY96
6	H	Teacher Units, ISS	Illinois State Goals	1996	FY96
6	PE	Teacher Units, ISS	Illinois State Goals	1996	FY96
7	H	Teacher Units, ISS	Illinois State Goals	1996	FY96
7	PE	Teacher Units, ISS	Illinois State Goals	1996	FY96
8	H	Teacher Units, ISS	Illinois State Goals	1996	FY96
8	PE	Teacher Units, ISS	Illinois State Goals	1996	Fy96