



# MOVE WELL

# PHYSICAL EDUCATION

**CPS aims to develop physically literate individuals who have the knowledge, skills and confidence for academic success and lifelong health. Physical education is recognized by CPS as a core curricular class that is a foundation for health and academic achievement.**



## CPS Policy Requirements for Physical Education

### CPS PE Policy

Elementary schools must provide daily physical education in grades K-8 for a minimum of 30 minutes daily or the equivalent of 150 minutes per week. High schools must provide daily physical education in the same time increments as other courses in grades 9-12.

### Local School Wellness Policy

The *Local School Wellness Policy* creates standards to ensure each student receives quality health-optimizing PE instruction as part of their CPS education. The policy requires that the majority of PE class time is spent in moderate to vigorous physical activity (MVPA).

## What are the characteristics of quality Physical Education?

The CDC identifies four main areas of focus to ensure a high quality PE program is being implemented. These four areas are:

1. Curriculum
2. Policies and Environment
3. Instruction
4. Student Assessment

### **Curriculum**

- Utilization of the CPS PE Scope and Sequence and Framework in lesson planning. The CPS Scope and Sequence and Curriculum Maps can be found by school staff on the Knowledge Center (kc.cps.edu)
- Inclusion of a variety of motor skills designed to enhance physical, mental and social/emotional well-being
- Promotion of regular amounts of physical activity now and throughout life
- Provides opportunities for students to practice social and cooperative skills

## Policies and Environment

- Adequate instructional time provided in school schedules in accordance with the CPS PE Policy
- All classes taught by qualified Physical Education teachers
- Reasonable PE class sizes that are comparable to other subject areas and in alignment with the Chicago Teachers Union Collective Bargaining Agreement
- Safe, functional equipment and facilities provided for PE class

## Instruction

- Inclusion of all students in classroom activities
- Adaptations of lessons and activities for diverse learners
- Opportunities for students to be physically active most of class time
- Well-designed lesson plans with clear learning objectives
- Out-of-school assignments provided to support learning
- Physical activity participation is not given or withheld as a punishment

## Assessment

- Instruction is informed by regular and varied assessments. Sample assessments can be found on the Knowledge Center ([kc.cps.edu](http://kc.cps.edu))
- On-going opportunities for students to self-assess and practice self-monitoring
- Communication of assessment results with students and parents/guardians
- Clearly defined grading criteria based on instructional objectives, that are objective in nature

## What strategies can be used to meet the MVPA Wellness Policy requirement?

The Office of Student Health and Wellness (OSHW) suggests employing strategies to increase the amount of time students spend engaged in MVPA while participating in PE class. This can be achieved in many ways including:

- Modifying traditional games to make them more active
- Avoiding elimination games
- Starting class immediately with an active warm up while doing procedures such as attendance during this time
- Establishing procedures to minimize management time
- Keeping “talk time” to a minimum and giving clear and quick instructions
- Ensuring adequate equipment and facilities so students do not have to wait for turns
- Creating active transitions between activities



### For Your Information

**For more information related to implementation of the CPS Physical Education Policy, please refer to the PE Manual, found on the PE Page of the Knowledge Center ([kc.cps.edu](http://kc.cps.edu)).**



RESOURCE

# ADDITIONAL PE RESOURCES

## CPS Physical Education Scope and Sequence

The Scope and Sequence, which launched in February 2013, serves as a curriculum roadmap for PreK-12 physical education. It also serves as a guide that illustrates the range of topics and skills to be taught as well as their appropriate sequence. The Scope and Sequence can be modified to meet the needs of each CPS school's student body and personnel as well as issues with facilities and equipment.

## CPS Physical Education Curriculum Framework

In the Fall 2014 CPS released K-12 Curriculum Maps that provide a framework for physical educators to plan their instruction by including student learning objectives, learning standards, suggested activities and suggested assessments.

## CPS Physical Education PE Policy Manual

The PE Policy Manual is intended to guide administrators and physical educators on how to implement the CPS Physical Education Policy. The manual can be found on the PE Page of the Knowledge Center: [sites.google.com/a/cps.edu/kc/resource-allocation/office-of-student-health-and-wellness/physical-education](https://sites.google.com/a/cps.edu/kc/resource-allocation/office-of-student-health-and-wellness/physical-education).

## REACH Assessments

Physical Education REACH assessments are required for all CPS teachers in every subject area. CPS PE teachers developed the pre- and post-skill assessments that are to be conducted at the beginning and the end of the school year as a measure of student growth. PE teachers can find detailed information, instructional videos and materials regarding REACH assessments on the [CPS Knowledge Center](#).

## The *Movement* Movement: A Strategic Plan to Strengthen Physical Education in Chicago Public Schools

The Chicago Public Schools' (CPS) mission is to create a system of schools that prepares every student in every community to succeed in college, career and life. Health and education research point to a clear relationship between academic achievement and health. As the nation's third largest school district, CPS recognizes that it can be a model for the nation in delivering programs that maximize the intersection of education and health.

Physical activity is an important contributor to health, and in turn, physical education is a critical element to ensuring that children learn to practice and enjoy physical activity, helping them to establish the foundation for an active and healthy life.

This report reflects the collaborative efforts of CPS and local organizations including the Consortium to Lower Obesity in Chicago Children (CLOCC) working to ensure that CPS students have access to high quality physical education and other opportunities for physical activity throughout the school day.

**Download the report at [www.learnwellcps.org](http://www.learnwellcps.org) on the MoveWELL page.**



FYI

### Contact Us

**For more information regarding CPS Physical Education, refer to the PE Page on the Knowledge Center or email [physicaleducation@cps.edu](mailto:physicaleducation@cps.edu).**