

Content Standards in Physical Education

A Physically Educated Person:

- HAS learned skills necessary to perform a variety of physical activities
- IS physically fit
- DOES participate regularly in physical activity
- KNOWS the implications of and the benefits from involvement in physical activities
- VAUES physical activity and its contribution to a healthful lifestyle in order to pursue a lifetime of healthful physical activity.

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

Standard 2: Understands movement concepts, principles and tactics as they apply to the learning and performance of physical activities

Standard 3: Utilizes appropriate motor skills, tactics and movement concepts/principles while participating regularly in physical activity

Standard 4: Achieves and maintains a health enhancing level of physical fitness

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings

Standard 6: Chooses physical activity for health, enjoyment, challenge, self-expression and/or social interaction

General Description of Standards

A Physically Educated Person

- HAS learned skills necessary to perform a variety of physical activities
- IS physically fit
- DOES participate regularly in physical activity
- KNOWS the implications of and the benefits from involvement in physical activities
- VAUES physical activity and its contribution to a healthful lifestyle in order to pursue a lifetime of healthful physical activity.

Standard 1 Demonstrates motor skills and movement patterns to perform a variety of physical activities

The intent of this standard is development of the movement/physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the basic skills to participate in a wide variety of leisure and work-related physical activities.

Standard 2 Understands movement concepts, principles and tactics as they apply to the learning and performance of physical activities

The intent of this standard is to facilitate the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. For example, concepts like increasing force production through the summation of forces, the effects of anxiety on performance, and the principle of specificity of training. Knowledge of these concepts and practices and applying them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., application of force). Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills). By graduation, the student develops a

sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

Standard 3 Utilizes appropriate motor skills, tactics and movement concepts/principles while participating regularly in physical activity

The intent of this standard is for students to establish patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that could help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. Understanding develops from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity, yet also learn that a certain level of personal commitment and work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to promote a healthy lifestyle.

Standard 4 Achieves and maintains a health enhancing level of physical fitness

The intent of this standard is for students to have both the ability and willingness to accept responsibility for personal fitness leading to an active, health lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels are established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level or comparing one student to another. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop

an appropriate personal fitness program that enables them to achieve desired levels of fitness.

Standard 5 Demonstrates responsible personal and social behavior in physical activity settings

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In the middle school, adolescents identify the purposes for rules and procedures and become involved in decision-making processes to establish the rules and procedures to guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

Standard 6 Chooses physical activity for health, enjoyment, challenge, self-expression and/or social interaction

The intent of this standard is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

K-12 National Physical Education Standards

Preface

The National Association for Sport and Physical Education appointed the Outcomes Committee to answer the question “What should students know and be able to do?” The “Outcomes Project” culminated in the development of a definition of the physically educated person that included five major focus areas.

A physically educated person:

- HAS learned skills necessary to perform a variety of physical activities
- IS physically fit
- DOES participate in physical activity
- KNOWS the implications of and the benefits from involvement in physical activities
- VALUES physical activity and its contribution to a healthful lifestyle in order to pursue a lifetime of healthful physical activity.

This definition was expanded to twenty outcome statements and then further expanded into sample benchmarks for selected grade levels. The work of this committee resulted in publication of the *Outcomes of Quality Physical Education Programs* (1992). Following this publication, the Standards and Assessment Task Force was appointed to develop content standards and assessment material based on the outcomes document.

The work of the task force, which began in the spring of 1992, reflected the national education reform movements, particularly with the efforts to establish national content standards for each area of the school curriculum. This movement to clarify and establish important educational goals provided the impetus and direction for much of the work of the Physical Education Standards and Assessment Task Force. To make the materials for physical education parallel to the materials developed by other content areas, the identification of “content standards”, and the further clarification of the content in physical education were undertaken before the issue of assessment was addressed. The result of this committee’s work, *Moving into the Future: National Standards for Physical Education* (1995) and accompanying assessment guidelines were designed to expand and compliment, not replace, the physical education outcomes document.

Moving into the Future was the result of a purposeful process of consensus building that included a variety of efforts designed to obtain a broad range of expertise and reaction. Input was obtained from many NASPE members and structures (i.e., Council on Physical Education for Children, Middle and Secondary School Physical Education Council, Curriculum and Instruction Academy). The process also included presentations at both the 1993 and 1994 national AAHPERD convention, presentations at each of the six district AAHPERD conventions, and many state AAHPERD meetings, a review by selected leaders in the physical education profession, and consultation with educational representatives from other subject areas (mathematics, arts, science) and educational organizations (Council of Chief School Officers, Principals’ Associations, Association of College of Teacher Education).

To ensure that NASPE printed materials are up to date and reflect current knowledge, research, and practice NASPE regularly reviews major documents. *Moving into the*

Future was published in 1995, and has been used by teachers, schools districts, and states to guide development of practice, curricula, instruction, and assessment. In summer, 2002 the K-12 National Standards Review Committee was appointed to review the standards and consider questions, recommendations, and problems forwarded by teachers, teacher educators, and others. The result was a draft document that was reviewed by leaders in the profession and practitioners in the field. Following further revision based on the feedback provided it became the focus of an open forum at the 2002 national AAHPERD convention.

Introduction

Role and Purpose of Standards.

Are our children ready to meet the demands of the 21st century? What do children need to know and be able to do in order to prepare for their futures? These questions and others prompted parents, educators, business leaders, and politicians to the education system in America. As a result, over the past two decades American education has undergone an unprecedented reform in an effort to ensure that graduates will be prepared to take their place in society and be able to compete in a global economy. Educational reform received support at the highest levels of government when the President and the nation's governors met at an historic Education Summit in 1989. This led to announcement of education goals for the nation and the establishment of the National Education Goals Panel to measure progress toward these goals. The national standards movement did not approach the task of educational reform through the establishment of a national curriculum or a predetermined course of study, rather it speaks of competencies, defining *what a student should know and be able to do*. This represented a new way of thinking, a paradigm shift, about American students. The expectation is that all students in every school should be able to reach these standards with adequate support and sustained effort. With the passage of *Goals 2000: Educate America Act* in March 1994, education standards were written into federal law. Title II of the act addressed the issue of standards. It established a National Education Standards Improvement Council (NESIC), which had, among its other responsibilities, the job of working with appropriate organizations to determine the criteria for certifying voluntary content standards, with three objectives in mind: 1) to ensure that the standards were internationally competitive, 2) to ensure they reflected the best knowledge about teaching and learning, and 3) to ensure they had been developed through a broad-based, open adoption process. In effect, standards became the cornerstone of the education reform movement.

The framework that emerged suggests two kinds of standards; content and performance standards. Discovering there is not clear agreement on definitions of these types of standards, the Technical Planning Group of the National Education Goals Panel sought to provide specific descriptions of each type of standard.

Content Standards Content standards specify “what students should know and be able to do”. They include the knowledge and skills—the ways of thinking, communicating, reasoning, and investigating, and the most important enduring ideas, concepts, issues, dilemmas, and information that characterize each discipline. In effect, they involve the knowledge and skills essential to a discipline that students are expected to learn.

Performance Standards Performance standards specify “how good is good enough”. They indicate the levels of achievement that students are expected to attain in the content standards. A performance standard indicates both the nature of the evidence (such as an essay, mathematical proof, scientific experiment, project, exam, or combination of these) required to demonstrate that a content standard has been met and the quality of student performance that is deemed acceptable. Performance standards are inextricably tied to issues of assessment.

When the NASPE content standards were first published in 1995, performance standards linked to content standards were not yet available. Professional organizations developing standards were concentrating their efforts on specifying what students should know and be able to do. It was recommended that content standards be developed to include examples of possible assessment activities and the specification of the nature of the evidence proposed as necessary to show that the content standards were met. The specification of performance standards became part of a process whereby assessment of student work (performance) regularly collected over time would be part of the bases for establishing performance levels. As a result, *Moving into the Future* included assessment examples to demonstrate achievement of the content standards. However, in the past eight years there has been extensive work by scholars and practitioners in developing assessment tools to match the content standards. As a result, this new standards document does not include assessment measures. Rather, it provides sample indicators of progress toward achievement of the standards and refers the reader to the newly developed assessment materials (see Appendix).

Current Education Climate

There has been serious national concern over what has been described as an achievement gap between white economically advantaged students and students of color, immigrant children, and students from low socio-economic families. Federal initiatives call for strategies "to close this achievement gap with accountability, flexibility, and choice so that no child is left behind" (federal guidelines for Public Law 107-110). As a result, the No Child Left Behind Act of 2001 (NCLB) became law in January 2002 (Public Law 107-110).

While NCLB does not yet address health and fitness specifically, over the next several years it has implications for all K-12 educators. The law requires that schools demonstrate steady gains in student performance and close the gap in achievement between and among all students. We will begin to see new inclusive ways of teaching and learning implemented across all content areas. NCLB provides a reason to revisit our K-12 content standards to ensure they reflect current beliefs. Leave no child behind...can't leave any child behind including in the physical education discipline.

Instructionally Aligned Physical Education

What is worth teaching and learning in physical education? The NASPE content standards define student learning, what a student should know and be able to do as result of a quality physical education program. In addition, the standards provide a framework to develop realistic and achievable expectations for student performance at every level.

These expectations are the first step in designing an instructionally aligned program aimed at student learning and achievement.

We know that learning is most effective when the goal of learning matches both the assessment and instructional practices. This suggests that you “tell students what is important for them to know and be able to do, teach them what you told them they would learn, design appropriate tasks that allow them to practice what you taught them, and assess them on what they have been practicing” (Tannehill, 2001). For example, if you want kids to learn to skip, teach them to skip, let them practice skipping, and then assess them on how well they can skip.

A significant benefit to physical education offered through the delineation of a comprehensive set of national standards and accompanying assessments and instructional strategies is that they combat the uninformed idea that physical education is an “academically soft” area of study. The standards essentially say that physical education has academic standing. They say that there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education. They affirm that effort and rigor are essential to achievement. And they further state that all behaviors associated with physical education can in some way be measured—if not always on a numerical scale, then by informed critical judgment. The standards enable physical educators to participate as full partners in school reform efforts, bringing accountability and rigor to our profession.

Assessment is the process of gathering evidence about a student’s level of achievement in a specified subject area and making inferences based on that evidence for a variety of purposes. Educators must be able to assess individual achievement, otherwise, it will be impossible to know whether the standards are being reached and if students are learning. Whereas a broad range of assessment techniques (measures) could well be used to determine whether a given standard is being met, such assessment should 1) reflect the subject content that is most important for students to learn, 2) enhance learning through a connection with instruction, 3) provide consistent (reliable) evidence of student performance, and 4) yield valid inferences about student learning. In effect, assessment serves to under gird the standards movement. It is the “glue” that holds the standards framework together.

At a time when greater demands are being placed on assessment than any time in the history of American education, there is growing dissatisfaction with the traditional forms of assessment, whether it is the use of multiple-choice, machine-scored tests, or the use of standardized use of sport skill or physical fitness tests. Teachers are seeking new and innovative ways to assess student learning that are effective yet not invasive to the limited time they are in contact with students. Although many physical education teachers use a variety of tests to measure attributes such as physical fitness, sport skill competency, and other movement forms, they frequently feel dissatisfied with what these tests reflect. They know that students are learning, yet the use of these tests don’t seem to facilitate learning nor provide a very good indicator of what was learned. Furthermore, many of the available techniques and tests are impractical to use in the typical physical education class setting and are not conducive to enhancing instruction. Perhaps no other

element of the instructional process needs to be improved as much as the assessment process.

Amid the dissatisfaction and controversy over assessment procedures, the reform movement in education seeks transformation of assessment programs, especially the day-to-day teacher initiated assessment, toward performance-based assessments that focus on high-priority objectives and significant outcomes for students. Such performance assessment usually refers to assessment tasks in which students demonstrate skills and competencies rather than selecting one of several predetermined answers to an exercise. Furthermore, assessments that are “authentic” in nature, that is, designed to take place in a real-life setting rather than in an artificial or contrived setting, are being advocated. While this movement towards authentic assessment is being heralded as innovative, in reality many of these assessment techniques have been used in physical education for years. The very nature of the content of physical education frequently manifests itself in directly observable behavior. As a result, observational analysis and subjective methods of assessment have frequently been used by physical education teachers. The current interest in performance-based authentic assessment seems to provide legitimacy to many of these methods. It is within this context that various assessment options have been developed and are identified in the Appendix of this document.

Although the assessment process may be utilized by teachers and school officials for many discrete tasks, too often assessment is seen solely for the purpose of determining a student grade. To narrowly identify grading as the singular purpose of assessment is a significant factor contributing to inappropriate assessment practices and poor instruction in general. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning. The assessment model therefore becomes formative in nature, placing teachers’ professional judgments at the center of the process. The process itself may be more informal, practical, and expedient, as well as more relaxed in terms of psychometric standards

Because the standards are consensus statements about what a student should “know and be able to do”, they provide a basis for instruction, student assessment, and for evaluating programs, at national, state, and local levels. The reform movement in education encouraged changing assessment to a program that is more fully integrated with the teaching process to support and facilitate student learning and provide meaningful information about student achievement.

For all students to become physically educated, assessment practices must support the instructional strategies utilized in physical education and the learning of each student. This link between assessment and instruction as inseparable components of the school physical education program is critical. When done equitably, assessment of student progress will further learning. The assessment and instruction process should be dynamic and continuous yielding information about student progress toward the achievement of the content standards in physical education and facilitating their achievement. When the information gathered through assessment to communicate student learning is consistent with learning goals and is used appropriately to guide teaching, it can enhance learning as well as document it. This requires we embrace a new philosophy of the assessment and

instruction process less physical education fall short of achieving new visions of excellence as sought in educational reform.

Vision

In an ideal world, all children and youth will display skills and practices of a physically active life knowing the benefits of their choice to be involved in physical activity. They will be physically fit with a mindset that values physical activity and its benefits to sustain healthy lifestyles.

Beliefs

Providing children and youth with physical activity opportunities both in and out of school is critical. Instilling them with the knowledge and skills to make appropriate physical activity choices is a responsibility of physical education. Physical education should also be a place where students learn to value physical activity (Siedentop, 1996). Viewing physical education as Physical “Activity” Education seems to be in line with other content areas where the name directly reflects the intended learning.

The National Association for Sport and Physical Education (NASPE) believes that every student in our nation’s schools, from kindergarten through grade 12, should have the opportunity to participate in quality physical education. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, cognitive understanding, and attitudes about physical activity for all students so that they can adopt healthy and physically active lifestyles. Today’s quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters which helps to improve a child’s mental alertness, academic performance, readiness to learn, and enthusiasm for learning.

According to NASPE guidelines, a high quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction.

Opportunity to Learn

- Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school).
- Qualified physical education specialists providing a developmentally appropriate program.
- Adequate equipment and facilities.

Meaningful Content

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.
- Development of cognitive concepts about motor skill and fitness.
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective.

- Promotion of regular amounts of appropriate physical activity now and throughout life.

Appropriate Instruction:

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- No physical activity as punishment
- Uses regular assessment to monitor and reinforce student learning

Physical education is an integral part of the total education of every child Kindergarten through Grade 12. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented to include the following.

Improved Physical Fitness

Quality physical education improves muscular strength, flexibility, muscular endurance, body composition, and cardiovascular endurance.

Skill Development

Physical education develops motor skills, which allow for safe, successful, and satisfying participation in physical activities.

Regular, Healthful Physical Activity

Physical education provides a wide-range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and conscious of the benefits of such a choice.

Support for other Subject Areas

Physical education reinforces knowledge learned across the curriculum and serves as a laboratory for application of content in science, math, and social studies.

Self Discipline

Physical education facilitates development of responsibility for personal health and fitness choices.

Improved Judgment

Quality physical education influences moral development. Students learn to assume leadership, cooperate with others, question actions and regulations, and accept responsibility for their own behavior.

Stress Reduction

Physical activity becomes an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience.

Strengthened Peer Relations

Physical education is a major force in helping children and youth socialize with others successfully and provides opportunities to learn positive social skills. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of youth and peer cultures.

Improved Self Confidence and Self-Esteem

Physical education instills a stronger sense of self-worth in young people based on their mastery of skills and concepts in physical activity. They become more confident, assertive, independent, and self-controlled.

Experiencing Setting Goals

Physical education gives children and youth the opportunity to set and strive for personal, achievable goals.

New research to support physical activity

The scientific evidence is clear - participation in physical activity offers many health benefits. According to a report by the U.S. Department of Health and Human Services (1996), persons who are physically active have lower rates of heart disease, stroke, colon cancer, breast cancer, and osteoporosis as compared to those who are inactive. In addition, physical activity helps manage or prevent hypertension, obesity, elevated blood lipids, back pain, and noninsulin-dependent diabetes. Physical activity also has psychological benefits such as decreasing symptoms of depression, anxiety and malaise and increasing general mood, self-concept, confidence, and sleep quality. It is estimated that approximately 12 percent of all deaths (i.e., 250,000 deaths) could be prevented each year by having people increase their physical activity levels (McGinnis and Foege, 1993). Despite the well-documented benefits of physical activity, only 22 percent of American adults meet the guidelines of exercising five or more times a week for at least 30 minutes. Physical educators are uniquely positioned to address this public health issue because 97 percent of school children are enrolled in their programs (Ross, Dotson, Gilbert, and Katz, 1985).

It is hard to change the sedentary habits of adults that have been formed over a lifetime. Experts agree that childhood is the time to begin development of active lifestyles, and adolescence is an important time to prevent the decline that traditionally is observed in physical activity levels. Therefore, it is important to equip our young people with the fitness levels, knowledge, motor skills, and personal/social skills they need to be active now and in the future.

There is a relationship between habits in early life and physical activity in adults. In a recent study, Taylor, Blair, Cummings, Wun, and Malina (1999) analyzed various components of activity during childhood and adolescence and compared them to activity habits in adults. A positive relationship was found between teen skill level and adult activity levels, as well as between participation in team sports as preteens and adult

activity levels. Providing young people with quality physical education to improve their skills and confidence appears to have positive consequences for later activity.

Relationship of NASPE Documents

The National Association of Sport and Physical Education (NASPE) has provided leadership to the field of physical education for over 100 years. A central aspect of this leadership is the development of standards and guidelines for quality physical education programs. These standard-setting efforts culminated in recent years with published documents, which establish standards for the following:

What students “should know and be able to do” relative to physical activity and exercise:

- *Moving Into the Future: National Physical Education Standards: A Guide to Content and Development, 1995.*

Appropriate instructional practice at elementary, middle, and high school levels:

- *Appropriate Practices for Elementary School Physical Education, 2000.*
- *Appropriate Practices for Middle School Physical Education, 1995.*
- *Appropriate Practices for High School Physical Education, 1998.*

Program support factors which ensure students the “opportunity to learn” in physical education:

- *Opportunity to Learn Standards for Elementary Physical Education, 2000.*
- *Physical Education Program Improvement and Self-Study Guide for Middle School, 1998.*
- *Physical Education Program Improvement and Self-Study Guide for High School, 1998.*

Qualifications for teachers in physical education:

- *National Standards for Beginning Physical Education Teachers, 1995.*

Taken together, these documents describe standards for quality physical education at elementary, middle, and high school levels, respectively in addition to those training to teach physical education in our nation’s schools. This revised and updated content standards document, (*What will the new name be?*) is intended to replace *Moving into the Future National Physical Education Standards: A Guide to Content and Assessment, 1995.*

The Standards

The purpose of this document is to present revised content standards for the school physical education program that clearly identify consensus statements related to what a student should know and be able to do as a result of a quality physical education program. The K-12 National Standards Revision Committee attempted to remain true to the original standards while addressing concerns and problems associated with their implementation. When reviewing the new document it should be noted that the revisions are not major yet reflect current beliefs. To achieve the goal of updating the standards the resulting document reflects the following changes with our rationale provided to clarify each issue.

- The standards have been grouped by levels representing grades K-2, 3-5, 6-8, and 9-12 in order to bring the breakdown of standards in line with other content areas, to reflect organizational patterns in public school settings, and to be consistent with developmental patterns of children and youth.
- To clarify the standards, this document is developed around four sections for each level; standard, student expectations, sample performance indicators, and sample performance indicators applied to the curriculum.

Standard K-12 content standards 1-6

Student Expectations Grouped grade level delineations for each standard reflecting what students should know and be able to do at the end of the grade level range (e.g., K-2.

Performance Indicators Examples of student behavior that demonstrate progress towards achieving student expectations at each level, reflects student accomplishment relative to the expectation.

- Based on all that we know about the importance of leading a physically active lifestyle and to place physical activity at the forefront of our work a “closing stem” was added to the definition of a physically educated person to read “in order to pursue a lifetime of healthful physical activity”.
- Due to confusion over the terminology in standard 1 (“competent” vs “proficient”, “few” vs “many”) and to focus on skills to support all movement forms the standard has been modified to read, “Demonstrates motor skills and movement patterns to perform a variety of physical activities”.
- In order to focus the learning and application of concepts and principles across all aspects of our content standard 2 was modified to reflect a broader scope, “Understands movement concepts, principles and tactics as they apply to the learning and performance of physical activities”.
- In an attempt to emphasize children and youth choosing to live a physically active and healthful life using the skills acquired in standard 1 and the application of concepts and principles gained in standard 2, standard 3 was modified to read, Utilizes appropriate motor skills, tactics and movement concepts/principles while participating regularly in physical activity”.
- Based on feedback from constituents, content standards 5 and 6 have been combined. Demonstrating understanding and respect for differences among people (standard 6) is actually reflected by an individual who displays personal and social responsibility in physical activity settings (standard 5). It is expected that diversity will continue to be a major focus as students learn to take responsibility for their personal and social behavior.

- To encourage children and youth to choose to be physically active rather than merely understand the importance of it, standard 6 (previously standard 7) was modified to read, “Chooses physical activity for health, enjoyment, challenge, self-expression and/or social interaction”.
- It should be noted that the performance expectations aligned with each level reflect the exit expectations for the standard. In other words, across each grade level range (e.g., 3-5 or 6-8) students will be striving toward achievement of these expectations. In striving to achieve these expectations, progression is critical. It is the teacher’s responsibility to determine at which grade within the level students will be working on these expectations and to design instruction and assessment in developmentally appropriate ways. This same point can be made for the sample performance indicators. The sample indicators provided are intended to be just that...samples. They are not all inclusive, they are not necessarily presented in a progressive way, and they are not developed according to any particular age group. They are samples developed to clarify what you might use somewhere in your own program. It is up to you to design your own performance indicators that meet the needs and developmental level of your learners.
- Assessment has been a major focus of education over the past decade with schools and school districts developing assessment systems (classroom based, exit, and state graduation assessments) to reflect state and national content standards. Numerous documents have been developed to provide teachers with appropriate and useful tools to assess student achievement. With this in mind, this document has removed the assessment tasks previously included and refers the reader to newly developed assessment materials (see Appendix).

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Standard 1

Demonstrates motor skills and movement patterns to perform a variety of physical activities.

The intent of this standard is development of the movement/physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the basic skills to participate in a wide variety of leisure and work-related physical activities.

Grades K-2

Student expectations (at the end of grade 2)

Young children are very active and enjoy learning and mastering new ways to move and be active. Students achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations. They demonstrate smooth transitions between sequential locomotor skills. Students show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw). They demonstrate control in traveling, weight-bearing, and balance activities on a variety of body parts.

Sample performance indicators (across the K-2 grade range)

- Skips (or hops, gallops, slides, etc.) using mature form (e.g., step-hop, swing arm, swing knee, smooth and continuous motion).
- Moves like a horse, using mature form to gallop across the floor.
- Demonstrates clear contrasts between slow and fast movement when skipping (or hopping, galloping, sliding, etc.).
- Travels in forward and sideways directions quickly in response to a signal or obstacle using a variety of locomotor skills and.
- Demonstrates a smooth transition between locomotor skills in time to music.
- Taps the ball from foot to foot, shifting weight and balancing the body on the non-dribbling foot, while in one location (i.e., not moving).
- Drops a ball and catches it at the peak of the bounce.
- Throws a ball underhand using mature form (e.g., places feet together and shoulders square to target, reaches straight back, steps forward and swings arm, rolls ball off fingers, and finishes high).
- Discovers how to balance on different body parts and becoming "like" a statue while making symmetrical and nonsymmetrical shapes.

Grades 3-5

Student expectations (at the end of grade 5)

Older children develop maturity and versatility in the use of fundamental skills for more pleasurable movement experiences. Students achieve mature forms in the basic nonlocomotor and manipulative skills. They demonstrate locomotor, nonlocomotor, and manipulative skills for performance outcomes (e.g., hitting targets). They use these skills in dynamic and complex environments (e.g., formal dance to music) and in combination with each other. Students also acquire some specialized skills basic to a movement form (i.e., basketball chest pass, softball fielding with a glove).

Sample performance indicators (across the 3-5 grade range)

- Demonstrates good posture while lifting and carrying an object at least 20 feet.
- Balances with control on a variety of objects (e.g., balance board, large apparatus, skates).
- Catches a fly ball using mature form (e.g., has eyes on ball, moves to position, reaches with hands, catches rather than traps ball, lowers ball to absorb force).
- Jumps vertically to a height of nine inches and lands using mature form.
- Throws a ball overhand using mature form and hits target on the wall (six-foot square centered four feet above the ground) from a distance of 40 feet.
- Develops and refines a gymnastics sequence (or creative dance sequence) demonstrating smooth transitions.
- Dribbles using mature form and passes a basketball to a moving receiver.
- Throws a ball overhand to a partner using mature form after fielding a ball that travels at least 30 feet.

Grades 6-8

Student expectations (at the end of grade 8)

Adolescents are able to participate with skill and knowledge in a variety of modified sport, dance, gymnastics, and outdoor activities. Students achieve mature forms in the basic skills of the more specialized sports, dance, and gymnastics activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other basic skills. Students demonstrate knowledge of rules and safety and use strategies and tactics within sport activities.

Sample performance indicators (across the 6-8 grade range)

- Serves a volleyball underhand using mature form (e.g., stands with feet apart, watches ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball and follows through).
- Performs a variety of simple folk and square dances.
- Dribbles a ball using mature form while preventing an opponent from stealing the ball.
- Designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.
- Places the ball away from an opponent during a tennis rally.
- Uses basic offensive and defensive strategies in a modified version of badminton.
- Displays the proper safety procedures while canoeing.
- Identifies that learning rules and etiquette is an important next step to enjoying the game of golf.

Grades 9-12

Student expectations (at the end of grade 12)

High school students possess motor skills and movement patterns to perform a variety of physical activities to a degree of success that make the activities enjoyable. Students demonstrate basic and advanced skills and knowledge of rules and strategies to participate in at least three of the following different types of movement forms: aquatics, team sports, individual and dual sports, outdoor pursuits, self defense, dance, and gymnastics. They also demonstrate basic skills and knowledge of rules and strategies to participate in at least five other movement forms from the above list.

Sample performance indicators (across the 9-12 grade range)

- Demonstrates a variety of swimming strokes using a mature pattern.
- Passes a volleyball to a teammate using correct form for the forearm pass (i.e., knees bent, platform steady, forearm contact, legs straighten).
- Keeps score correctly during a game of tennis.
- Uses a variety of clubs to play a round of golf.
- Dribbles a soccer ball ten yards at moderate to fast speeds, maintaining control of the ball while evading opponents (i.e., changing directions) and shielding the ball, two out of three times.
- Demonstrates knowledge of the proper positioning of players for a 2-1-2 defense in basketball.

Standard 2

Understands movement concepts, principles and tactics as they apply to the learning and performance of physical activities.

The intent of this standard is to facilitate the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. For example, concepts like increasing force production through the summation of forces, the effects of anxiety on performance, and the principle of specificity of training. Knowledge of these concepts and practices and applying them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., application of force). Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills). By graduation, the student develops a sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

Grades K-2

Student expectations (at the end of grade 2)

Young children are rapidly maturing in their basic cognitive abilities. They learn and apply concepts such as body parts, actions and planes, and personal/general space. They identify and perform concepts of effort and relationships that vary the quality of movement. Students identify elements of correct form for fundamental skills and use them in performance. They use feedback to improve motor performance.

Sample performance indicators (across the K-2 grade range)

- Identifies correctly body planes (i.e., front, back, side, top and bottom).
- Identifies correctly various body parts (e.g., knee, foot, arm, palm, tummy).
- Recognizes general space by safely throwing balls only when others are not in the direct line of the throw.
- Demonstrates a movement pathway around obstacles using various locomotor skills after seeing a teacher demonstration.
- Demonstrates best effort by trying new or hard tasks.
- Repeats cue words for jumping vertically (crouch, lift, straighten, land on both feet and bend knees) and demonstrates/explains what is meant by each.
- Corrects movement errors in response to corrective feedback (e.g., remember to twist your tummy when throwing the ball).

Grades 3-5

Student expectations (at the end of grade 5)

Older children are able to comprehend more complex concepts and principles and apply them in structured settings. They use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. They also use their knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others. As they learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

Sample performance indicators (across the 3-5 grade range)

- Identifies and demonstrates key elements of a proper grip when holding a racket to perform the forehand strike.
- Transfers weight from the back legs to the front legs during any action that propels an object forward.
- Accurately recognizes the critical elements of a catch made by a fellow student and provides feedback to that student.
- When kicking, steps beside a stationary ball, steps beyond a ball moving away, and steps before a ball moving toward.
- Understands that appropriate practice improves performance.
- Designs a new game incorporating at least two motor skills, rules and strategies.
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Grades 6-8

Student expectations (at the end of grade 8)

Adolescents exhibit an increasingly complex discipline-specific knowledge. They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. They use information from a variety of sources, both internal and external) to guide and improve performance.

Sample performance indicators (across the 6-8 grade range)

- Detects and corrects errors in personal performance when shooting a free throw based on knowledge of results.
- Identifies similarities in body position when waiting to receive a serve in volleyball and defending a player in soccer and the reasons why.
- Develops personal indicators for showing teamwork and demonstrates these behaviors during class.
- Selects appropriate practice procedures to learn and master skills and movement patterns.
- Devises and performs a gymnastics routine after explaining the significance of some biomechanical principles to the skills involved.
- Explains and demonstrates some game strategies involved in playing tennis doubles.
- Designs a new game that incorporates basketball skills and strategies that can be played fairly by all students including those in wheel chairs.
- After observing a team of elite volleyball players, describes the characteristics that enable success in serving, passing, and spiking.
- States the biomechanical reason to extend the elbow in striking skills (i.e., increase radius of rotation to increase the force imparted to the ball).

Grades 9-12

Student expectations (at the end of grade 12)

High school students demonstrate knowledge and understanding necessary to develop scientifically based personal activity plans that include selected sports and activities. They use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills. Advanced activity related to discipline-specific knowledge is integrated so that the student develops the ability to learn, self-assess, and improve movement skills independently. They also can recognize elite-level performance.

Sample performance indicators (across the 9-12 grade range)

- Develops an appropriate conditioning program for a game/activity that is self-selected as one to engage in for life.
- Performs a variety of dance forms (e.g., folk, country, social, creative) with fluency and in time to accompaniment.
- Demonstrates the following elements, two out of three times, during a volleyball match: underhand serve (legal, over the net, lands in bounds), forearm pass (legal, to a height of eight feet, three steps from the setter), ball play (calls mine), and position play (covers position, attempts to get balls in area).
- Correctly identifies the psychological factors that govern movement performance of a given activity.
- Correctly identifies biomechanical principles related to propelling an object far.
- Performs a skill while blindfolded (e.g., putting) and uses personal feedback to develop a strategy to teach people with visual impairments how to perform the skill .
- Identifies a new skill to be learned and lists one principle to be followed from each of the following areas: motor learning, sport psychology/sociology, biomechanics, and exercise physiology.
- Demonstrates appropriate tactical decisions in a game of badminton ("what" to do "when" including both on-the-ball skills and off-the-ball movements).

Standard 3

Utilizes appropriate motor skills, tactics and movement concepts/principles while participating regularly in physical activity

The intent of this standard is for students to establish patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that could help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. Understanding develops from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity, yet also learn that a certain level of personal commitment and work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to promote a healthy lifestyle.

Grades K-2

Student Expectations *(at the end of grade 2)*

Young children participate in physical activities largely from the pleasure they experience from it. They engage primarily in non-structured physical activities on an intermittent basis outside of physical education class and have fun while doing so. They participate in a wide variety of gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body and know that exercise contributes to improved health. They knowingly select and participate in activities during their leisure time that are moderate to vigorous in nature and are able to identify critical elements of basic movement patterns and use these concepts in performance.

Sample Performance Indicators *(across the K-2 grade range)*

- Engages in moderate to vigorous physical activity on an intermittent basis.
- Associates the beating of his or her heart with active participation in physical activity.
- Engages in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping, galloping, and running) without tiring easily.
- Recognizes that an increased heart rate and heavy breathing result from participation in chasing and fleeing activities.

Grades 3-5

Student Expectations *(at the end of grade 5)*

Older children develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they derive. They voluntarily participate in moderate to vigorous physical activity for longer periods of time outside of physical education class. Students are able to identify opportunities at school and within the community for regular participation in physical activity. They begin to recognize and use critical elements and movement concepts to refine personal performance of fundamental and selected specialized motor skills. They are capable of using information from a variety of sources (internal and external) to guide and improve performance. Moreover, their understanding of tactics and movement principles enables them to provide rudimentary feedback to others for the purpose of enhancing performance.

Sample Performance Indicators *(across the 3-5 grade range)*

- Maintains continuous aerobic activity for a specified time period.
- Engages in appropriate physical activity that results in the development of muscular strength.
- Maintains an exercise log (e.g., Activitygram) for a two- or three-day period documenting the type of activity, duration, frequency, and intensity of participation.
- Identifies those sport activities that require high levels of fitness.
- Participates in fitness-enhancing organized activities outside of school.

Grades 6-8

Student Expectations (*at the end of grade 8*)

Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based upon personal goals and interests, as well as the results of fitness assessments. They select and utilize practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and non-school settings. Since students at this age have additional knowledge and understanding of movement principles and tactics, they are able to apply these concepts to more complex movement and game situations. They can identify the critical elements of more advanced movement skills and utilize this information to improve their own skill performance and provide feedback to others.

Sample Performance Indicators (*across the 6-8 grade range*)

- Participates in fitness-enhancing physical activities both during and outside of school.
- Plans an exercise program designed to meet personal physical goals.
- Applies appropriate training principles during activity designed to improve physical fitness
- Engages in leisure-time physical activity of their choice on at least 5 days during the week.
- Maintains an exercise log (e.g., Activitygram) for a seven day period documenting the type of activity, duration, frequency, and intensity of participation.
- Monitors their physical activity by using a pedometer to count the number of steps taken or the distance traveled during a day.
- Maintains a record of heart rate before, during, and after participation in an aerobic dance class.

- Develops a six-week plan for improving cardiovascular endurance for a 10-mile hike.

Grades 9-12

Student Expectations *(at the end of grade 12)*

High school students fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle. They willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals. Students at this age make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on personal interests and capabilities. They possess adequate movement capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation. They can independently apply appropriate training principles to their own physical activity and can utilize pertinent scientific principles to enhance performance in a specific activity or sport. In addition, students demonstrate an understanding of how and why adult patterns of physical activity participation change throughout life and are capable of implementing meaningful strategies to deal with these changes.

Sample Performance Indicators *(across the 9-12 grade range)*

- Willingly participates in a variety of physical activities appropriate for enhancing health-related physical fitness.
- Designs and implements a personal fitness program based upon information obtained from the fitness assessment and in accordance with appropriate training principles.
- Demonstrates the skill, knowledge, and desire to monitor and adjust activity to meet personal physical activity needs.
- Monitors physical activity through the use of a pedometer, heart-rate, and/or exercise log.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness

The intent of this standard is for students to have both the ability and willingness to accept responsibility for personal fitness leading to an active, health lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels are established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level or comparing one student to another. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness.

Grades K-2

Student Expectations *(at the end of grade 2)*

Young children enjoy physical activities for the pleasure experienced from simply moving. They sustain physical activity intermittently for short periods of time and have fun while doing so. They engage in a variety of activities that serve to promote cardiovascular, musculoskeletal, and body composition benefits. They recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing). Students possess basic knowledge of the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition).

Sample Performance Indicators *(across the K-2 grade range)*

- Engages in moderate to vigorous physical activity on an intermittent basis.
- Sustains activity for longer periods of time while participating in various activities in physical education, and/or the playground.
- Demonstrates sufficient muscular strength to bear body weight for climbing, hanging, and momentarily supporting themselves on their hands.
- Associates the beating of his or her heart with active participation in physical activity,
- Identifies the components of health-related physical fitness.
- Engages in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping, galloping, and running) without tiring easily.

- Travels hand-over-hand along a horizontal ladder (i.e., monkey bars).
- Climbs to intermediate levels of a rock wall with little teacher assistance.
- Recognizes that an increased heart rate and heavy breathing result from participation in chasing and fleeing activities
- Identifies the components of health-related fitness.

Grades 3-5

Student Expectations *(at the end of grade 5)*

Older children regularly participate in physical activity for the purpose of improving physical fitness. Students participate in moderate to vigorous physical activity for longer periods of time without tiring. They begin to engage in physical activities specifically related to each component of physical fitness and are capable of monitoring the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly. Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations. With teacher assistance, students interpret the results and understand the significance of information provided by formal measures of physical fitness.

Sample Performance Indicators *(across the 3-5 grade range)*

- Maintains continuous aerobic activity for a specified time period.
- Identifies several activities related to the development and maintenance of each component of physical fitness.
- Engages in appropriate physical activity that results in the development of muscular strength.
- Recognizes that physiological responses to exercise are associated with their own level of fitness.
- Understands the results of formal fitness testing and correctly associates these results with overall fitness level and personal health status.
- Meets the age and gender specific health-related fitness standards defined by Fitnessgram.

- Maintains an exercise log (e.g., Activitygram) for a two- or three-day period documenting the type of activity, duration, frequency, and intensity of participation.
- Runs the equivalent of two laps around a regulation track without stopping.
- Identifies those sport activities that require high levels of flexibility.
- Explains the consequences of poor flexibility on everyday living tasks and the ability to perform various activities.
- Recognizes that heart rate during hiking is a good indicator of exercise intensity and may be an indication of cardiorespiratory fitness.
- Participates in fitness-enhancing organized activities outside of school.
- Identifies their strengths and weaknesses based upon the results of Fitnessgram testing

Grades 6-8

Student Expectations (*at the end of grade 8*)

Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Students show progress toward knowing the components of fitness and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress toward knowing the principles of training (e.g., threshold, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

Sample Performance Indicators (*across the 6-8 grade range*)

- Participates in fitness-enhancing physical activities both during and outside of school.
- Maintains a record of heart rate before, during, and after vigorous physical activity.
- Self-assesses one or more components of health-related physical fitness.
- Plans an exercise program designed to meet personal physical goals
- Demonstrates activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition.
- Applies appropriate training principles during activity designed to improve physical fitness
- Meets the age and gender specific health-related fitness standards defined by Fitnessgram
- Engages in physical activity of their choice at a target heart rate for a minimum of 20 minutes.

- Maintains an exercise log (e.g., Activitygram) for a seven-day period documenting the type of activity, duration, frequency, and intensity of participation.
- Monitors physical activity by using a pedometer to count the number of steps taken during a day.
- Maintains a record of heart rate before, during, and after participation in an aerobic dance class.
- Develops a six-week plan for improving cardiovascular endurance for a 10-mile hike.
- Demonstrates an understanding of the components of physical fitness through the development of a video illustrating each of the components.
- Demonstrates various weight training techniques while serving as a sport education “trainer.”

Grades 9-12

Student Expectations *(at the end of grade 12)*

Young adults assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors. They demonstrate responsibility for their own health-related fitness status by participating in physical activities on a regular basis. They engage in activities in a variety of settings (e.g., school, home, workplace, community) with the purpose of achieving and maintaining health-related fitness. They interpret information from fitness tests and use this information to design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

Sample Performance Indicators *(across the 9-12 grade range)*

- Willingly participates in a variety of physical activities appropriate for enhancing physical fitness.
- Assesses physical fitness status in terms cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- Develops a personal fitness profile on the basis of assessment results.
- Designs and implements a personal fitness program based upon information obtained from the fitness assessment and in accordance with appropriate training principles.
- Uses the results of fitness assessments to guide changes in her or per personal programs of physical activity.

- Meets the age and gender specific health-related fitness standards defined by Fitnessgram.
- Maintains appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.
- Achieves personal fitness goals after a period of training.
- Demonstrates the skill, knowledge, and desire to monitor and adjust activity to meet personal fitness needs.
- Monitors physical activity through the use of a pedometer, heart-rate, and/or exercise log.

Standard 5

Demonstrates responsible personal and social behavior in physical activity settings

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In the middle school, adolescents identify the purposes for rules and procedures and become involved in decision-making processes to establish the rules and procedures to guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

Grades K-2

Student Expectations (at the end of grade 2)

Young children discover the joy of playing with friends and how social interaction can make activities more fun. They know safe practices, physical education class rules and procedures, and are able to apply them with little or no reinforcement. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity. Improving motor skills has given children a basis and appreciation for working with others in cooperative movement, sharing, working together to solve a problem, and/or tackle a challenge.

Sample Performance Indicators (across the K-2 grade range)

- Practices specific skills as assigned until the teacher signals the end of practice
- Follows directions given to the class for an all-class activity.
- Shows compassion for others by helping them.
- Handles equipment safely by putting it away when not in use.
- Uses equipment and space safely and properly.
- Honestly reports the results of work.
- Works in a group setting without interfering with others.
- Invites a peer to take his or her turn at a piece of apparatus before repeating a turn
- Assists a partner by sharing observations about skill performance during practice.
- Enjoys participating alone while exploring movement tasks.
- Chooses playmates without regard to personal differences (e.g., race, gender, disability).
- During class closure, identifies sharing with a partner as a way to cooperate.
- Displays consideration of others while participating on the playground.
- Demonstrates the elements of socially acceptable conflict resolution during class activity.

Grades 3-5

Student Expectations (at the end of grade 5)

Older children are active participants and learn to work independently and with small groups enjoying the diversity of those around them. Students identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation and communication skills to enable completion of a common goal while working with a partner and/or small diverse groups. Older children work independently and productively for short as well as progressively longer periods of time. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

Sample Performance Indicators (across the 3-5 grade range)

- In preparation for a kicking on goal task, arranges soccer equipment safely in a manner appropriate to practice.
- Takes seriously their role to teach an activity or skill to their team.
- Cooperates by taking turns and sharing equipment.
- Works productively with a partner to improve performance of a dance sequence by following a detailed diagram of the process.
- Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
- Assesses and takes responsibility for their own behavior problems without blaming others.
- Recognizes and appreciates similar and different activity choices of peers.
- During class discussion on various dance forms, shows respect for the views of a peer from different cultural background.
- Demonstrates respect and caring for a wheel chair bound peer through verbal and nonverbal encouragement.

Grades 6-8

Student Expectations (at the end of grade 8)

Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive social interaction to reflecting upon their role and benefits in physical activity settings. They have well developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

Sample Performance Indicators (across the 6-8 grade range)

- Makes responsible decisions about using time, applying rules, and following through with the decisions made.
- Uses time wisely when given time to develop components of a kick boxing routine.
- Makes decisions for modifying a soccer game to allow all members to participate.
- Remains on-task in a group activity without close teacher monitoring.
- Includes concerns for safety of self and others during an orienteering activity.
- Considers the consequences when confronted with negative peer pressure.
- Plays within the rules of the game or activity.
- Shows self control by accepting a controversial decision of an official.
- Resolves interpersonal conflicts with a sensitivity to the rights and feelings of others.
- Recognizes the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- Finds positive ways to exert independence.
- Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ethnicity in a physical activity setting.
- Seeks out, participates with, and shows respect for a peer of lesser skill ability.

Grades 9-12

Student Expectations (at the end of grade 12)

Young adults demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society. They make enlightened personal choices for engaging in physical activity over the life span recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture. They develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

Sample Performance Indicators (across the 9-12 grade range)

- Chooses to participate in an activity because of enjoyment rather than because friends are participating .
- Acknowledges the strong performance of another aerobics team despite a loss to them in the final competition.
- While officiating a competition, listens to all sides of an issue before taking action in a conflict.
- Invites less skilled students to participate in a warm-up activity prior to class.
- Takes the initiative to deliver a pickleball workshop to a group of sixth graders after school.
- Sets up the safety procedures to guide a class hike over treacherous terrain.
- Shows leadership by diffusing conflict.

Standard 6

Chooses physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The intent of this standard is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

Grades K-2

Student expectations (at the end of grade 2)

Young children are the most active segment of our population. They are physically active because they enjoy merely participating. Students like the challenge of experiencing new movements and learning new skills. They feel joy as they gain competence in them. They begin to function as members of a group and to work cooperatively for brief periods of time.

Sample performance indicators (across the K-2 grade range)

- Smiles and shows both verbal and nonverbal indicators of enjoyment.
- Willingly tries new movements and skills.
- Continues to participate when not successful on the first try.
- Identifies several activities that are enjoyable.
- Cooperates with others during physical activities.
- Identifies progress made on learning a new skill.

Grades 3-5

Student expectations (at the end of grade 5)

Older children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of similar skill levels.

Sample performance indicators (across the 3-5 grade range)

- Identifies positive feelings associated with participation in physical activities.
- Willingly participates in group physical activities.
- Celebrates, without gloating, personal successes related to learning new skills.
- Shows compassion by helping others with their physical activity challenges.
- Selects and practices a skill on which improvement is needed.
- Develops a dance sequence (or game) that is personally interesting.

Grades 6-8

Student expectations (at the end of grade 8)

Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.

Sample performance indicators (across the 6-8 grade range)

- Describes ways to use the body and movement to communicate ideas and feelings.
- Recognizes physical activity as a positive opportunity for social and group interaction.
- Enjoys the aesthetic and creative aspects of skilled performance in others and in self.
- Sees learning new activities and skills as challenging.
- Becomes more skilled through effort and practice.
- Seeks personally challenging experiences in physical activity opportunities.
- Invites all students, regardless of ability, to participate in physical activities.

Grades 9-12

Student expectations (at the end of grade 12)

High school students are more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving. They enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and while pursuing personal goals. They enjoy selected activities for regular participation either alone or with friends. They can express several reasons why participation in these activities is enjoyable and desirable.

Sample performance indicators (across the 9-12 grade range)

- Identifies reasons to participate in physical activity (e.g., health, enjoyment, challenge, self-expression, and social interaction).
- Enjoys working with others in a sport activity to achieve a common goal.
- Designs a physical activity program containing a variety of types of sports/activities.
- Voluntarily participates in physical activities on a regular basis.
- Praises others for their physical activity accomplishments.
- Creates and performs a dance routine that expresses a self-generated list of our emotions.

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