

# Physical Education Standards

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

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

### **Concept 1: Fundamental Movement Skills**

The concept of movement skills that form foundation for all other motor skills.

### **Concept 2: Rhythmic Movement**

The concept of knowledge and skills to move in response to a beat or rhythm.

### **Concept 3: Complex or Specialized Movement Skills**

The concept of fundamental skills that have been refined and combined to allow for participation in more advanced movement and sport activities.

## **Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the knowledge and application of concepts and scientific principles that enhance the likelihood of independent learning.

### **Concept 1: Movement Concepts**

The concept of movement knowledge that enhances the quality and effectiveness of movement.

### **Concept 2: Scientific Principles**

The concept of movement, fitness, and wellness knowledge that influence participation in physical activity.

### **Concept 3: Strategies and Tactics**

The concept of applying skills and game knowledge to engage successfully in physical activity.

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## **Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.**

The intent of this standard is to establish patterns of regular participation in personally meaningful physical activity. This standard connects with what is taught in physical education class with students' choices for physical activity during and outside of the regular school day. Students are more likely to participate in physical activity if they have learned to engage in a variety of moderate to vigorous physical activities within a structured physical education program. This standard targets two dependent components critical to developing an active, healthy lifestyle: a structured physical education program and physical activity during students' discretionary time (e.g. before school, recess, lunchtime, after school, weekends) It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes for poor behavior or to make up work for absences.

### **Concept 1: Physical Activity in a Physical Education Program**

The concept of physical activity in a structured physical education class led by a certified, qualified specialist.

### **Concept 2: Physical Activity Outside a Physical Education Program**

The concept of physical activity that occurs before school, during recess, at lunchtime, after school, and on weekends.

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## **Strand 4: Achieves and maintains a health-enhancing level of physical fitness.**

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness

It is **INAPPROPRIATE** to use fitness testing scores to determine student grades. Best practices in physical education call for the use of criterion-referenced health-related fitness assessments as opposed to norm-referenced (percentile) assessments.

### **Concept 1: Health-Related Fitness**

The concept of fitness that forms one's overall health status.

## **Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

This standard reflects development towards self initiated behaviors that promote personal and group success in all physical activities. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, positive social interaction. It also includes respect toward teachers, other students and, the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to, characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

### **Concept 1: Personal Behavior**

The concept that personal behavior influences interactions in physical activity setting.

### **Concept 2: Social Behavior**

The concept of understanding that social interactions influence success and enjoyment in physical activity.

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## **Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.**

### **Concept 1: Values Physical Activity**

The concept of understanding that physical activity is physically, socially, and emotionally meaningful.