

Board of Education Agenda Item

Item: _____ N. _____

Date: October 18, 2007

Topic: First Review of Proposed Revised *Physical Education Standards of Learning*

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Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: January 2008

Previous Review/Action:

No previous board review/action

Previous review/action

Date January 10, 2007

Action Board of Education approved the timeline to proceed with the review process

Background Information:

Content standards for physical education were first developed in 1983 and revised in 1988 and 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *Physical Education Standards of Learning* are scheduled for review in 2008. On January 10, 2007, the Board approved a plan to review these standards during the 2007-2008 academic school year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *Physical Education Standards of Learning* for the Board's first review:

- Solicited online comments from stakeholders, including teachers, parents, and administrators;
- Selected a review committee that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Met with the review committee on June 21 and 22, 2007;
- Contacted selected committee members in September 2007, to review the draft document; and
- Developed a draft of the proposed revised *Physical Education Standards of Learning*.

Summary of Major Elements:

The attached draft of the proposed revised *Physical Education Standards of Learning* (Attachment A) consists of the following elements:

Introduction

The *Physical Education Standards of Learning* identify concepts, processes, and skills for physical education in kindergarten through grade 12 for Virginia's public schools. This framework provides

school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

- **Goals**

The purpose of physical education is to help students acquire the knowledge, processes, skills and confidence needed to engage in meaningful physical activity both in the present and for a lifetime. The process of participating regularly in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness.

- **Strands/Reporting Categories**

As a result of physical education instruction, the student will be able to do the following:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Skilled Movement)
2. Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (Movement Principles and Concepts)
3. Achieve and maintain a health-enhancing level of personal fitness. (Personal Fitness)
4. Demonstrate responsible personal and social behaviors in physical activity settings. (Responsible Behaviors)
5. Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)

Standards

The *Physical Education Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

Summary of the Proposed Revised *Physical Education Standards of Learning*

The major elements of the proposed revised *Health Education Standards of Learning* (Attachment A) include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current research and practice; and
- Emphasis is on achieving competency in motor skills, an understanding of biomechanical principles, and a level of fitness that will enhance workplace skills and quality of life.

A review justification matrix (Attachment B) indicates reasons for the proposed changes and additions to the proposed standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revised *Physical Education Standards of Learning*.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:

The *Standards of Learning* review work plan calls for public hearings, final review, and adoption of the *Standards of Learning* by the Board of Education in January 2008.

**Proposed Revised
Physical Education
Standards of Learning
for Virginia Public Schools**

**First Review
October 18, 2007**

**Commonwealth of Virginia
Department of Education
Richmond, Virginia**

Proposed Revised Standards of Learning for Physical Education for Virginia Public Schools

Introduction

The Physical Education Standards of Learning identify concepts, processes, and skills for physical education in kindergarten through grade ~~10~~ 12 for Virginia's public schools. This framework provides school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

The five strands for physical education are Skilled Movement, Movement Principles and Concepts, Personal Fitness, Responsible Behaviors, and Physically Active Lifestyle. Standards of Learning in each strand are sequenced and progress in complexity from grade level to grade level. The standards in this document are intended to provide the knowledge, processes, and skills needed for students to become physically educated, physically fit, and responsible in their physical activity choices and behaviors for a lifetime.

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Board of Education recognizes that school divisions will adopt an instructional sequence and program that best serves their own students.

Goals and Descriptions

The purpose of physical education is to help students acquire the knowledge, processes, ~~and~~ skills and confidence needed to engage in meaningful physical activity both in the present and for a lifetime. The process of participating regularly in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness. As a result of physical education instruction, the student will be able to ~~do the following~~:

1. *Demonstrate ~~proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms.~~ competence in motor skills and movement patterns needed to perform a variety of physical activities. (Skilled Movement)*

This goal focuses student learning on the development and demonstration of competence in motor skills and a variety of movement forms increasing the likelihood of participation in physical activities. Movement competence is defined as the development of sufficient skill and ability to assure successful performance in a variety of physical activities. In the elementary years, students develop maturity and adaptability in the use of fundamental motor skills and patterns that are then further refined and combined during the middle school years. As motor patterns become more

refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation.

2. *Apply movement principles and concepts to learning and developing motor skills and specialized movement forms.* (**Movement Principles and Concepts**)

This goal focuses student learning on understanding and using movement concepts and principles to improve motor skills. While the skilled-movement goal involves learning how to perform physical activities skillfully, this goal directs students toward learning about movement. Concepts and principles from various fields of study support skillful movement performance. These fields of study include motor control, exercise physiology, biomechanics/kinesiology, sport psychology, and sport sociology. Elementary students establish a movement vocabulary and use simple concepts as they develop their movements. Middle grade students learn and apply more complex concepts of movement. High school students develop a working knowledge of a variety of concepts and principles, enabling them to independently apply concepts in order to acquire new skills or enhance existing skills.

3. *Achieve and maintain a health-enhancing level of personal fitness.* (**Personal Fitness**)

This goal focuses student learning on the achievement of a health-enhancing level of physical fitness. Elementary students become aware of health-related fitness components (~~cardiorespiratory endurance~~, aerobic capacity, muscular strength and endurance, ~~muscular strength~~, flexibility, and body composition) while engaging in a variety of physical activities. Middle school students continue to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness. High school students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain a level of fitness that allows them to meet their personal goals for various work-related, sport, and leisure activities.

4. *Demonstrate responsible personal and social behaviors in physical activity settings.* (**Responsible Behaviors**)

This goal directs students toward responsible behaviors that lead to personal and group success in physical activity settings. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical actions, and positive social interaction. Elementary students recognize and use rules and procedures, focus on safety, realize similarities and dissimilarities, and cooperate with others. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively impact the behavior of others in physical activity settings.

5. *Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)*

The intent of this goal is for students to exhibit a physically active lifestyle, both in and outside of school. This goal connects what is taught in school with students' choices for physical activity outside of school. Elementary, middle, and high school students will identify and pursue various out-of-school opportunities at home, in their neighborhoods, and in their communities. Students will recognize physical inactivity as a primary risk factor for many chronic health conditions, and identify the many physical, social, and mental benefits associated with a physically active lifestyle that will enhance workplace skills and quality of life.

The combination of these five goals lead students toward being able to engage skillfully, knowledgeably, responsibly, and vigorously in an active, healthy lifestyle.

Kindergarten

Developing fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. Children will be at various levels of maturity across all skills and should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, the students will begin to learn key movement concepts that help them perform in a variety of educational games, educational dances, and educational gymnastics. They will learn how their bodies react to vigorous physical activity. Students will learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education will help them develop a positive attitude for leading a healthy, active lifestyle.

Skilled Movement

- K.1 The student will demonstrate progress toward the mature form of selected ~~a minimum of two critical elements (isolated, small parts of the whole skill or movement)~~ for locomotor, non-manipulative locomotor, and manipulative skills.
- ~~Demonstrate a minimum of two critical elements used in~~ the locomotor skills of walking, running, hopping, galloping, jumping and landing. ~~sliding, and skipping.~~
 - ~~Demonstrate a minimum of two critical elements used in the non-manipulative locomotor~~ movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.
 - Demonstrate a minimum of two critical elements (isolated, small parts of the whole skill or movement) used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, underhand roll, trap, volley with hand).
 - Demonstrate a minimum of two critical elements used in manipulative skills while moving.
 - Demonstrate moving to a ~~rhythm~~ beat, using basic locomotor and non-locomotor rhythmic patterns.

Movement Principles and Concepts

- K.2 The student will demonstrate use of the movement concepts of ~~directions, levels, pathways~~ directions, levels, pathways, and ~~effort~~ effort (force and speed) while performing locomotor skills.

Personal Fitness

- K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increased ~~in~~ heart rate, breathing rate, and ~~perspiration~~ body temperature.

Responsible Behaviors

- K.4 The student will use appropriate behaviors and safe practices in physical activity settings.
- Demonstrate good listening skills when learning procedures and receiving instruction.
 - Demonstrate ability to share, and be cooperative and safe with others.

Physically Active Lifestyle

K.5 The student will participate in regular physical activity.

K.6 The student will explain why physical activity is good for health.

Grade One

Students in grade one continue to develop understanding of key concepts and principles and to link these concepts and principles to their movement. Students will relate participation in vigorous physical activity to changes in the body, to enjoyment, and to improving their health and well-being. They will further their understanding of the importance of physical activity in their lives. As students increase their understanding of movement, they gain a deeper understanding of how and why the body moves. Students continue to develop socially as they work safely alone and in a group. The natural enjoyment of physical activity should be reinforced and complemented by a variety of educational game, dance, and gymnastic activities in which students learn and are successful.

Skilled Movement

- 1.1 The student will demonstrate the correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, non-~~manipulative~~ locomotor, and manipulative skills.
 - a) Demonstrate critical elements used in ~~all of the~~ walk, run, hop, jump and land, and gallop locomotor skills.
 - b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.)
 - c) Demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand ~~and overhand~~, and volley).
 - d) Demonstrate at least two critical elements for the catch, underhand throw, strike, and kick manipulative skills while moving.
 - e) Demonstrate simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.
 - f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.

Movement Principles and Concepts

- 1.2 The student will demonstrate improvement in locomotor, non-~~manipulative~~ locomotor, and manipulative skills while applying the movement concepts.
 - a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.
 - b) Demonstrate tempo (speed), levels and flow when performing non-locomotor skills.
 - c) Demonstrate force, levels and direction when performing manipulative skills.

Personal Fitness

- 1.3 The student will participate ~~frequently and for short periods of time in sustained,~~ regularly in moderate-to-vigorous physical activities that cause increased heart and ~~respiration~~ breathing rates.
- 1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

Responsible Behaviors

- 1.5 The student will ~~apply, with little or no reinforcement,~~ demonstrate safe and cooperative behaviors in physical activity settings with little to no adult intervention.
- a) Work ~~independently~~ cooperatively with peers for short periods of time.
 - b) ~~Try new activities and skills.~~ Incorporate safety rules learned in physical education on the playground.

Physically Active Lifestyle

- 1.6 The student will participate regularly in physical activities that require physical exertion and skill.

Grade Two

Students in second grade begin their progression toward locomotor skill patterns. They vary movement patterns and begin to combine skills in educational game, educational dance, and educational gymnastic activities. Progress is apparent in skill development and in understanding key elements of fundamental movement skills, including understanding movement concepts, health-related fitness concepts, and the benefits of physical activity. Students work cooperatively and responsibly in groups and are capable of resolving conflicts. They participate in physical activity within and outside of the school environment.

Skilled Movement

- 2.1 The student will continue to demonstrate correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, ~~non-manipulative~~ locomotor, and manipulative skills.
- Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
 - Demonstrate educational gymnastic sequences, including balance, roll, transfer of weight, and flight.
 - Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.

Movement Principles and Concepts

- 2.2 The student will apply the basic movement concepts to change performance of locomotor, ~~non-manipulative~~ locomotor, and manipulative skills.
- Use the concept of relationships (e.g., ~~over, under, around, in front of, behind~~ over, under, around, in front of, behind, and through) in dynamic movement situations.
 - Use ~~feedback to improve movement skill performance~~ the concepts of spatial awareness (e.g., location, direction, levels), and effort (time, force, flow) in static movement situations.

Personal Fitness

- 2.3 The student will identify and participate in physical activities that promote ~~cardiorespiratory, aerobic capacity, muscular strength, endurance and flexibility. benefits.~~
- Identify that physical fitness is the ability to work and play with energy to spare.
 - Name and locate large muscle groups.
 - Demonstrate activities that utilize specific muscle groups.

Responsible Behaviors

- 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

Physically Active Lifestyle

- 2.5 The student will identify opportunities outside of school to participate in regular physical activities

Grade Three

Skill development remains a central focus for students in grade three. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational game, dance, and gymnastic activities. Students identify critical elements (isolated, small parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to health benefits. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among members of their class.

Skilled Movement

- 3.1 The student will apply locomotor, non-manipulative, and manipulative skills in increasingly complex movement activities.
- Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
 - Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner; develop and refine educational gymnastic sequences).
 - Demonstrate moving to a rhythm (e.g., performing simple dances in various formations, developing and refining a creative educational dance sequence that repeats).
 - Perform educational gymnastic sequences with at least four non-manipulative movements. balance, transfer of weight, travel, and change of direction.

Movement Principles and Concepts

- 3.2 The student will apply movement principles in increasingly complex movement activities.
- Apply the principles of relationships while moving in space and using non-manipulative locomotor and manipulative skills.
 - Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

Personal Fitness

- 3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).

Responsible Behaviors

- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
- Demonstrate independence and good use of time while practicing physical activity.
 - Provide input into establishing rules and guidelines for behavior in physical activity settings.
 - Work cooperatively with peers.

Physically Active Lifestyle

3.5 The student will identify and participate in regular physical activities to improve skills and personal health.

- a) Select and participate in physical activities during unscheduled times at home, at school, or in the community.
- b) Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction.

Grade Four

In grade four, students make continuous progress across all fundamental motor patterns. Proficient movement patterns are possible as students combine locomotor and manipulative skills in increasingly complex situations. Students create sequences in educational dances and gymnastics. They apply movement concepts and principles in individual movement performances, and tactical strategies in simple partner activities. Fitness assessment is appropriate at this grade level, and students make interpretations of results and set personal goals based on the results of their assessments. Students exhibit responsible behaviors and appropriate etiquette, and they apply proper rules and procedures.

Skilled Movement

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
- Demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).
 - Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances, combining shapes, levels, pathways, and locomotor patterns, ~~and having with~~ with apparent beginning, middle, and end).
 - Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

Movement Principles and Concepts

- 4.2 The student will understand and apply movement concepts and principles in complex motor skills.
- Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
 - Apply movement principles and concepts to basic game strategies.
 - Use movement principles to improve personal performance and provide feedback to others.

Personal Fitness

- 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.
- Identify the components of health-related fitness (e.g., ~~cardiorespiratory endurance,~~ aerobic capacity, muscular strength and endurance, flexibility, body composition).
 - Apply data from a standardized health-related fitness assessment to determine personal fitness goals.
 - Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals.

Responsible Behaviors

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
- a) Work productively and respectfully with others in achieving a common group goal.
 - b) Work toward positive solutions in resolving disagreements.
 - c) Demonstrate appropriate etiquette and application of rules and procedures.
 - d) Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

Physically Active Lifestyle

- 4.5 The student will identify opportunities to participate in regular physical activity at home, at school, and in the community.

Grade Five

Students in fifth grade apply movement principles and concepts to enhance their movement performance, personal fitness, and game strategy and tactics. They develop proficiency in games, dance, and educational gymnastics. Students demonstrate specialized skills alone, with a partner, or in a small group. They access and use resources to improve personal fitness as they exhibit a physically active lifestyle. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

Skilled Movement

5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.

- a) Perform ~~complex~~ educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow.
- b) Perform different types of rhythm/dance sequences.
- c) Perform American and international dances.

Movement Principles and Concepts

5.2 The student will understand and apply movement principles and concepts in complex movement activities.

- ~~a) Apply movement concepts of body, space, effort, and relationship to movement.~~
- ~~b) a) Apply principles of accuracy, force, and follow-through when projecting objects.~~
- ~~c) b) Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).~~
- ~~d) c) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).~~
- ~~e) d) Use feedback, including available technology, to improve performance.~~

Personal Fitness

5.3 The student will describe short- and long-term benefits of engaging in regular physical activity.

5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness.

- a) Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers).
- b) Analyze fitness data to describe and improve personal fitness levels (e.g., apply data to own plan for improvement in at least two components of health-related fitness).

Responsible Behaviors

5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities.

- a) Work independently and with others to improve learning during physical activity.
- b) Display appropriate cooperative and competitive behaviors.

Physically Active Lifestyle

5.6 The student will identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).

Grade Six

Students in grade six combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They exhibit a physically active lifestyle at school and outside the school environment.

Skilled Movement

- 6.1 The student will demonstrate competence in locomotor, non-manipulative locomotor skill combinations and sequences in dynamic game, rhythmic, and fitness activity applications.
- Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
 - Demonstrate ~~putting~~ incorporating movement sequences to a rhythm.
 - Demonstrate skill in a variety of individual and team activities representative of different countries.

Movement Principles and Concepts

- 6.2 The student will apply movement principles and concepts to movement-skill performance.
- Refine and adapt individual and group activity skills by applying concepts of *relationship, effort, spatial awareness, speed, and pathways*.
 - Use feedback, including available technology, to improve skill performance.
 - Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).
 - Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).

Personal Fitness

- 6.3 The student will use personal fitness data to improve physical fitness.
- Use measurement and assessment data (e.g., ~~standardized assessments~~ criterion-referenced health-related fitness standards, Internet, software data management systems, heart rate monitors, pedometers, skinfold calipers) to develop goals for improvement in at least two fitness components.
 - Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.

Responsible Behaviors

- 6.4 The student will work independently and with others in physical activity settings.
- a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
 - b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
 - c) Follow rules and safety procedures.
 - d) Use practice time to improve performance.

Physically Active Lifestyle

- 6.5 The student will identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity.

Grade Seven

In grade seven, students continue to develop competence in modified versions of game/sport, dance, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifetime physical activity options. The ability to analyze skill performance through observing and understanding critical elements (isolated, small parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

Skilled Movement

7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.

- a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
- b) Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).
- c) Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
- d) Demonstrate moving to a rhythm in selected folk, country, square, contemporary, and line dances.

Movement Principles and Concepts

7.2 The student will understand and apply movement principles and concepts.

- a) Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).
- b) Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.
- c) Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.
- d) Analyze skill patterns of self and partner, detecting and correcting mechanical errors.
- e) Identify similarities in movements across different physical activities (e.g., overhand throw: tennis serve, overhand volleyball serve, and overhead clear in badminton).

Personal Fitness

- 7.3 The student will apply concepts and principles of training to improve physical fitness.
- a) Identify safe practices for improving physical fitness.
 - b) Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving at least three self-selected components of health-related fitness.
 - c) Use a variety of resources, including available technology, to monitor fitness improvement.
 - d) Analyze the relationship between physical activity, calorie intake, and body composition.
 - e) Demonstrate correct form when performing physical fitness activities.

Responsible Behaviors

- 7.4 The student will work independently and with others in cooperative and competitive physical activity settings.
- a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings.
 - b) Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.
 - c) Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.

Physically Active Lifestyle

- 7.5 The student will select and participate in physical activity to produce health-related benefits.
- a) Select and set goals, and participate in and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition.
 - b) Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.

Grade Eight

Students in grade eight demonstrate competence in skillful movement in modified, dynamic game situations and in a variety of dance and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities — game/sport, dance, and recreational pursuits. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifetime game/sport activities.

Skilled Movement

- 8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.
- 8.2 The student will perform skills in several game/sport, dance, and recreational activities.
- a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
 - b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, fishing, archery).
 - c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).

Movement Principles and Concepts

- 8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
- a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.
 - b) Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
 - c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
 - d) Analyze skill patterns of self and partner.
 - e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.

Personal Fitness

8.4 The student will apply self-assessment skills to improve or maintain personal fitness.

- a) Self-assess level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.
- b) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement.
- c) Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.
- d) Demonstrate the ability to calculate resting and target heart rate.
- e) Monitor heart rate before, during, and after vigorous physical activity.

Responsible Behaviors

8.5 The student will work independently and with others in cooperative and competitive physical activity settings.

- a) Exhibit fair play, and act responsibly in physical activity settings.
- b) Identify positive and negative effects of peer influence.
- c) Exhibit respect for the unique characteristics, diverse backgrounds, and abilities of peers.

Physically Active Lifestyle

8.6 The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.

- a) Participate regularly in health-enhancing and personally rewarding physical activity during unscheduled times.
- b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

Grade Nine

In grade nine, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities — games, sports, dances, and recreational pursuits. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess and develop a personal physical activity program aimed at improving their skill performance. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence of others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness.

Skilled Movement

- 9.1 The student will perform all basic movement skills and demonstrate competence in at least two self-selected, lifetime, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit categories.
- Apply competencies in all locomotor, non-locomotor, and manipulative skills to appropriate game/sport, dance, and recreational activity applications.
 - Design, implement, evaluate, and modify a plan for at least two self-selected, lifetime, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal skills.

Movement Principles and Concepts

- 9.2 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
- Explain and apply selected scientific principles (e.g., physiological [warm-up, cool down, overload, specificity, and progression], biomechanical [levers, types of muscle contractions, and force]) that aid in the improvement of movement skills.
 - Use movement principles and concepts to improve the movement performance of self and others.

Personal Fitness

9.3 The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

- a) Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan.
- b) Apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals.
- c) Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.
- d) Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.
- e) Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.

Responsible Behaviors

9.4 The student will demonstrate appropriate behaviors in all physical activity settings.

- a) Act independently, and resist negative peer influences in physical activity settings.
- b) Exhibit respect for the unique characteristics and abilities of peers.
- c) Act responsibly to avoid conflict.

Physically Active Lifestyle

9.5 The student will participate in school and community ~~health-enhancing~~ physical activities that are challenging, health enhancing, and provide opportunities for challenge and social interaction.

- a) Maintain a record of daily participation in physical activities.
- b) Develop and evaluate progress toward personal physical-activity goals within and outside of physical education class.
- c) Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.

Grade Ten

Students in grade ten are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to participate in throughout life. They understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence. Students are good leaders and good followers, respect others, and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in at least three lifetime physical activities and plan, implement, self-assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle.

Skilled Movement

- 10.1 The student will demonstrate proficiency in all basic movement skills and patterns and competency in at least three self-selected, lifetime, skill-related physical activities.
- Apply competencies in all movement skills to appropriate game/sport, dance, and recreational activities.
 - Design, implement, evaluate, and modify a plan for three or more lifetime, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills, and planning for the future physical activity beyond school years.

Movement Principles and Concepts

- 10.2 The student will apply movement principles and concepts to skill performance.
- Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
 - Integrate movement principles and concepts to analyze and improve the performance of self and others in specialized movement forms.

Personal Fitness

- 10.3 The student will demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness.
- ~~Select and apply~~; In a chosen game/sport, dance, recreational pursuit, or fitness activity, select and apply appropriate principles of training (mode, intensity, duration, frequency, progression) to increase regular physical activity and/or improve performance.
 - Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.

Responsible Behaviors

- 10.4 The student will demonstrate appropriate behavior in all physical activity settings.
- Initiate and maintain appropriate personal behaviors in physical activity settings.
 - Exhibit leadership and the ability to follow others when working with a group.

- c) Anticipate and avoid potentially dangerous situations in physical activity settings.
- d) Explain the role of sport in understanding the perspectives of other cultures.
- e) Demonstrate respect for differences among people in physical activity settings.

Physically Active Lifestyle

10.5 The student will analyze and evaluate the significance of physical activity to their present and future development and maintenance of a healthy lifestyle.

- a) Participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.
- b) Demonstrate an understanding of how personal characteristics, participation behavior patterns, and activity preferences are likely to change over time, and determine strategies to deal with those changes.
- c) Describe common barriers to participation in regular activity and methods of overcoming these barriers.

Grade Eleven/Twelve (elective)

Elective physical education provides students with the opportunity to participate in physical activities for specific purposes. Options for offering specialized movement courses can be configured by quarter, by semester, or on a full-year basis. Students will self-select areas of concentration to study. Examples of possible choices of study are:

| | |
|---|----------------------------|
| aerobics | outdoor pursuits |
| aquatics (swimming, kayaking, canoeing) | self-defense |
| cycling | skating |
| dance | team sports |
| individual sports | weight management |
| <u>weight training/conditioning</u> | <u>lifetime activities</u> |

Skilled Movement

- 11/12.1 The student will demonstrate mastery of movement skills and patterns that apply to the selected specialized-movement activity.
- Exhibit a level of proficiency in all basic skills required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
 - Demonstrate an understanding of the rules and strategies of the selected activity, and apply them appropriately.

Movement Principles and Concepts

- 11/12.2 The student will apply movement principles and concepts to skill performance of the selected specialized-movement activity.
- Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
 - Integrate movement principles and concepts in order to analyze and improve the performance of self and others in specialized movement forms.

Personal Fitness

- 11/12.3 The student will achieve and maintain a health-enhancing level of physical fitness.
- Participate independently in health-enhancing physical fitness activities.
 - Evaluate and adjust activity levels to meet personal fitness goals.
 - Design and critique a personal fitness program, using available technology and resources.
 - Identify the physical and mental benefits of physical fitness.

Responsible Behavior

- 11/12.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.
- Evaluate and organize a safe environment for skill practice.
 - Demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity setting.

Physically Active Lifestyle

11/12.5 The student will participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

| STANDARD | REVISION | | ACTION | | | | JUSTIFICATION | | | | |
|----------|----------|-----|--------|---------|-----|----------------------|-----------------------|-------|---------------|---------------------------|-------|
| | NO | YES | MOVED | DELETED | NEW | EDITED/ CLARIFIED | RESEARCH/ PRACTICE | RIGOR | CLARIFICATION | GRAMMAR/ TYPOGRAPHICAL | OTHER |
| K.1 | | X | | | | X | X | | | | |
| K.1a | | X | | | | X | X | | | | |
| K.1b | | X | | | | X | X | | | | |
| K.1c | | X | | | | X | | | X | | |
| K.1d | X | | | | | | | | | | |
| K.1e | | X | | | | X | | | X | | |
| K.2 | | X | | | | X | | | X | | |
| K.3 | | X | | | | X | | | X | | |
| K.4a | X | | | | | | | | | | |
| K.4b | X | | | | | | | | | | |
| K.5 | X | | | | | | | | | | |
| K.6 | X | | | | | | | | | | |
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| | NO | YES | MOVED | DELETED | NEW | EDITED/ CLARIFIED | RESEARCH/ PRACTICE | RIGOR | CLARIFICATION | GRAMMAR/ TYPOGRAPHICAL | OTHER |
| 6.1 | | X | | | | X | | | X | | |
| 6.1a | X | | | | | | | | | | |
| 6.1b | | X | | | | X | | | X | | |
| 6.1c | X | | | | | | | | | | |
| 6.2a | X | | | | | | | | | | |
| 6.2b | X | | | | | | | | | | |
| 6.2c | X | | | | | | | | | | |
| 6.2d | X | | | | | | | | | | |
| 6.3a | | X | | | | X | | | X | | |
| 6.3b | X | | | | | | | | | | |
| 6.4a | X | | | | | | | | | | |
| 6.4b | X | | | | | | | | | | |
| 6.4c | X | | | | | | | | | | |
| 6.4d | X | | | | | | | | | | |
| 6.5 | X | | | | | | | | | | |
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| | NO | YES | MOVED | DELETED | NEW | EDITED/ CLARIFIED | RESEARCH/ PRACTICE | RIGOR | CLARIFICATION | GRAMMAR/ TYPOGRAPHICAL | OTHER |
| 7.1 | X | | | | | | | | | | |
| 7.1a | X | | | | | | | | | | |
| 7.1b | X | | | | | | | | | | |
| 7.1c | X | | | | | | | | | | |
| 7.1d | X | | | | | | | | | | |
| 7.2a | X | | | | | | | | | | |
| 7.2b | X | | | | | | | | | | |
| 7.2c | X | | | | | | | | | | |
| 7.2d | X | | | | | | | | | | |
| 7.2e | X | | | | | | | | | | |
| 7.3a | X | | | | | | | | | | |
| 7.3b | X | | | | | | | | | | |
| 7.3c | X | | | | | | | | | | |
| 7.3d | | X | | | | X | | | X | | |
| 7.3e | | X | | | | X | | | X | | |
| 7.4a | X | | | | | | | | | | |
| 7.4b | X | | | | | | | | | | |
| 7.4c | X | | | | | | | | | | |
| 7.5a | X | | | | | | | | | | |
| 7.5b | X | | | | | | | | | | |
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| | NO | YES | MOVED | DELETED | NEW | EDITED/ CLARIFIED | RESEARCH/ PRACTICE | RIGOR | CLARIFICATION | GRAMMAR/ TYPOGRAPHICAL | OTHER |
| 8.1 | X | | | | | | | | | | |
| 8.2a | X | | | | | | | | | | |
| 8.2b | | X | | | | X | | | X | | |
| 8.2c | X | | | | | | | | | | |
| 8.3a | X | | | | | | | | | | |
| 8.3b | X | | | | | | | | | | |
| 8.3c | X | | | | | | | | | | |
| 8.3d | X | | | | | | | | | | |
| 8.3e | X | | | | | | | | | | |
| 8.4a | X | | | | | | | | | | |
| 8.4b | X | | | | | | | | | | |
| 8.4c | X | | | | | | | | | | |
| 8.4d | | X | | | X | | X | | | | |
| 8.4e | | X | | | X | | X | | | | |
| 8.5a | X | | | | | | | | | | |
| 8.5b | X | | | | | | | | | | |
| 8.5c | | X | | | | X | | | X | | |
| 8.6a | X | | | | | | | | | | |
| 8.6b | X | | | | | | | | | | |
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| | NO | YES | MOVED | DELETED | NEW | EDITED/ CLARIFIED | RESEARCH/ PRACTICE | RIGOR | CLARIFICATION | GRAMMAR/ TYPOGRAPHICAL | OTHER |
| 11/12.1a | X | | | | | | | | | | |
| 11/12.1b | X | | | | | | | | | | |
| 11/12.2a | X | | | | | | | | | | |
| 11/12.2b | X | | | | | | | | | | |
| 11/12.3a | X | | | | | | | | | | |
| 11/12.3b | X | | | | | | | | | | |
| 11/12.3c | X | | | | | | | | | | |
| 11/12.3d | | X | | | X | | X | | | | |
| 11/12.4a | X | | | | | | | | | | |
| 11/12.4b | X | | | | | | | | | | |
| 11/12.5 | X | | | | | | | | | | |
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**PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING
REVIEW JUSTIFICATION**

Physical Education

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