

**PHYSICAL EDUCATION STANDARDS
GRADES K-12**



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 10, 2014

Introduction to the Physical Education Standards

Physical education is an integral component of a comprehensive program of study for all students in the Catalina Foothills School District (CFSD). High quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with higher academic achievement.

MISSION

Inspiring others to pursue a healthy and physically active lifestyle!

VISION

A community of fit, skilled, and knowledgeable students, who value an active and healthy lifestyle, embody the spirit of teamwork and sportsmanship, and pursue physical activity for a lifetime.

CORE VALUES

- Health and Physical Education are integral to the total educational program.
- Highly qualified educators are essential for delivering a standards-referenced physical education and health curriculum.
- Student safety is paramount.
- A sequential [developmental] program provides a continuum of movement skills/experiences and promotes optimal growth.
- A high quality program includes a balance of knowledge, skills, games, sports, fitness activities, and lifetime recreational experiences.
- A positive and safe learning environment builds confidence and success.
- The curriculum must be diverse enough to provide all students with the opportunity to participate in activities, which provide enjoyment and success.
- Focus is on total participation in an effort to grow and reach one's personal best.
- Participating in regular physical activity is necessary to achieve and maintain fitness and lifelong health.
- Assessment practices must guide and support the learning and growth of each student.
- An ongoing process of self-assessment and personal goal setting is integral to improvement.
- The ultimate goal is to inspire students to value healthy choices and daily physical activity in their lives.

GOAL

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle. [SHAPE America, 2014]

CFSD Physical Education and Health educators embrace the Mission, Vision, and Core Values to assist our students in reaching this important goal.

Overview of the Curriculum Framework

A district-wide curriculum revision process addresses the need for the continual improvement and/or updating of the schools' instructional programs through periodic re-examination of curriculum. The Health and Physical Education curriculums are aligned to national and state standards, but have been written to reflect the local needs, time, resources, and environment of the district. CFSD develops the standards and benchmarks for both Health and Physical Education concurrently. Although this clear connection is recognized, the district separates these content areas into different documents in order to emphasize the unique importance of each one.

The CFSD Physical Education standards and benchmarks are aligned to the 2014 National Standards & Grade Level Outcomes for K-12 Physical Education (SHAPE America) and the Arizona Physical Education Standards. They are a product of a comprehensive revision process, which was guided by research and best practice from organizations such as SHAPE America: Society of Health and Physical Educators, National Association for Sport and Physical Education (NASPE), SPARK (research-based public health organization), and programs such as *Fitness for Life*, developed by Dr. Charles B. Corbin at Arizona State University, and *Dynamic Physical Education* by Robert P. Pangrazi at Arizona State University.

The standards for K-12 Physical Education provide a framework for producing physically literate individuals, setting students on the road to enjoying a lifetime of healthful physical activity. The standards are the same for all grade levels. Each of the five standards is articulated by grade level with related benchmarks that serve as performance indicators. They are an organized, sequential K-12 plan, and provide a comprehensive vision of what students need to know and be able to do. The standards summarize the overall content of the standards and their related benchmarks. CFSD teachers use the Physical Education standards and benchmarks to design specific

curriculum units and lessons that motivate students to engage in and maintain a physically active and healthy lifestyle.

Standards for K-12 Physical Education

<p><i>Standard 1</i> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>
<p><i>Standard 2</i> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>
<p><i>Standard 3</i> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>
<p><i>Standard 4</i> The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.</p>
<p><i>Standard 5</i> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>

Summary of Expected Outcomes for Elementary, Middle, and High School Students

Elementary school is the foundation for the development of fundamental motor skills with a focus on skill acquisition. Lessons are designed to move the students toward skill maturity and the developing understanding of movement concepts and fitness principles. Fundamental motor skills form the building blocks for game play, physical activity, and fitness activities that follow in middle and high school. By the end of grade 5, students will demonstrate competence in fundamental motor skills and selected combination of skills; use basic movement concepts in dance, gymnastics, and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities, and identify the benefits of a physically active lifestyle.

Middle school students are ready to become more sophisticated game players, which is reflected by the emphasis on tactics and strategies. Learning experiences need to integrate the application of skills into the practice task, allowing students to discover the how, when, and why of the tactic or strategy. Students develop decision-making while executing skills within a game-like context that promotes problem solving. The middle school outcomes differ from the elementary outcomes in their emphasis on applying skills and knowledge and using activity categories (for example: dance and rhythms, games and sports, individual performance activities), which are continued at high school. By the end of grade 8, students will apply tactics and strategies to modified game play, demonstrate fundamental motor skills in a variety of contexts, design and implement a health-enhancing fitness program, participate in self-selected physical activity, cooperate with and encourage peers, accept individual differences and

demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression.

At the high school level, students acquire and hone the specialized physical skills and knowledge they use in adulthood. The outcomes are intended to prepare students for a physically active lifestyle, culminating in a physically literate individual. To accomplish this, the benchmarks extend the applied skills and knowledge developed in middle school, but with a more concentrated focus on planning and implementing lifetime physical activity goals. By the end of high school, students will have the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment. Figure 1 represents the process of achieving the standards through Physical Education, helping students attain the goal of living a physically active lifestyle.

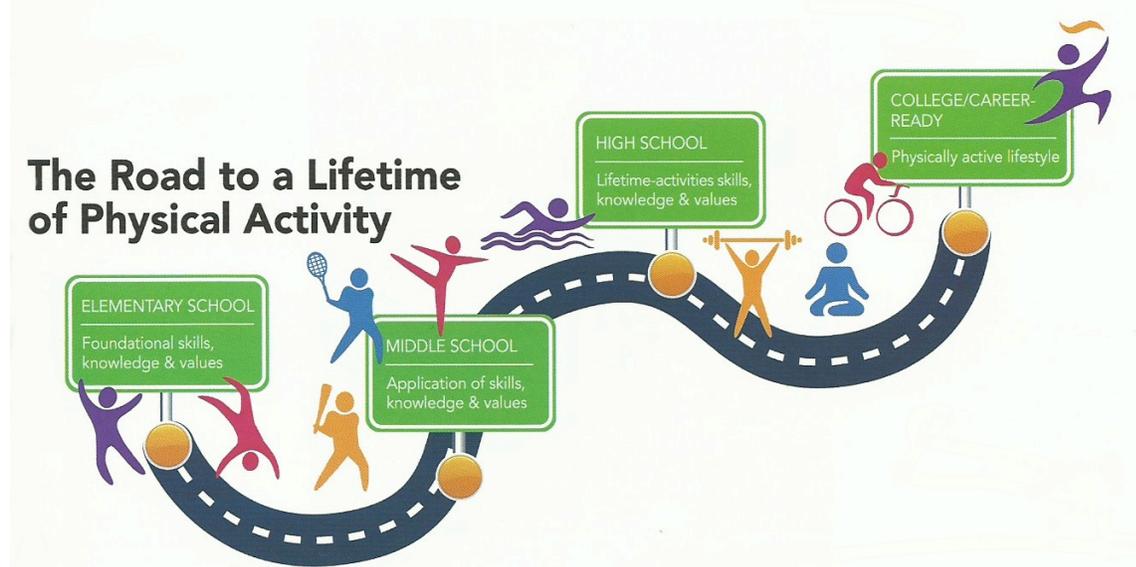


Figure 1. The road to a lifetime of physical activity (Source: SHAPE America, 2014)

The standards/measurement topics and benchmarks have been coded so that they can be easily referenced. The numbering system begins with the subject area of Physical Education (PE). The first numeral in the code indicates the grade level (K-8). For high school, the numbering systems begins with "9-12." The second numeral identifies the standard/measurement topic. The last numeral indicates the number of the benchmark. For example, PE.1.2.1 references Physical Education at Grade 1, Standard 2, Benchmark 1. The benchmarks with items indicated as "required" must be taught. "For example" is used to indicate possible examples for teaching content and skills within the benchmarks.