

## Georgia Performance Standards Framework for Physical Education

### **Introduction**

Physical Education is an integral part of the total education of every child from kindergarten through grade 12. Therefore, every student should have the opportunity to participate in a quality physical education program. It is the role of quality physical education programs to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity so that they can adopt healthy and physically active lifestyles. Quality programs are also important because they provide learning experiences that meet a student's developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning.

According to the National Association for Sport and Physical Education (NASPE) (1) guidelines, a high-quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction.

Quality physical education programs should provide the student with the following benefits:

- Skill development – Develops motor skills that allow for safe, successful, and satisfying participation in physical activities.
- Regular, healthful physical activity – Provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits.
- Improved physical fitness – Improves the health-related components of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).
- Support of other subject areas – Reinforces knowledge learned in/across the curriculum and serves as a laboratory for application of content in science, math, and social studies, communication skills, and literacy.
- Self-discipline – Facilitates development of responsibility for personal health, safety, and fitness.
- Improved judgment – Influences moral development and students assume leadership roles, cooperate with others, 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.

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- 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.
- Improved self-confidence and self-esteem – Instills a stronger sense of self-worth based on their mastery of skills and concepts of physical activity. Children become more confident, assertive, independent, and self-controlled.
- Goal setting – Gives children and youth the opportunity to set and strive for personal, achievable goals.

Once established, it is difficult to change sedentary habits. Experts agree that childhood is the time to begin development of active lifestyles, and adolescence is an important time to prevent the decline in physical activity levels. Therefore, it is extremely important to equip young people with the fitness levels, knowledge, motor skills, and personal/social skills they need to be active both now and in the future.

### **What are Standards?**

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction as well as how they will respond to their environment. Standards serve as a guide for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals for expanding and improving education.

### **The Benefits of Standards:**

NASPE has offered a description of the benefits that are derived from having standards for physical education. NASPE states in its standards document, Moving Into the Future (2004) (1).

“A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments 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 there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education”.

### **How are Standards to be Used?**

The purpose of developing these standards at the state level is to better serve schools and the local community in the process of curriculum development. Curriculum development is a local issue and may differ from school to school while the standards remain the same for all schools in the state.

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### **The Georgia Performance Standards:**

The Georgia Performance Standards for Physical Education are based on the National Physical Education Standards developed by the National Association for Sport and Physical Education (NASPE). The Standards reflect what a physically educated student should know and be able to do at each grade level (K-12). Six standards with accompanying elements are provided for each grade level. The elements are provided to further define the knowledge, skills, and behaviors that are expected of students at the end of various grade levels. Examples are provided for each element and can serve as guidelines for assessing student performance. Rather than defining curriculum, these standards provide guidance for teachers and are useful in designing appropriate physical education curricula. A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active and healthy lifestyle.

The purpose of this document is to establish content standards for the physical education school program that clearly identifies consensus statements related to what a student should know, be able to, and how the student should act as a result of a quality physical education program. In addition, the standards demonstrate that physical education has meaningful, significant content and measurable outcomes.

A general description of the Standards includes the following:

#### **Standard 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 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 motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in an increasingly complex movement environment 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 skills to participate in a wide variety of leisure and physical activities.

#### **Standard 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' abilities to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production

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through the summation of forces (e.g. hitting a baseball, lifting a heavy object), knowing the effects of anxiety on performance (e.g. impact of relaxation techniques), and understanding the principle of specificity of training (e.g. you don't have a person swimming if you want them to become a golfer). Knowledge of these concepts and principles and of how to apply 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 applying introductory concepts. Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine and improve existing ones.

### **Standard 3: Participates regularly in physical activity.**

The intent of this standard is establishment of 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. Although participation within the physical education class is important, what the student does outside the class is critical to developing an active, healthy lifestyle that has potential to help prevent a variety of health related problems among adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances 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 opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity, yet they also learn that a certain level of personal commitment and earnest 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 increases 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 support and sustain good health.

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### **Standard 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. 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 improving students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. 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. Middle school students gradually acquire a greater understanding of the fitness components, the ways in which each component is developed and maintained, and the importance of each component in overall fitness. Secondary students are able to design and implement an appropriate personal fitness program that enables them to achieve health-related levels of fitness.

### **Standard 5: Exhibits responsible personal and social behavior that respects self and others 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, 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, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and 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 middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that 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, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect

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their decisions about physical activity and how physical activity, preferences, and opportunities change over time.

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

The intent of this standard is development of an awareness of the intrinsic values and benefits of how participation in physical activity 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 a positive self-image; thereby, enticing people to continue participation in physical activity throughout their lifespan. 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 begin to actively pursue life-long physical activities that meet their own needs.

### **Assessment:**

The standards are considered to be consensus statements about what a student should know and be able to do, and how they will act. They not only provide a basis for developing physical education programs at the national, state, and local levels, but also provide a basis for student assessment. Assessment is the process of gathering evidence about a student's level of achievement in a specified subject area and of making inferences based on that evidence for a variety of purposes. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning and assigning a grade. Whereas a broad range of assessment techniques could well be used to determine whether a given standard is being met, 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 reliable evidence of student performance, and (4) yield valid inferences about student learning. The instruction and assessment process should be dynamic and continuous, yielding information about student progress toward the achievement of the content standards in physical education.

### **Application of Physical Education Performance Standards for Students with Disabilities:**

The necessity of assuring that physical education services are provided to students with disabilities is in the implementing regulations of the Individuals with Disabilities Education Act (IDEA). The IDEA requires that each child with a disability be afforded the opportunity to participate in the regular physical education program available to nondisabled children with

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specifically designed instruction (adapting, as appropriate, to the needs of the child, the content, methodology, or delivery of instruction) to address the unique needs of the child. Removal of children with disabilities from the general physical education environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. At this point, special physical education services and programming may be used as an appropriate alternative. Some of the elements supporting the Standards may not be developmentally or functionally appropriate for every child with a disability unless accommodations or modifications are implemented. Physical educators must be committed and prepared to make appropriate adjustments in the curriculum to meet the unique needs of the learner. Making appropriate modifications to the curriculum to meet individual needs allows for meaningful and relevant experiences provided in a safe and secure environment.

1. National Association for Sport and Physical Education (2004). *Moving into the Future: National Standards for Physical Education* (2<sup>nd</sup> ed.). Reston, VA: Author.

**Coding System for Standards:**

See below for an explanation and example of the coding system utilized to identify each grade level standard.

Example 1: PEK.1  
PE Physical Education  
K Kindergarten  
1 Standard 1

Example 2: PE3.2  
PE Physical Education  
3 Grade 3  
2 Standard 2

Example 3: PEHS.6  
PE Physical Education  
HS High School  
6 Standard 6