

## Delaware Physical Education Standards

### Clarification Document

Welcome to Delaware's Statewide Recommended Curriculum in Physical Education. This document represents years of dedicated contribution from classroom teachers, curriculum specialists, academicians, higher education staff and Delaware Department of Education specialists and associates. The standards as they appear in this document were reviewed and clarified to reflect the needs as established in Delaware. The recommendations called for the standards to be clear, well defined, and user friendly. In 2005, the Physical Education Standards Review and Curriculum Design Team were assembled to complete the following:

- Review the current Physical Education Content Standards and recommend modifications where necessary
- Work in collaboration with the Family and Consumer Sciences and Health Education Curriculum teams to ascertain coverage of all overlapping areas of instruction
- Work within the context of *Understanding by Design* and the Delaware Recommended Model Curriculum to provide the Big Idea, the Essential Questions, and the Enduring Understandings for Physical Education
- Develop Grade-Cluster Expectations (GCEs) to provide clarity for classroom teachers in guiding students to meet the Physical Education Content Standards. The Grade-Cluster Expectations are used at the local level to develop curricula and assessments to monitor progress towards meeting and exceeding the standards
- Design model units that will be juried and peer reviewed for inclusion in the Delaware Recommended Curriculum
- Develop a glossary of terms

All of the expectations described above have been completed and are published on the Delaware Recommended Curriculum for Physical Education website.

**Note: These components do not represent an entire curriculum of learning but rather provide guidance in how instruction should be designed or delivered. Therefore, the Delaware Recommended Curriculum sets standards of rigor by which schools and teachers may gauge their success and provides teachers with an outline of learning expectations and goals to drive instruction and assessment in the classroom.**

## **DELAWARE PHYSICAL EDUCATION STANDARDS**

### **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 increasingly more complex movement environments through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the basic skills to participate in a wide variety of leisure and work-related physical activities.

### **Standard 2 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. 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 through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training. 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 sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine 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 physical education class is critical to developing an active, healthy lifestyle that has the potential to help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. 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 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 increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health.

### **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 improvement of 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. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, the ways each is

developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve 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 the 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 their decisions about physical activity and how physical activity, preferences, and opportunities change over time.

**Standard 6 Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.**

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

intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

\* The information on the Delaware Standards is aligned to Moving into the Future: National Standards for Physical Education, Second Edition, an association of the American Alliance for Health, Physical Education, Recreation, and Dance, © 2004.

### **Working with Standards, Model Units, Transfer Tasks and Exit Tasks.**

The Delaware Standards are designed to serve as guidelines for curriculum. Every unit planned, every lesson taught should be created with the goal of helping our students meet these standards. The model units and lessons presented in the Delaware Recommended Curriculum for Physical Education serve as examples of how that goal can be met. There is also flexibility in each unit for the individual teacher to adapt lessons to best meet the needs of their students and their teaching environment while still working within a backward design framework.

An integral aspect of *Understanding by Design* is the concept of “transfer”. When we plan for transfer we help our students answer the age-old questions “Why do I need to learn this? What does this have to do with my life?”

Transfer tasks are designed for students to take learned information, use it in a different or real- world context, and eventually connect it to the big idea of *Fit for Life*. The task will take the student beyond echoing facts to applying the knowledge and skills in a context different than that of the unit.

Two transfer tasks have been created and designated as Exit tasks. Exit tasks serve as the summative assessments of the information learned throughout each grade cluster. Every student should have the skills and knowledge to successfully complete the two exit tasks before moving on to the next grade cluster.

The model units presented in Delaware Recommended Curriculum for Physical Education contain a transfer task and/or an exit task as their final assessment, which should be applied near the end of the grade cluster when students have enough information to successfully demonstrate transfer in completing the tasks.

A note about Transfer and Exit Task Rubrics: The exit tasks designed for each grade cluster contain both criteria referenced requirements and reflection based requirements. The guiding principle is that of student reflection and transfer.

Finally, each unit plan contains a tip section for teachers. Please take time to read this section and use the information to help you plan units that will best meet the needs of your students within your teaching environment.