

Physical Education Framework for California Public Schools
Pre-Publication Version, September 15, 2008

Chapter 1

Vision and Goals for Standards-Based Physical Education

Fast forward to the year 2020. A generation of students in California is benefiting from standards-based physical education instruction. As young adults these individuals are physically active and fit. They understand the benefits of regular physical activity and know how to plan and implement their own fitness and wellness programs. Having mastered the necessary movement skills to participate confidently in many different forms of physical activity, they are ready to challenge themselves to pursue new forms of movement. These young adults analyze their own movement performance using biomechanical principles and develop their own learning plans for improving their motor skills and learning new ones. With an understanding of developmentally appropriate activities, they can plan and implement physical activities for young children and children with special needs. They also enjoy the social interactions that arise out of their involvement in physical activity and take responsibility for their interactions with others. They will maintain an active and healthy lifestyle throughout their lives.

Looking at physical education classes across the state in 2020, we envision students running, jumping, and leaping, exhibiting the joy derived from movement as they participate in challenging standards-based physical activities. Physical education is a time that students look forward to each day. It is a time to move, interact with classmates, and feel good about themselves. Every student comes to class ready to be active and to learn. The teacher provides standards-based instruction designed to ensure a successful learning experience for all students. Every student has equipment so that he or she can practice throughout the instructional period. The class size allows the teacher to provide individual feedback¹ to every student everyday. The physical education environment is safe and clean. Every student is getting what he or she needs to become a physically educated adult.

Focus on the Physical Education Model Content Standards

In January 2005, the State Board of Education adopted the physical education model content standards which serve as the foundation for instruction at all grade and course levels. These model content standards represent the essential skills and knowledge that all students need to maintain physically active, healthy lifestyles. These standards focus on the content of physical education and incorporate the detail required to guide the

¹ Feedback is most effective when it is specific positive feedback or specific corrective feedback.

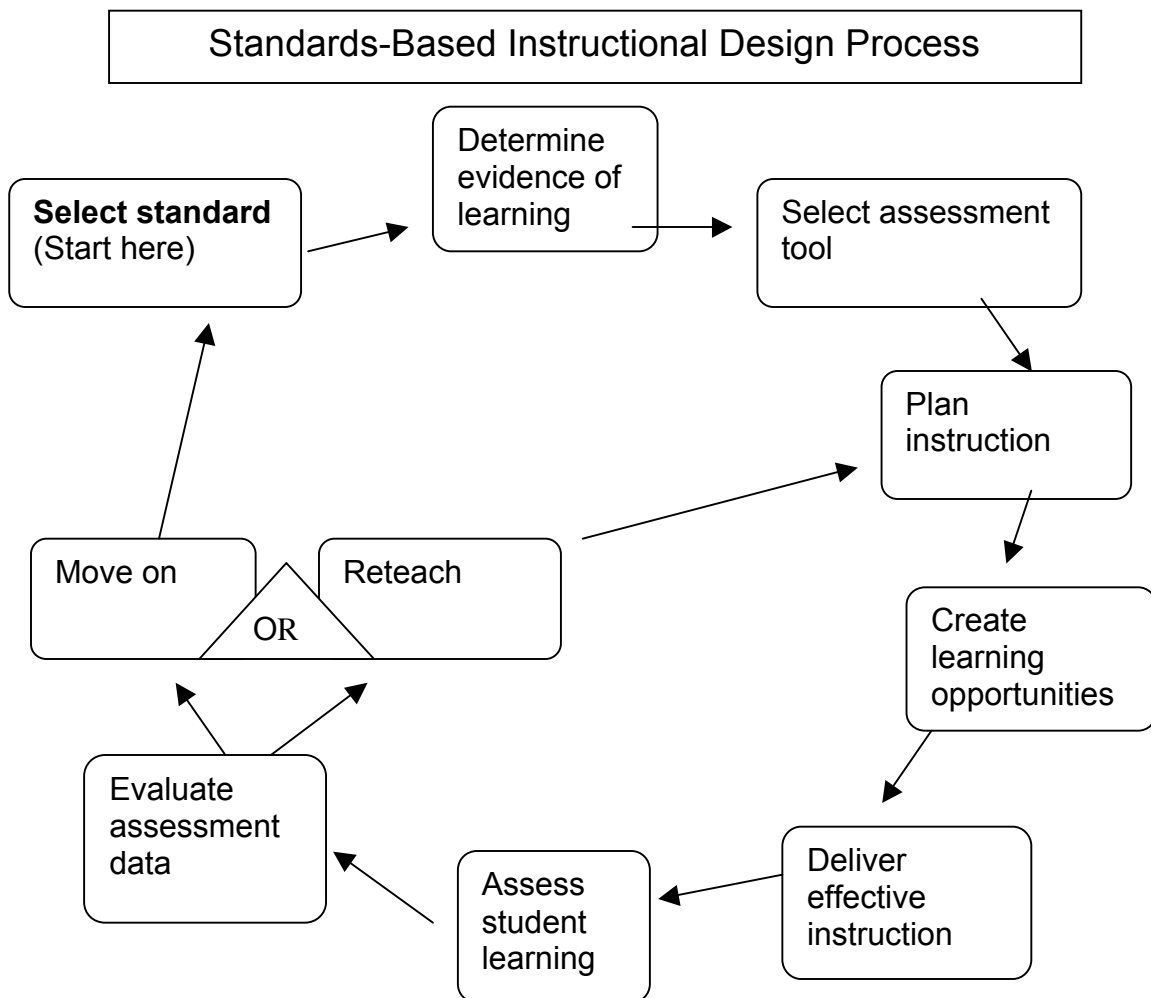
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development of consistent, high-quality physical education instructional programs aimed at student learning and achievement. The standards provide a comprehensive vision of what students need to know and be able to do at each grade and course level. In addition, the standards provide a model for high-quality course design.

With the adoption of the model content standards, physical education instruction now moves to a standards-based approach. Teachers need to transition from using established instructional design models to a standards-based instructional design. Standards-based instructional design is based on practices and decisions that focus on student learning and includes each of these essential steps (as noted in the graphic):

- Select the standard, or portion of the standard, students will learn.
- Determine the evidence that best demonstrates that students have learned the content.
- Select or create the assessment tool that is best suited to collect the evidence of student learning.
- Plan instruction
- Create multiple opportunities for students to learn the content.
- Deliver effective instruction.
- Assess student learning of the content.
- Evaluate assessment data and make decisions about next steps (to re-teach the material or move on to new material).

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The *Physical Education Model Content Standards for California Public Schools* affirms the standing of physical education as an academic content area. The standards highlight the fact that participation in physical activity is not the same as learning the content in physical education. Every grade- and course-level standard should be taught and assessed for student learning. With adequate instruction and sustained effort, every student should be able to achieve the standards; however, some students with special needs may require appropriate accommodations, adaptations, or modifications to meet the standards. Decisions about how students best achieve mastery of the the model content standards are left to teachers, schools, and local educational agencies.

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Overarching Standards for Kindergarten through Grade Eight

The five overarching model content standards for elementary and middle school students are as follows:

Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Overarching Standards for High School

When students reach ninth grade, they are ready to integrate all that they know with all that they can do. For high school youths, the five overarching standards for kindergarten through grade eight are consolidated into three overarching standards. Essentially High School Standard 1 incorporates Standards 1 and 2 from kindergarten through eighth grade; High School Standard 2 incorporates Standards 3 and 4; and High School Standard 3 incorporates Standard 5.

Overarching Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Overarching Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Overarching Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

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Grade-Level and Course Level-Standards

There are numerous grade- or course-level standards associated with each overarching standard. While it is important to address the grade- or course-level standards, there may be times when remediation is necessary to ensure that students can demonstrate achievement of grade- or course-level standards found in previous grade levels or courses. The standards are sequential, building from grade level to grade level, from course to course. Therefore, skills and knowledge from previous grade and course levels serve as important foundations for attaining the standards at the current grade or course level.

Purpose of the Framework

The adoption of physical education model content standards raised the bar for student achievement in physical education. The purpose of this *Framework* is to provide the necessary support so that every student can meet or exceed those standards. The *Framework* provides guidance for effective assessment practices and high-quality instruction, establishing a supportive and safe environment, support for the teacher, and program development. The document serves as a resource for all school stakeholders in developing a quality physical education program. It is important to note, however, that the *Framework* is not a curriculum or a how-to manual. There are many how-to manuals and curricula on the market, and Chapter 9 will assist with the selection of appropriate instructional resources for each school's program.

The *Framework* serves as the blueprint for reform of physical education in California. It is designed to help schools transform their physical education programs into exciting and effective standards-based instructional programs. The *Framework* outlines the implementation of the physical education model content standards and describes a comprehensive physical education system that will prepare every student for a lifelong commitment to physical activity, health, and well-being. The *Framework* is based on two premises: (1) the quality and productivity of every individual's life can be enhanced through participation in a comprehensive, inclusive, and sequential physical education program and (2) every student can learn when provided with high-quality instruction by a credentialed teacher along with the appropriate instructional resources and sufficient time.

To achieve the benefits of a comprehensive physical education program, all students must be given sufficient opportunities to attain the physical education learning standards at each grade and course level. California law clearly establishes the priority of physical education instruction. *Education Code* Section 51210 requires schools to provide a minimum of 200 minutes of physical education every ten school days for students in grades one through six. *Education Code* Section 51222 requires schools to provide a minimum of 400 minutes of physical education every ten school days for students in

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grades seven through twelve. (Note: Please see Appendix 13 for selected statutes and regulations related to physical education.)

Audience

This *Framework* is intended for a variety of audiences. One of the primary audiences is the teacher who is responsible for implementing the physical education model content standards. These teachers are typically elementary teachers with multiple-subject credentials or elementary, middle, and high school teachers with single-subject credentials in physical education. The *Framework* is designed to provide valuable insights to both novice and expert physical education teachers.

For designers of physical education instructional materials, the *Framework* may serve as a guide to the teaching of the physical education model content standards and as an example of quality assessments, program evaluation, and high-quality instruction. Publishers will find information regarding the alignment of instructional materials with the standards as well as the expectations for instructional resources that fully support standards-based physical education instruction.

The organizers of programs of both preservice professional preparation and in-service professional development will find this *Framework* helpful. Considerable skill and knowledge are needed to teach physical education well, and training programs for teachers need to be especially mindful of the expectations placed on students.

The *Framework* communicates to the physical education/kinesiology faculty at all California institutions of higher education what they may expect of entering students. In addition, it explains the expectations for the next generation of teachers that they are preparing.

Administrators will find a clearly articulated set of concepts and strategies that form the foundation for a comprehensive physical education system for kindergarten through grade twelve. It is the administrators who must set high expectations for the teaching of physical education and provide resources to guide program improvement in physical education. This *Framework* will provide them with the information they need to monitor teaching and guide program improvement in physical education.

Teachers from other subject areas will benefit from the examples of cross-curricular connections. Interdisciplinary instruction can provide an efficient method for using instructional time and provide students with a more in-depth and holistic understanding of the material.

Community members often seek ways to help improve their local schools, and this *Framework* will help by focusing their efforts on a common set of curricular goals. By

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providing ideas and resources aligned with grade- and course-level standards, members of the community ensure their outreach efforts and donations to classrooms will be put to best use. Finally, the parents, guardians, and other caregivers of students will find the *Framework* useful as they seek to help children lead healthy lives and complete homework assignments as well as gain an understanding of what children are learning in school.

Why Teach Physical Education

Physical education significantly contributes to every student's health and well-being. Physical education is an instructional priority for California schools. Every student—regardless of disability, ethnicity, gender, native language, race, religion, or sexual orientation—is entitled to a high-quality physical education program. Physical education is an integral part of the overall education program for every student and provides one of the few opportunities for every student to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle. A high-quality physical education program promotes an active lifestyle and improved health, motor skill development, and better cognitive performance (Etnier 2003; Etnier et al. 1997). Daily physical education for all students is recommended by numerous national associations, including the Centers for Disease Control and Prevention, the National Association for Sport and Physical Education, the National Association for State Boards of Education, the American Academy of Pediatrics, and the American Heart Association, and is noted in the *Healthy People 2010* document.

Active Lifestyle and Improved Health

Concern about childhood obesity is sweeping the nation. The American Heart Association's report *A Nation at Risk: Obesity in the United States* (The Robert Wood Johnson Foundation 2005, p. i) discusses the rapidly increasing incidence of obesity in the United States and notes "if childhood obesity continues to increase, it could . . . cause our current generation of children to become the first generation in American history to live shorter lives than their parents." According to the Centers for Disease Control, between 1976-80 and 1999-2002, the prevalence of overweight children six to eleven years of age more than doubled from 7 to 16 percent, and the prevalence of overweight adolescents twelve to nineteen years of age more than tripled from 5 to 16 percent (United States Department of Health and Human Services 2005, p. 9).

A student who becomes skilled and knowledgeable in physical education is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his/her life. The health benefits of physical activity in adults are well documented in the Surgeon General's Report on Physical Activity and Health (U.S. Department of Health and Human Services 1996). Among the benefits outlined in the report were reduced risk of premature death, lower risk of heart disease, colon cancer, hypertension, diabetes, osteoporosis, as well as improved mental health and physical

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fitness. In addition, physical activity improves strength and endurance; helps build healthy bones and muscles; helps control weight; reduces anxiety and stress; increases self-esteem, mood, and concentration; and may improve blood pressure and cholesterol levels. More recent reports have confirmed the health benefits of active living and the health costs of sedentary living (Booth and Chakravarthy 2002; United States Department of Health and Human Services 2001).

Physical education is a part of the Coordinated School Health Program. It is the component that addresses the student's fundamental need for planned, sequential instruction that promotes lifelong physical activity and attitudes and behaviors that reduce health risks. Other components of the Coordinated School Health Program include health education, nutrition services, health services, healthy school environment, counseling services, psychological and social services, health promotion for staff, and family and community involvement. When the eight components are planned and implemented in a supportive and consistent manner, they achieve far more in promoting health literacy and physical activity than is possible without a coherent, integrated system. A standards-based physical education program also provides an excellent opportunity to ensure that students develop positive social skills, learn to cooperate with others, and learn to accept responsibility for their own actions.

Motor Skill Development

The proper development of movement and motor skills requires instruction, practice, and appropriate feedback. Most students do not develop the proper technique or understanding of movement and motor skills on their own. Proficiency in movement and motor skills allows greater enjoyment when one participates in individual and dual sports, combatives, aquatics, tumbling and gymnastics, rhythms and dance, and team sports. In addition, this proficiency carries over to life skills, such as safely walking and climbing and preventing falls.

Academic Performance

Over 200 studies (Etnier 2003) have addressed the relationship between physical activity and cognitive function. Meta-analyses have been applied to the studies in general (Etnier et al. 1997) and, more specifically, to children from elementary to high school age (Etnier 2003). According to Etnier and associates (1997), the evidence consistently shows that despite study design, student health, or type of activity, exercise improves the cognitive performance of children. One study found that "devoting substantially increased school time to health-related physical education does not have detrimental effects on students' academic achievement" (Sallis and others 1999). Further, "students participating in daily physical education exhibit better attendance, a more positive attitude towards school and superior academic performance" (California School Boards Association 2006).

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A Study of the Relationship between Physical Fitness and Academic Achievement in California Using 2004 Test Results (2005) reports that while there is little research on the relationship between physical fitness and academic achievement, the research that has been conducted indicates a positive correlation exists between physical fitness and academic achievement. As one rises, so does the other (*A Study of the Relationship between Physical Fitness and Academic Achievement in California Using 2004 Test Results* (2005, p. 1). Comparing student test results from the 2004 Physical Fitness Test (PFT), the FITNESSGRAM®, and the California Standards Tests (CSTs) in mathematics and English-language arts, the study found that a strong, positive relationship exists between physical fitness and academic achievement and that the relationship between the two is stronger for females than for males. The study did not address causality; therefore, “it cannot be inferred from these data that improved physical fitness caused an increase or improvement in academic achievement or vice versa (*A Study of the Relationship between Physical Fitness and Academic Achievement in California Using 2004 Test Results* (2005, p. 6). The study’s author noted research has shown that as socioeconomic status improves, so do overall health and academic achievement and concluded, “Cumulative evidence indicates that conditions that improve general health promote both a healthy body and improved intellectual capacity” (*A Study of the Relationship between Physical Fitness and Academic Achievement in California Using 2004 Test Results*, 2005, p. 6).

In *Getting Results: Developing Safe and Healthy Kids, Update 5: Student Health, Supportive Schools, and Academic Success* (2005), the researchers explored the relationship between school Academic Performance Index (API) scores and physical exercise, as well as other health-related behaviors. In this study, the researchers controlled for the racial/ethnic, socioeconomic, and grade-level composition of schools. The researchers found that the API scores of schools went up as physical activity went up, but it was not a strong correlation. The researchers note that the relationship between API scores and physical activity is correlational and does not explain why the API scores are related to physical activity (*Getting Results Update 5* 2005). The results do suggest that “increased physical activity for students may have beneficial consequences in low-performing schools” (*Getting Results Update 5* 2005, p. 30).

Additional Opportunities for Physical Activity

In addition to physical education instruction, schools offer students a variety of opportunities for physical activity throughout the school day. Physical activity is any bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms. Physical education programs, recesses, intramural sports programs, and athletic programs involve physical activity, but each serves a different purpose. Intramural sports and athletic programs provide opportunities for student learning but may not constitute high quality, standards-based physical education instruction.

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The recess period provides students with the opportunity for unstructured time during the school day. These breaks from classroom activities may enhance participation and learning in the classroom aside from the benefits gained from additional physical activity. Research shows that students work more and fidget less (or both) on recess days (Jarrett et al. 1998). Recess also provides opportunities for student decision making and contributes to creativity and social learning. *California Education Code* Section 33350(c) states the California Department of Education shall . . . “encourage school districts offering instruction in kindergarten and any of grades 1 to 12, inclusive, to the extent that resources are available . . . to provide daily recess periods for elementary school pupils, featuring time for unstructured but supervised play; to provide extracurricular physical activity and fitness programs and physical activity and fitness clubs. . . .” One of the recommendations of the Superintendent’s Task Force on Obesity, Type 2 Diabetes, and Cardiovascular Disease (Final Report of the Superintendent’s Task Force on Obesity, Type 2 Diabetes, and Cardiovascular Disease 2005) is to “Require that schools provide kindergarten and grades 1-6 students with opportunities for physical activity breaks (recess) at least once per 120 minutes of instruction.”

Intramural programs provide opportunities for students to be physically active and apply physical education learning outside the curricular program. In addition, intramural programs give students an opportunity to implement the skills and knowledge gained in physical education and to participate in a competitive situation without being subjected to the selection processes used in athletics. A wide variety of activities (e.g., sport, dance, exercise) meet the needs, experiences, interests, and ability levels of every student.

Athletic programs are essentially designed for youths who have special skills and would like to specialize in one or more sports. They provide students with the opportunity to refine their skills and compete with others of similar interests and abilities. Athletic programs typically serve the more highly skilled and motivated students on a selective basis. Because of the emphasis on competition, performance is the primary goal. And, although athletic programs are extremely demanding physically, they are not a substitute for physical education. Because athletic programs focus on a particular sport, they do not address the full spectrum of skills and knowledge of the model content standards at grade or course levels.

Marching band, cheerleading, and JROTC also offer students opportunities to be physically active. These activities may not prepare students to meet grade- or course-level standards in physical education and may not follow the high school course of study established by *California Education Code* Section 33352(b)(7). If a district desires to award physical education credit for courses such as JROTC, marching band, cheerleading, and drill, it is the responsibility of the district to determine how each particular course, as conducted in its district, supports a course of study for grades nine through twelve that includes the eight content areas and substantially meets the

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objectives and criteria of EC 33352(b)(7). While it is not required that every course for which physical education course credit is given include all eight areas, the district is required to structure its course offerings such that all eight areas are included over the course of study offered to all students.

Goals

The *Framework* sets forth goals for the three primary participants in the learning process: administrators, teachers, and students. The attainment of these goals will help to ensure that the vision for physical education at the beginning of this chapter becomes a reality.

Goals for administrators

Administrators provide leadership to support high quality, standards-based physical education instruction. To achieve this goal, administrators:

1. Hire credentialed teachers and provide them with continuing professional development.
2. Ensure that the minimum required minutes for physical education are met for every student.
3. Provide safe well-maintained facilities.
4. Provide sufficient equipment and supplies so that students experience a high degree of time on task.
5. Set high expectations for physical education instruction and student learning.
6. Take a leadership role in ongoing physical education program evaluation.
7. Provide ongoing physical education professional development.
8. Ensure that state and federal codes and regulations are enforced.

Goals for teachers

Teachers deliver high-quality, standards-based physical education instruction to every student. To achieve this goal, teachers:

1. Participate in ongoing professional development opportunities.
2. Provide instruction that is aligned to the physical education model content standards.
3. Provide a physically and psychologically safe learning environment.
4. Frequently assess student progress toward the achievement of the physical education model content standards and adjust instruction accordingly.
5. Provide students with challenging learning experiences that will help to maximize their individual achievement and with opportunities for students to meet or exceed the standards.
6. Provide alternative instructional strategies that address the specific needs of every student in California's diverse student population.
7. Identify the most successful and efficient approaches for each class so that learning is maximized.

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8. Select appropriate instructional materials that are aligned with the physical education model content standards.

Goals for students

The ultimate goal of high-quality, standards-based physical education instruction is to prepare every student for a lifetime of physical activity, health, and well-being. To achieve this goal, students:

1. Develop competency in movement and motor skills.
2. Develop competency when combining movement or motor skills.
3. Understand how movement and motor skills should be performed based on biomechanical principles.
4. Understand how to improve their movement and motor skills.
5. Understand game tactics and demonstrate their use in game settings.
6. Understand developmentally appropriate movement and motor skills.
7. Develop a healthy level of flexibility, muscular strength and endurance, body composition, and cardiorespiratory endurance.
8. Participate regularly in physical activity.
9. Understand the benefits of regular physical activity.
10. Understand how to create a personal fitness plan.
11. Demonstrate appropriate social skills in a physical activity setting.
12. Demonstrate appropriate personal responsibility skills in a physical activity setting.

Overcoming Challenges

Moving to standards-based instruction and learning will require rethinking and refocusing. To increase the opportunity for students to be physically active, cognitively engaged, and proficient in motor skills, the curriculum, assessment, environment, instruction, and instructional materials will require both revision and a new vision of physical education. Educators can achieve their reform objectives by adhering to the guidance provided in this *Framework*.

As standards-based physical education is implemented throughout the kindergarten through grade twelve system, more and more students will master the grade- and course-level standards. Teachers will have a clear idea of the content their students are expected to master at each grade level and course level. Less time will be spent on review and instruction of preliminary skills and knowledge.

The *Framework* provides suggestions and strategies for overcoming the challenges that physical educators have traditionally faced. In this way, the *Framework* is a call to action. The *Framework* charges administrators and teachers with instituting standards-based physical education instruction that is effective for every student. Chapters on instruction, support, and instructional resources guide administrators on the provision of

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facilities, equipment and supplies, professional development, and supervision necessary to support physical education instruction and suggest class sizes that facilitate high quality instruction. These chapters, along with chapters on assessment and universal access, assist teachers with using their expertise to select the best instructional strategies and materials for their students. In addition, the *Framework* puts forward the belief that every student can learn and improve her/his motor skills, social skills, and knowledge of physical education content and should be assessed on those skills and knowledge.

The *Physical Education Model Content Standards for California Public Schools* and the *Physical Education Framework for California Public Schools* can provide the impetus for change—an opportunity to reassess current facilities, equipment and supplies, instructional strategies, and learning environment. Now is the time for change, and this document provides the guideposts to make necessary changes.