Providing Leadership, Professional Development, and Advocacy for Colorado Health and Physical Education Teachers.
National PE Standards

The National Content Standards define what a student should know and be able to do as a result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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Why Children Need Physical Education

Physical education is an integral part of the total education of every child in Kindergarten through Grade 12.

Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented.

**Improved Physical Fitness**  
Improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.

**Skill Development**  
Develops motor skills, which 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.

**Support of Other Subject Areas**  
Reinforces knowledge learned across the curriculum. Serves as a lab for application of content in science, math and social studies.

**Self Discipline**  
Facilitates development of student responsibility for health and fitness.

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Improved Judgment  
Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others; question actions and regulations 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.

**Strengthened Peer Relationships**  
Physical education can be a major force in helping children socialize with others successfully and provides opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of peer culture.

**Improved Self-confidence and Self-esteem**  
Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-controlled.

**Experience Setting Goals**  
Gives children the opportunity to set and strive for personal, achievable goals.

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Who Supports Physical Education?

**Active Living Research:**  
“The U.S. Department of Health and Human Services recently released national health objectives for 2020 with recommendations that underscore the importance of physical activity in schools, including daily physical education, regular recess, and access to physical play and exercise spaces during non-school hours and in the summer.”

(supportrealteachers.org)

**Improved Judgment**  
Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others; question actions and regulations and accept responsibility for their own behavior.

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www.shapeco.org
The Essential Components of P.E.

Physical education provides students with a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

SHAPE America has defined the essential components of physical education.

Policy and Environment

Policy and environment — one of the four essential components of physical education — can ensure that state requirements are implemented throughout school districts and schools at all grade levels, for all students. Well-defined policy helps create an environment of valuing physical education as a core subject. Such policy requires full inclusion of all students in daily physical education in grades K-12, with instruction periods totaling 150 minutes per week in elementary school and 225 minutes per week in middle school and high school.

Such policy does not allow waivers or exemptions from physical education class time or credit requirements, and does not allow students to substitute other activities (e.g., ROTC, interscholastic sports) for physical education class time or credit requirements.

In addition, the policy requires that physical education is taught by a state-licensed or state-certified teacher who is endorsed to teach physical education, and that class size is consistent with that of other subject areas and aligns with school district and school teacher/student ratio policy.

Finally, strong policy includes accountability measures and ensures that physical activity is not assigned or withheld as punishment.

Curriculum

Curriculum — one of the four essential components of physical education — is the written, clearly articulated plan for how standards and education outcomes will be attained. School districts and schools should have a written physical education curriculum for grades K-12 that is sequential and comprehensive. It should be based on national and/or state standards and grade-level outcomes for physical education, and should include learning objectives for students as well as units and lessons for teachers to implement. The physical education curriculum should mirror other school district and school curricula in its design and schedule for periodic review/update.

Overall, the physical education curriculum serves the purpose of standardizing the curriculum in a school district across schools and ensuring equitable education for all students. It also results in improved teacher quality and increased consistency in instruction.

Appropriate Instruction

Appropriate instruction — one of the four essential components of physical education — takes into account the diverse development levels that students in all grade levels will exhibit. The physical education teacher uses instructional practices and deliberate-practice tasks that support the goals and objectives defined in the school district’s or school’s physical education curriculum (e.g., differentiated instruction, active engagement, modified activities, self-assessment, self-monitoring).

The teacher also employs instructional practices that engage students in moderate to vigorous physical activity for at least 50 percent of class time and ensures the inclusion of all students, including making the necessary adaptations for students with special needs or disabilities.

Finally, the teacher evaluates student learning continually to document teacher effectiveness.

Student Assessment

Student Assessment — one of the four essential components of physical education — is the gathering of evidence about student achievement and making inferences about student progress based on that evidence. Student assessment is aligned with national and/or state physical education standards and established grade-level outcomes, and is included in the written physical education curriculum, along with administration protocols. It includes evidence-based practices that measure student achievement in all areas of instruction, including physical fitness.

Grading is related directly to the student learning objectives identified in the written physical education curriculum, and the physical education teacher follows school district and school protocols for reporting and communicating student progress to students and parents.

Overall, student assessment provides accountability for standards-based learning and is a key component of the education process in all subject areas.
ACTIVE LIFESTYLES & IMPROVED HEALTH

For every $1.00 spent on prevention, $3.25 is saved in future health care costs!

ACADEMIC ACHIEVEMENT

Increased Fitness Levels = Higher Test Scores!

Physical Fitness and Achievement Test Performance

Average Composite of 20 Student Brains Taking the Same Test

Advocate at www.shapeamerica.org/advocacy
of the many subjects children study in school, there may be none more important than physical education. However, it must be of high quality and aligned with our state/national standards and guidelines. In a high quality physical education program children develop the skills, concepts, and values needed to be physically active for life. Sufficient, regular physical activity not only helps prevent major diseases but it also promotes learning, reduces stress, anxiety and depression, and improves overall wellness. It doesn’t matter if the child excels in every other subject in school and grows up to become a successful doctor, lawyer or engineer, with poor health any professional achievement becomes secondary.

http://www.supportrealteachers.org/quality-pe-advocacy.html

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.”
John F. Kennedy