Chapter 8

Standards-Based Physical Education

# Summary

Chapter 8 begins the three-part process of designing standards-based instruction: identify the goal, determine the assessment, and determine learning experiences. The five content standards for K-12 physical education define what students should know, be able to do, and behave like as physically literate individuals. These standards provide the large goals from which grade-level outcomes have been established to guide developmentally appropriate physical education content. In order to develop student assessments and learning experiences that are aligned with the standards, we use a backward design process. The physical activity guidelines and appropriate practice guidelines for preschool students match the national standards for K-12 physical education and provide the basis for designing physical education experiences for children aged three through five years.

# Key Objectives

* Articulating the five national standards for K-12 physical education
* Explaining the relationship of standard 2 to standards 1, 3, 4, and 5
* Explaining the relationship of standards 1 and 2 to standards 3 through 5
* Describing the rationale for, and the steps in, the backward design process for unpacking standards
* Describing how the physical activity guidelines and the appropriate practices guidelines for preschool children relate to the national standards for K-12 physical education

# Big Ideas

* The five national content standards for physical education (SHAPE America, 2014a, p. 12) constitute large goals that focus broadly on what students should know, be able to do, and behave like as physically literate individuals. Those goals are as follows:
  + To demonstrate “competency in a variety of motor skills and movement patterns”
  + To apply “knowledge of concepts, principles, strategies, and tactics related to movement and performance”
  + To demonstrate “the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness”
  + To exhibit “responsible personal and social behavior that respects self and others”
  + To recognize “the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction”
* Unpacking standards is a process of clarifying (1) what each standard means, (2) how student success can be measured, and (3) how each standard can be achieved. The process of using backward design to unpack the standards helps teachers align or make sure all three parts match each other. Step 1 in the process involves determining the intent of the standard so that you know what the goal is (where you’re going). Once you know the intent, you can determine the essential content—what students need to know and be able to do in order to reach the goal. Step 2 involves deciding what acceptable and unacceptable performance of the essential content look like and how you will measure performance (e.g., project, test, performance). Step 3 involves designing the learning experiences that will help students learn and practice in order to become knowledgeable and skilled enough to reach the goal (i.e., the standard) at an acceptable level.
* The physical activity guidelines and appropriate practice guidelines for preschool students (NASPE, 2009a, 2009b) match the national standards for K-12 physical education. These guidelines indicate the amount of structured and unstructured daily physical activity needed for children’s fitness and health. They also address the need for children to develop fundamental movement skills, gain cognitive understanding of movement skills and concepts, develop self-control and cooperative behavior, and express a sense of joy when engaged in physical activity.

# Part 1: What Standard Am I?

Identify the standard represented by each of the following tasks and assessments and describe the reasons for your choices.

## Station A

Jump across the Alligator River (see diagram) at a distance that is challenging for you. Use the following cues: crouch, arms back, spring and thrust arms upward, and land and crouch.

Alligator River

**Assessment:** Number the cues from 1 through 3 in the order in which they apply when performing the jump.

\_\_\_\_\_ Spring

\_\_\_\_\_ Arms back

\_\_\_ Land and crouch

## Station B

Jump across the Alligator River at a distance that is challenging for you. Jump across at least five more times, trying to go farther, and record the distance each time. \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

**Assessment:** What was the farthest distance? What helped you go that far?

## Station C

Work with two partners to see how far you can jump collectively. In other words, partner 1 jumps, after which partner 2 starts from where partner 1 landed, and then partner 3 starts from where partner 2 landed. Try at least five times to get your best group distance score. Encourage and help each other to do your best: “Nice jump!” “Swing hard.” “You can do it.” “We got farther!” Give pats on the back, thumbs-ups, and smiles.

**Assessment:** List what you said or did to encourage and help your group do its best.

## Station D

With another group member timing you, jump over a line from side to side for as long as you can. How long could you jump continuously? \_\_\_\_\_\_

**Assessment:** Which guideline was used to increase your capacity: frequency, intensity, or duration?

## Station E

Of all the jumping challenges you did today, which one was most challenging for you? Which one was the most fun? Explain the reasons for your choices.

Write the number of the standard represented by each station and explain how it applied.

Station A:

Station B:

Station C:

Station D:

Station E:

# Part 2: Backward Design Process

The backward design process of “unpacking” begins with the grade-level outcome and proceeds in order to determining the essential understanding, the essential content, the acceptable evidence, and the learning experiences. This process helps you become very familiar with the learning goal by asking essential questions that lead you to answers which become the essential content. It also helps you stay focused on the essential content as you design assessments and learning experiences aligned with the learning goal. Remember: If you know your target or goal, you can prepare to hit it!

The following example demonstrates the unpacking process for the grade 2 outcome “skips using a mature pattern.” As you can see, the purpose of the enduring understanding is to frame what children need to know and be able to do in order to skip using a mature pattern. The essential content answers the question with the specific information related to what children need to know and be able to do. The acceptable evidence tells what the children must demonstrate in order to show that they have attained the essential content—in this case, perform the mature skip consistently—and indicates how the teacher will assess in order to obtain the evidence. Last, the teacher determines the variety of learning experiences in which the children will engage in order to prepare them to do a skip using a mature pattern and know that the pattern is a step-hop with alternating feet.

Now, in the table’s right-hand column, demonstrate the backward design process for your choice of a benchmark or outcome from one of your state standards or for a K-5 outcome from the national standards.

|  |  |  |
| --- | --- | --- |
|  | Example | Your choice |
| Outcome | Skips using a mature pattern. |  |
| Enduring understanding | The movements that one must perform and the cues that one must know in order to skip using a mature pattern |  |
| Essential content | Movements and cues of a mature skip:   * Step-hop with alternating feet * Arms swinging in opposition * Knees low |  |
| Acceptable evidence | Consistent performance of mature pattern:   * Assessed by periodic observation of student performance using checklist of skill cues |  |
| Learning experiences | * Skipping through general space; skipping along wide, straight, and arced pathways; skipping with music; skipping while moving alongside, in front of, or behind others * Identifying the *step-hop with alternating* feet pattern of a skip by saying the pattern or by observing and pointing to a person performing a skip |  |

# Part 3: Matching Preschool Guidelines With National Standards

Review the following two lists, then indicate in the blanks which national standard matches each preschool guideline.

## National Standards for Physical Education

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Guidelines for Preschool Physical Education

\_\_\_\_\_\_\_ Expressing a sense of joy when engaged in physical activity

\_\_\_\_\_\_\_ Gaining a cognitive understanding of movement skills and concepts

\_\_\_\_\_\_\_ Developing fundamental movement skills

\_\_\_\_\_\_\_ Gaining self-control and cooperative behaviors

\_\_\_\_\_\_\_ Developing health-related fitness and regular participation in a physically active lifestyle outside of school

# Review Questions

1. Describe the purpose and content of the five national content standards for K-12 physical education and the role of the grade-level outcomes.
2. Explain the relationship of standard 2 to standards 1, 3, 4, and 5.
3. Explain the relationship of standards 1 and 2 to standards 3, 4, and 5 for children.
4. Describe the rationale for, and the steps in, the backward design process for unpacking standards.
5. Describe how the physical activity guidelines and the appropriate practices guidelines for preschool children relate to the national standards for K-12 physical education.