

Physical Education Standards Guidelines

Introduction

Iowa's Academic Standards provide guidance for educators to ensure students possess the skills and knowledge they need to succeed after high school. Physical education and health are essential to a student's overall education experience and build a foundation for lifelong healthy living. Statewide standards provide a foundation for Iowa school districts to implement high-quality health and physical education programs. Iowa's recommended physical education and health education standards were approved and adopted by the Iowa State Board of Education on March 28, 2019, based on public input and review team recommendations. Iowa's recommended physical education anchor standards and grade-level standards were adopted from the 2019 Society of Health and Physical Educators (SHAPE) America standards and grade-level outcomes.

While Iowa's Physical Education and Health Education Standards were reviewed, recommended, and passed together, physical education and health education have separate requirements, recommendations, and standards. **This document will address Iowa's recommended Physical Education Standards only.**

Standards seek to establish rigorous expectations for excellence in teaching and learning. Physical education pedagogy empowers students with the knowledge, skills, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. The goal of this document is to provide a lens through which to view, understand, and implement Iowa's Physical Education Standards.

Definitions

It is important to have a shared understanding of the language used in describing physical education. Below are some common phrases, definitions, and information about how they relate to one another.

Physical Education Standards are a framework for K-12 student learning with grade-level standards (outcomes) for what a student should know and be able to do. *Standards and outcomes guide the expectations for teaching and learning in physical education. Iowa's recommended standards are the national standards for physical education.*

Physical Education is an academic subject that provides a planned, sequential, K-12 program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. *Physical education develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for physical activity, fitness, and skill acquisition in an instructional climate focused on mastery.*

Physical Literacy is the ability, confidence, and desire to be physically active for life. Being literate in a subject matter is having or showing knowledge and understanding of that domain. Physical education develops physical literacy.

Physical Activity is any bodily movement that results in energy expenditure. *Safe, enjoyable physical activity is learned and practiced in physical education class to be used in all aspects of life. Increased physical activity during the school day, including physical education, is linked to increased developmental and academic benefits.*

Fitness is a state of health and well-being obtained through physical activity, nutrition, and other health behaviors. Components of fitness are included throughout physical education standards and content.

Health is a state of physical, mental, and social well-being (not merely the absence of disease). Physical education supports the health of students through increased health literacy, physical literacy, physical activity and fitness.

How to Read Iowa's Physical Education Standards

In 2019, Iowa adopted the SHAPE America National Standards and Grade-Level Outcomes as the recommended Iowa physical education anchor standards and grade-level standards. The standards provide a common language and guidance. SHAPE America's National Standards and Grade-Level Outcomes for K-12 physical education are a framework for student learning through five anchor standards consistent across grades K-12. The SHAPE America grade-level outcomes are also known as grade-level standards and exhibit what a student should know and be able to do.

The five anchor standards were created to cover a wide range of knowledge, skills, and behaviors for healthy active living. Physically literate individuals should be able to successfully meet the five anchor standards at developmentally appropriate levels identified in the grade-level outcomes. Outcomes are organized in grade bands for elementary school students (K-5), middle school students (6-8), and high school students (9-12). Within each grade band are specific outcomes for each grade level that describe what a student should know and be able to do. Some elementary outcomes do not emerge until later in the grade band to reflect developmentally appropriate emergence of skill. Other grade-level outcomes may have multiple outcomes for that grade level.

High school outcomes have two levels. Level 1 indicates the minimum knowledge and skills that students must attain to be college- or career-ready. Level 2 allows students to build on level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness. Specific high school grade-level outcomes may focus on only level 1 or level 2.

Grade-band and -level outcomes define each standard with specific knowledge, skills, and behaviors appropriate for each grade level and that should be demonstrated by the end of each grade band. Each standard and outcome has an identifier. The identifier is written as standard, grade band, outcome, and grade level. S1.E1.1 is Standard 1, elementary grade band, outcome 1, grade-level 1. When a grade-level has multiple outcomes, the identifier includes a letter at the end and is written as standard, grade band, outcome, grade-level, letter, such as S2.E3.1b.

Example of end of grade-band outcomes for high school

By the end of high school, the learner will be college- or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment. Note: swimming skills and water-safety activities should be taught if facilities permit.

Examples of standard and grade-level outcome identifiers

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

Anchor Standard	K-2	Grade 3	Grade 4	Grade 5
S3.E4 Fitness knowledge	Developmentally appropriate/ emerging outcomes first appear in Grade 3	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity (S3.E4.3)	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3E4.5)

Middle School: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Anchor Standard	Grade 6	Grade 7	Grade 8
S4.M4 Working with others	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4M4.8)

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

Anchor Standard	Level 1	Level 2
S5.H3 Self-expression & enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)	Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)

The table below lists the five anchor standards and the maximum number of grade-level outcome identifiers for each standard within the three grade bands. The full standards are listed in a progression chart to visually group the standards by grade band and grade-level outcomes.

Maximum Number of Outcomes

Anchor Standard “The physically literate individual...”	E K-5	M 6-8	H 9-12
1. Demonstrates competency in a variety of motor skills and movement patterns.	27	24	3
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	5	13	5
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	6	18	14
4. Exhibits responsible personal and social behavior that respects self and others.	6	7	5
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	4	6	4

How to Use Iowa’s Physical Education Standards

The essential components of physical education according to SHAPE America include the following: policy and environment, curriculum, appropriate instruction, and student assessment. These essential components help guide the design of quality physical education programs.

The standards focus on the content of physical education and incorporate the details required to guide the development of consistent, high-quality physical education instruction aimed at student learning and achievement. Recommended standards-based education supports high-quality programs that maintain local-control for schools and educators to design the specific curriculum, instruction, and assessment that best fit the needs of students.

Policy and Environment

The rules and resources for a physical education program are addressed at the national, state, and local levels. At the state level, physical education policy is addressed by the Iowa Department of Education requirements in Iowa Administrative Code chapter 12 and the recommended Physical Education Standards. The required number of minutes of physical activity (including but not limited to physical education) per grade level is also addressed in Iowa Administrative Code chapter 12.

Schools have local control to determine their own physical education policies and environment including the time and content for physical education that meets the needs of their students and resources available. Consider space and time available when determining which specific outcomes to focus on within the five anchor standards. Community partners and creative planning may enhance the ability of students to meet standards and outcomes through practice within and outside of the physical education program to maintain healthy, active lifestyles.

Physical Education Curriculum

Physical education addresses the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which addresses growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement literacy.

Standards provide school districts and schools with guidance and direction for clarifying expected outcomes in physical education programs, while allowing for specific curriculum adoption or creation. Physical education curriculum is the written, clearly articulated plan for how standards and outcomes will be met.

Curriculum includes all knowledge, skills, and learning experiences that are provided to students within the school program. Standards do not tell teachers how to develop lessons, how to instruct students, or which learning experiences will lead students to mastery.

Schools shall determine the scope and sequence of curriculum to meet the standards and grade-level outcomes as well as the required physical education content specifications. The scope is the depth and breadth of the content to be taught at a specific grade level and the development of content across grade levels. Sequence is the order in which the content should be taught for the best learning (building on past knowledge and skills) within a grade.

Not all content and grade-level outcomes need to be taught in each grade, but all content should be covered within the grade band. Written curriculum includes units and lessons directly tied to identified learning objectives aligned with standards and grade-level outcomes. A unit of instruction incorporates all of the goals, objectives, content, instructional material, and individual lessons. Lesson plans within a unit are specific outlines of the objectives, tasks, and assessments that will be included for one particular instructional activity.

The [Physical Education Curriculum Analysis Tool \(PECAT\)](#) is a self-assessment and planning guide from the Centers for Disease Control and Prevention (CDC) that can help school districts and schools analyze, choose, and/or develop curriculum with national physical education standards and grade-level outcome alignment.

The table below, adapted from SHAPE America, provides guidance on which anchor standards to emphasize. The grade band for elementary school is divided into K-2 and 3-5 for the purpose of this visual. The middle school 6-8 and high school 9-12 grade bands are consistent with grade-level outcomes. This information can be used to prioritize which standards to focus on in grade bands or levels.

Standards	K-2	3-5	6-8	9-12
1. Competence in motor skills	Strong	Strong	Moderate	Light
2. Application of knowledge	Light	Moderate	Moderate	Strong
3. Physical activity and fitness	Moderate	Moderate	Moderate	Strong
4. Personal and social behavior	Strong	Strong	Moderate	Moderate
5. Valuing physical activity	Moderate	Moderate	Moderate	Strong

Appropriate Instruction

Appropriate Instruction includes instructional practices and deliberate activities that support the goals and objectives defined in the curriculum. Instructional practices and activities should engage students in moderate to vigorous physical activity for at least 50 percent of class time and ensure the inclusion of all students, making necessary modifications and adaptations as needed. More information on modifications and adaptations will be available in a separate document. Instructional minutes per grade are determined locally based on local policies, student and teacher needs, and community and school resources and environment. Physical education courses must be taught by a teacher with a grade-level appropriate K-8 and/or 5-12 physical education endorsement.

Student Assessment

Student Assessment, the gathering of evidence regarding student achievement and progress, is a key component in all academic subjects. Data collection and tracking guide instruction measure student learning and skills and inform program development. Assessments in physical education should provide information about what students need to know and how to demonstrate their knowledge, skills, and behaviors. Pre-assessments and formative and summative assessments may include a variety of tools, including checklists, rating scales, and rubrics. It is not necessary to formally assess each individual performance standard. Specific assessment tools should be included in the curriculum and aligned with learning objectives, standards, and grade-level outcomes. Student assessment is determined locally and is unique to each program.

Closing

Physical education is valued as a foundational component for the health and well-being of students by health experts and policy leaders and has been shown to have a positive association with overall academic performance.

Standards-based physical education develops physically literate students who:

- Demonstrate competency in a variety of motor skills and movement patterns;
- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance;
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness;
- Exhibit responsible personal and social behavior that respects self and others; and
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Iowa's recommended Physical Education Standards and Grade-Level Standards (Outcomes) from SHAPE America's National Standards provide a common language and guidance for teaching and learning in high-quality physical education programs. Content standards for physical education guide learning in this academic subject while providing flexibility for schools to determine specific curriculum, instruction, and assessment.

Reference

Society of Health and Physical Educators (SHAPE) America. <https://www.shapeamerica.org/>