PECAT
Physical Education Curriculum Analysis Tool

Defining a Physically Educated Student
Lesson 2
Lesson 2: Objectives

After completing this lesson, students will be able to:

1. Describe a physically educated student.

2. Explain how effective physical education curricula contribute to the development of a physically educated student.

3. Describe the relationship of the PECA T* to the National Standards for Physical Education and related expectations.

4. Apply the National Standards for Physical Education and specific grade group expectations to student outcomes.

National Standards for Physical Education*

The learner . . .

1. Demonstrates competency in motor skills and movement patterns.

2. Demonstrates understanding of movement concepts, principles, strategies, and tactics.

3. Participates regularly in physical activity.

4. Achieves and maintains a health-enhancing level of physical fitness.

5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

6. Values physical activity.

Vocabulary Review

- **Standards**: statements that identify the essential knowledge, skills, and attitudes that should be taught and learned in school.

- **Expectations**: an expected standard of performance for a given group of students.
Relationship of Expectations to Standards

Grades K–2 and 3–5
**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grades K–2  **Expectations**

<table>
<thead>
<tr>
<th>Achieve mature forms in basic locomotor skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate smooth transitions between locomotor skills.</td>
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<tr>
<td>Show progress toward achieving complex manipulative skills.</td>
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<td>Demonstrate control in traveling (walking, running, skipping) … on a variety of body parts.</td>
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Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

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<tr>
<th>Grades K–2 Expectations</th>
<th>Grades 3–5 Expectations</th>
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<tr>
<td>Achieve mature forms in basic locomotor skills.</td>
<td>Demonstrate maturity in use of fundamental skills.</td>
</tr>
<tr>
<td>Demonstrate smooth transitions between locomotor skills.</td>
<td>Achieve mature forms in basic nonlocomotor and manipulative skills.</td>
</tr>
<tr>
<td>Show progress toward achieving complex manipulative skills.</td>
<td>Demonstrate locomotor...skills for performance outcomes.</td>
</tr>
<tr>
<td>Demonstrate control in traveling (walking, running, skipping) ... on a variety of body parts.</td>
<td>Use fundamental...skills in dynamic and complex environments.</td>
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<tr>
<td></td>
<td>Use specialized skills basic to a movement form.</td>
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PECAT, Standards and Expectations

- The PECAT is organized around four grade level groupings: K–2, 3–5, 6–8, 9–12.
- The standards used in the PECAT are the National Standards for Physical Education.
- Each standard used in the PECAT has four or more expectations at each grade-level grouping.
- Using the PECAT, a curriculum is analyzed using questions designed to determine the extent to which it addresses the expectations for each standard.
From Standards and Expectations to Objectives

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

<table>
<thead>
<tr>
<th>Expectation: Grades 3–5</th>
<th>Objective</th>
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<td>Use specialized skills basic to a movement form</td>
<td>At the conclusion of the lesson, students will be able to throw a football through a hoop at three different distances.</td>
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Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

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<th>Expectations</th>
<th>Objective</th>
<th>Lesson Plan</th>
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<tbody>
<tr>
<td>Use specialized skills basic to a movement form</td>
<td>At the conclusion of the lesson, students will be able to throw a football through a hoop at three different distances.</td>
<td>Specific content and activities to teach the skill (throw a football), and assessment to determine outcome.</td>
</tr>
</tbody>
</table>
### Teacher-led Activities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lesson Plan</th>
<th>Teacher-Led Activities</th>
</tr>
</thead>
</table>
| Students will be able to throw a football through a hoop at three different distances. | Specific content and activities to teach the skill; assessment to determine outcome. | - Demonstrate the forward pass.  
- Discuss the anatomy of a forward pass.  
- Students practice making forward passes.  
- Students practice making forward passes at three different distances.  
- Students work in teams to observe how many forward passes they can successfully throw through the hoop. |
Conclusion

High-quality, written physical education curricula can

- Guide teachers to high-quality instruction.
- Contribute to the development of a physically educated student.

The **PECAT** can be used

- To analyze existing curricula to ensure that the curricula meet the *National Standards for Physical Education*.
- To provide districts or schools with a vision of what should be included in a high-quality, written curriculum.
- To guide development of lesson plans to promote physical activity in youth and contribute to the development of physically educated students.
Resources for Physical Education Standards & Expectations

National Association for Sport and Physical Education (NASPE)

  [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

- National Guidelines: Physical Activity and Physical Education

- Appropriate Instructional Practice Guidelines

U. S. Department of Health and Human Services

- 2008 *Physical Activity Guidelines for Americans: Be Active, Healthy, and Happy!*
  [www.health.gov/PAguidelines/guidelines](http://www.health.gov/PAguidelines/guidelines)
Any questions?

For more information please contact Centers for Disease Control and Prevention

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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.