

# 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 **PECAT\*** 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.

\* Centers for Disease Control and Prevention. *Physical Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2006.

# ***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.**

\*National Association for Sport and Physical Education. *Moving into the Future: National Standards for Physical Education*. 2nd ed. Reston, VA: National Association for Sport and Physical Education, 2004.

## 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**

**Achieve mature forms in basic locomotor skills.**

**Demonstrate smooth transitions between locomotor skills.**

**Show progress toward achieving complex manipulative skills.**

**Demonstrate control in traveling (walking, running, skipping) ... on a variety of body parts.**

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

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

## 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.**

<b>Expectation: Grades 3–5</b>	 <b>Objective</b>
Use specialized skills basic to a movement form	At the conclusion of the lesson, students will be able to throw a football through a hoop at three different distances.

## From Standards & Expectations to Objectives (cont.)

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

<b>Expectations</b>	<b>Objective</b>	<b>Lesson Plan</b>
Use specialized skills basic to a movement form	At the conclusion of the lesson, students will be able to throw a football through a hoop at three different distances.	Specific content and activities to teach the skill (throw a football), and assessment to determine <i>outcome</i> .

# Teacher-led Activities

Objective	Lesson Plan	Teacher-Led Activities
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.	<ul style="list-style-type: none"><li>▪ Demonstrate the forward pass.</li><li>▪ Discuss the anatomy of a forward pass.</li><li>▪ Students practice making forward passes.</li><li>▪ Students practice making forward passes at three different distances.</li><li>▪ Students work in teams to observe how many forward passes they can successfully throw through the hoop.</li></ul>

## Conclusion

### High-quality, written physical education curricula can

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

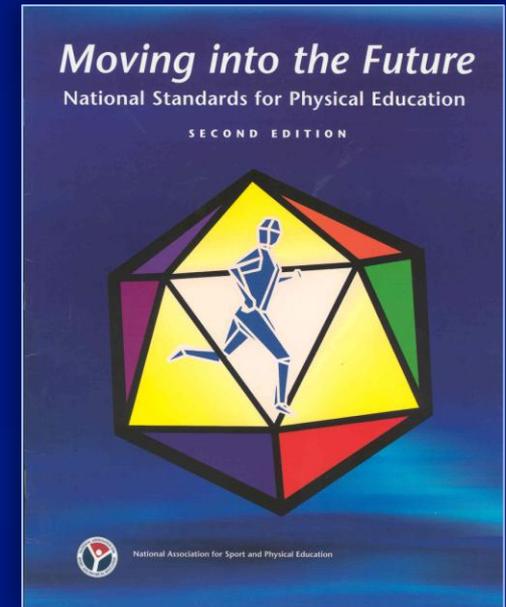
### The PECAT can be used

- 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)

- *Moving Into the Future: National Standards for Physical Education*, 2nd Edition (2004).  
[www.aahperd.org/naspe](http://www.aahperd.org/naspe)
- *National Guidelines: Physical Activity and Physical Education*  
[www.aahperd.org/naspe/standards/nationalGuidelines/index.cfm](http://www.aahperd.org/naspe/standards/nationalGuidelines/index.cfm)
- *Appropriate Instructional Practice Guidelines*  
[www.aahperd.org/naspe/standards/nationalGuidelines/Apppracticedoc.cfm](http://www.aahperd.org/naspe/standards/nationalGuidelines/Apppracticedoc.cfm)



## 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?

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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.

