

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.

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

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.

Expectation: Grades 3–5	 Objective
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.

Expectations	Objective	Lesson Plan
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">▪ 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.

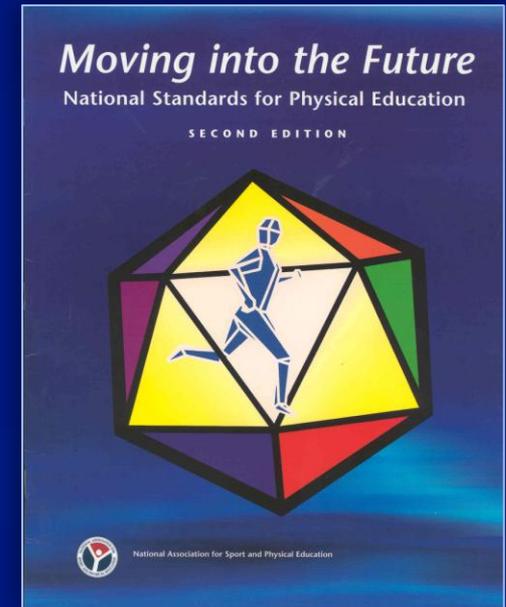
The PECAT can be used

- 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)

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

Any questions?

For more information please contact Centers for Disease Control and Prevention

1600 Clifton Road NE, Atlanta, GA 30333

Telephone, 1 800 CDC INFO (232 4636)/TTY: 1 888 232 6348

E mail: cdcinfo@cdc.gov Web: www.cdc.gov

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.

National Center for Chronic Disease Prevention and Health Promotion

Division of Adolescent and School Health

