

Overview

Sunshine State Standards: Physical Education

History

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. These original standards were written in several subject areas and were divided into four separate grade clusters (PreK-2, 3-5, 6-8, 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

As Florida moved toward greater accountability for student achievement at each grade level, the Sunshine State Standards were further defined with specific “Grade Level Expectations” added over time. As time went on, two realities appeared that magnified the need to increase the level of rigor, coherence, and clarity in Florida’s academic standards. First, it was recognized that the level of rigor in the 1996 standards was inadequate to address the increased levels of achievement registered by our students. Second, ample evidence from both national and international measures of student achievement indicated the urgent need for higher levels of challenge for all our students. This could not occur without a serious effort to increase the level of rigor and expectations across the board for all Florida students.

The Department of Education recognized the need for a systematic approach to review and revise all of the academic standards, and on January 17, 2006, the State Board of Education adopted a six-year cycle that set forth a schedule of the regular review and revision of all K-12 content standards. This move went far beyond increasing the rigor of the standards; however, it included this alignment of the new standards with instructional materials, professional development, and teacher licensure exams. This way, the new standards and their higher levels of rigor will be fully integrated into the entire culture of K-12 instruction. This move sets the stage for higher levels of rigor and higher academic achievement for years to come.

A Commitment to Excellence

In 2006, the Florida legislature boldly stated its commitment to higher and more challenging standards for Florida’s children by passing HB 7087. Florida law now reads:

§1001.03(1) ...The state board shall establish a schedule to facilitate the periodic review of the standards to ensure adequate rigor, relevance, logical student progression, and integration of reading, writing, and mathematics across all subject areas.

In 2008 the Florida Legislature passed SB 1908, which requires the creation of Next Generation Sunshine State Standards. Many people were involved in the review and revision of the Next Generation Sunshine State Standards for physical education. The Department of Education extends sincere thanks to all of the educators and members of the public for their active interest in this important work. We look forward to continued work with them as partners in implementing these higher expectations for all of Florida's students.

Dr. Eric J. Smith
Commissioner of Education

Physical Education Standards Revision Process

In January 2008, the Bureau of Instruction and Innovation's Office of Healthy Schools convened a committee to lay the foundation for the revision of the Sunshine State Standards for physical education. This committee, known as the Framers Committee, was made up of physical education professionals at the district and classroom levels, university professors in physical education teacher education programs, as well as the Executive Director of the state Physical Education Organization. The Department of Education provided these committee members with resources designed to assist with the revision process.

The Framers Committee was presented with physical education standards developed by other leading states in the U.S., as well as various other countries that lead the world in student achievement. Combined with their own expertise in physical education curriculum, the framers used this information to define the structure and provide recommendations that would become the guiding principles for the Writers Committee when developing the standards and benchmarks that were to follow. It was determined that Florida would align with the National Physical Education Standards. Three of the six Florida standards are identical to the National Standards, with the additional three standards being adjusted to better meet the individualized needs of Florida students. The framers decided that Florida's standards should have corresponding benchmarks by grade level for grades K-8, and remain clustered for grades 9-12.

The Writers Committee began in February 2008 and worked diligently through May 2008. The Writers Committee met to write the new Florida standards and benchmarks according to the structure that the Framers Committee had set. The Writers Committee was given the charge of developing benchmarks with both rigor and relevance. Scaffolding and age appropriate skill development and acquisitions were considered as part of the effort to develop academically rigorous and relevant standards. As the Writers Committee was developing benchmarks, the framers were asked to continue to provide feedback. In March and April 2008, the Bureau of Instruction and Innovation's Office of Healthy Schools facilitated conference calls, which included the framers and writers, to discuss the next steps in the revision process.

From May to July 2008, the drafts of the standards and benchmarks were posted online for public input. At the close of the public review period, 1,245 stakeholders had reviewed the proposed standards and benchmarks, providing over 1,800 comments. In addition to the public review comments, outside expert reviewers were simultaneously reviewing the standards and benchmarks. Expert comments were included from the President of the National Association for Sport and Physical Education, which developed and published the National Physical Education Standards,

The Department of Education also provided the public with three opportunities to participate in public forums held in regional locations throughout the state. The chief of the Bureau of Instruction and Innovation provided participants with an overview of the revision process. They also received a presentation from the physical education coordinator that detailed the physical education standards review process.

The Writers Committee met for a final time in July 2008 to review the input provided by both public and expert reviewers. The writers carefully reviewed all comments, and proceeded to make necessary adjustments based on the comments and concerns.

The names of the framers, speakers, writers, and expert review panelists are included in the *Acknowledgments* section of this document.

Access Points for Students with Significant Cognitive Disabilities

As part of the revision to the Next Generation Sunshine State Standards, access points for students with significant cognitive disabilities were developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Next Generation Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent with the participatory level being the least complex.

The access points for the Next Generation Sunshine State Standards for physical education were developed through the cooperative efforts of writing teams composed of Florida educators under the direction of staff from the Learning Systems Institute at Florida State University and the Florida Department of Education.

Structure of the Standards Documents

Every student should have the opportunity to participate in quality physical education. Helping students develop the knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction is a responsibility of physical education. The unique role of quality physical education programs is to help all students develop health-related fitness, physical competence, cognitive understanding and positive attitudes about physical activity so they can adopt healthy and physically active lifestyles. Quality physical education programs provide learning experiences that meet student's developmental needs, which in turn helps to improve their mental alertness, academic performance and readiness and enthusiasm for learning (2004, National Association for Sport and Physical Education).

The purpose of this document is to present content standards indicating what a student should know and be able to do as the result of a quality physical education program. The Next Generation Sunshine State Standards for physical education are organized by grade level for grades K-8 and remain in a cluster for grades 9-12. Florida's Next Generation Sunshine State Standards for physical education are based upon established physical education theories and evidence-based research. The standards are derived from the National Standards for Physical Education and provide the framework for alignment of curriculum, assessment, and instruction.

Florida's Next Generation Sunshine State Standards for physical education are organized around four strands that define the major elements of quality physical education. These strands are relevant across all grade levels and provide unifying threads of understanding.

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Responsible Behaviors and Values

With people from many aspects of the physical education community involved with writing, reviewing, and revising the standards, the Next Generation Sunshine State Standards for physical education are truly the stakeholder's standards. The Bureau of Instruction and Innovation is incredibly grateful for the intensity of the work that was performed in writing these standards.

Mary Jane Tappen
Deputy Chancellor for Curriculum, Instruction, and Student Services

Acknowledgments

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We would like to express special thanks to the many stakeholders who gave their time, energy, and expertise during the revision process of the standards by serving on the Framers Committee and the Writers Committee as well as to those who took the time to review and provide comments to the drafts online. These people include, but are not limited to the following:

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FLORIDA PHYSICAL EDUCATION STANDARDS

K-5 GRADE-LEVEL STANDARDS

Introduction

The mission of the physical education program in the state of Florida is to provide students with the opportunities to develop the skills, knowledge, motivation, and behaviors that lead to the adoption of a physically active and healthy lifestyle.

Movement is critical in the overall growth and development of children. Quality physical education plays an integral role in the education process of the whole child while promoting enjoyment, competence, and confidence. Research has demonstrated that children who participate in regular physical education enjoy better concentration, enhanced memory, as well as a positive attitude towards self and others, which are important factors in creating a healthy learning environment.

In order to reach these goals, Florida's students in grades K-5 receive 150 minutes per week of instructionally relevant physical education. Teachers should capitalize upon appropriate opportunities to utilize technology during instruction and to teach students how they can utilize technology to enhance their own learning in physical education. Teachers should also proactively seek opportunities to make cross-curricular connections to enhance the relevance of physical education experiences.

Ultimately, students should have the opportunity to exhibit a physically active lifestyle and demonstrate an understanding of the importance of physical activity and healthy choices throughout their lifetimes.

The Next Generation Sunshine State Standards for physical education were based upon the National Standards for physical education as developed by the National Association of Sport and Physical Education (NASPE).

The physical education program in grades K-5 includes, but is not limited to, the following:

- Development of Movement Skills
- Development of Physical Fitness
- Understanding of and Application of Movement Concepts
- Development of Positive Attitudes and Values about Movement

Benchmark Coding Scheme

PE.	5.	M.	1.	1
Subject	Grade Level	Strand	Standard	Benchmark

Strand Key:

M ~ Movement Competency

C ~ Cognitive Abilities

L ~ Lifetime Fitness

R ~ Responsible Behaviors and Values

Access Points Coding Scheme

PE.	5.	M.	1.	In.a
Subject	Grade Level	Strand	Standard	Access Point

Access Points Key:

In ~ Independent

Su ~ Supported

Pa ~ Participatory