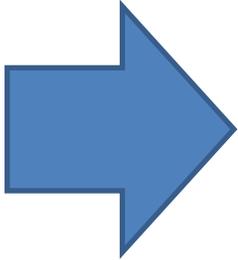




2013 Physical Education Standards Revision

2008 Standards	2013 National Standards	2013 Standards	Alignment Notes / PD Ideas
(1) Students understand and apply movement concepts and principles to the learning and development of motor skills	(1) The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	(1) Students demonstrate competency in motor skills, movement patterns and safety needed to perform a variety of physical activities.	<i>This standard was changed to be measurable by students needing to demonstrate either through their physical movements but also cognitively.</i>
(2) Students demonstrate competency in many movement forms and proficiency in a few movement forms	(2) The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	(2) Students apply knowledge of concepts, principles and strategies related to movement, performance and safety within physical activities.	<i>This standard has been made manageable and measurable by not using the term "few" and by incorporating safety, as that is part of the process of learning about movement and performance.</i>
(4) Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle	(3) The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	(4) Students demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness	<i>This standard has essentially stayed the same.</i>
(5) Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.	(4) The physically literate individual exhibits responsible personal and social behavior that respects self and others.		<i>This standard was merged into standard 1 and 2 in the 2013 proposed NV PE standards. The committee who worked on this revision felt very strongly that the previous wording and the national wording was very difficult for teachers to assess in a standards based grading environment.</i>
	(5) The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	(3) Students Participate regularly in physical activity.	<i>Due to the difficulty in grading the wording of the national standard, the committee chose to simplify the wording. Teachers felt that they already teach these values but to be required to grade/assess on values was very difficult for the classroom teacher.</i>
(3) Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.			<i>This standard has been taken out nationally as it limits many districts and schools to teach dance K-12 when no other specific sport is called out.</i>

The changes in the 2013 proposed standards reflect a value of physical activity and a shift in instruction to standards based grading in many Nevada school districts. In order to accomplish this several style changes were made to the standards that were adopted in 2008 by the Nevada Board of Education.

<i>2008 Standards</i>		<i>2013 Proposed Standards</i>	<i>Explanation</i>
Strand		Indicator	Overall standard was broken down into subsections that matched the language of the standard; this also gave the committee a chance to ensure that student growth from K-12 was evident in the standards. The indicators also allowed for the standard and its sub information completely matches.
Vocabulary embedded		Glossary	Many words were repeated throughout each standard and a glossary put everything into one place
Random grade levels		Grade bands	reflective of other NV adopted academic content standards
Multiple pages		One Page	Each standard was fit into one page for ease of use for classroom teachers, standards based grading and to be able to see the process for each standard, including student growth.
Specific exercises, sports		Broader descriptions	In each indicator specific sports and/or exercises were generally taken out of the descriptions as many felt that limited teachers and leaned towards curriculum.

Proposed 2013 Standards	2008 Standards	Rationale
Standard 1 Indicators		
Locomotor and Nonlocomotor Movement	Previously in standard 2	
Manipulative Skills	Previously in standard 2	
Motor Skills and Movement Patterns	Previously in standard 2 (weight and balance transfer)	
Safety	Previously in standard 4	
Standard 2 Indicators		
Concepts and Principles	Previously in standard 1	
Strategies	Not previously called out in a separate strand	
Safety	Previously in standard 4 (safety) and previously in standard 5 (social interaction)	
Standard 3 Indicators		
Moderate to vigorous physical activity	Previously in standard 4 (cardio respiratory exercises)	
Establishing Healthy Activity Patterns and Values	Previously in standard 4 (Health Related Components)	
Self-Management Skills	Previously in standard 5 (self-responsibility)	
Standard 4 Indicators		
Health-related Fitness Components	Previously in standard 4 (assessment & health related fitness components)	
Physiological Effects & Benefits of Physical Fitness	Previously in standard 1 (Physiological Effects) Previously in standard 4 (cardio respiratory exercises)	

Strands that were not included:

- Vocabulary
 - Vocabulary was a part of every standard, not just one and was included in the glossary instead of as a strand
- Diversity, Multi-Cultural Appreciation and Tolerance
 - While both of those are important in any school environment and should be values expected in all classrooms, they are not appropriate to be called out in these standards, nor should they be items on a standards based report card.
- Elements of movement, choreography, communication, rhythmic movement and organized dance
 - All taken out as part of the dance standard