

# **NASPE & Illinois State Standards**

**NASPE**

**Moving into the Future: National Standards for Physical Education, 2nd Edition**

Use the physical education national standards to develop physically-educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The purpose of the National Standards document is to provide the framework for a quality physical education.

Standard 1:

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

Standard 2:

**Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

Standard 3:

**Participates regularly in physical activity.**

Standard 4:

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

Standard 5:

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

Standard 6:

**Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**ILLINOIS STATE STANDARDS**

## **Applications of Learning**

**Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.**

### **Solving Problems**

**Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.**

**Physical activity is a catalyst to problem solving. Students learn how to move quickly and decisively in games, how to deal with their opponents in sports, and how to gain advantage and respond to changing situations. In physical development and health, students also learn how to acquire and understand basic health information, assess such information and address health problems.**

### **Communicating**

**Express and interpret information and ideas.**

**Physical activity and movement can be a medium of communication. Students learn to observe others, listen, act and react—understanding the intentions of others and making their own intentions clear. Students also need to understand written and oral communications ranging from warning labels to medical advertisements and health-related news reports. They should be able to question and analyze information to help them make individual decisions about good health.**

### **Using Technology**

**Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.**

**Students monitor fitness and analyze movement skills with monitoring instruments, video and computer software. These tools allow students to keep records, graph progress, create simulations and compare performance to national statistics. On-line services provide added information about health issues and fitness. Technology provides students with tools comparable to those used in the professional fitness and health fields.**

### **Working on Teams**

**Learn and contribute productively as individuals and as members of groups.**

**Students learn to recognize individual strengths, resolve differences and use teamwork as a necessary tool for working with others. Teamwork is also integral to many sports. Sports in**

**turn teach the elements of teamwork in other fields. One overall goal of physical development is to give students the knowledge and skills necessary for working on teams to achieve specific objectives or a common goal.**

### **Making Connections**

**Recognize and apply connections of important information and ideas within and among learning areas.**

<http://www.isbe.state.il.us/ils/pdh/standards.htm>