Quality Physical Education

Physical activity is critical to the development and maintenance of good health. NASPE believes that every student in our nation's schools, from kindergarten through grade 12, should have the opportunity to participate in quality physical education.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Quality physical education consists of four critical elements:

- Opportunity to Learn
- Meaningful Content
- Appropriate Instruction
- Student and Program Assessment

Opportunity to Learn Standards for Elementary School Physical Education (NASPE, 2000)
Opportunity to Learn Standards for Elementary School Physical Education (NASPE, 2004)
Opportunity to Learn Standards for Elementary School Physical Education (NASPE, 2004)

These standards define the elements that need to be in place in order to provide a positive learning environment and quality program. Such elements include a certified physical education teacher, adequate time, and safe and ample facilities and equipment.

Moving into the Future: National Standards for Physical Education, Second Edition (NASPE, 2004)

These content standards clearly identify what students should know and be able to do as a result of a quality physical education program. The second edition reflects the most current research and theory about 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.
Standards 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.

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Appropriate Practices for Elementary School Physical Education (NASPE, 2000)
Appropriate Practices for Middle School Physical Education (NASPE, 2001)
Appropriate Practices for High School Physical Education (NASPE, 2004)

The national guidelines explain appropriate and inappropriate instructional practices. The guidelines address numerous areas including curriculum design, learning experiences, fitness activities, fitness testing, student assessment, maximizing participation, forming groups, competition, and many others.

Standards-Based Assessment of Student Learning (Lambert/NASPE, 1999)

This book addresses current thinking on assessment, defines assessment, and presents a framework for conducting standards-based assessment. It provides a conceptual context for the other books that comprise NASPE's physical education assessment series (currently 15 books).

For more information on quality physical education, visit NASPE's website at **www.naspeinfo.org**