

Some Essential
Learner Outcomes for

Physical education

**SOME ESSENTIAL
LEARNER OUTCOMES
FOR
PHYSICAL EDUCATION**

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SECTION I

INTRODUCTION

The Task Force:

The outcomes stated herein were formulated and categorized by a state-wide team of elementary, secondary, and higher education physical educators and curriculum specialists.

The Purpose of Some Essential Learner Outcomes (SELO)

The purpose of Some Essential Learner Outcomes is to provide teachers, physical education specialists, school administrators and clientele with a systematic look at physical education curriculum in order to facilitate curriculum needs assessment, development, selection, and evaluation.

The SELO's are intended as a guide to aid in the formulation of local program goals and objectives.

The results of such efforts may affect decisions on curriculum, in-service education, staffing assignments, scheduling, facilities, equipment and supplies.

Philosophical Background:

Physical education is an integral part of the total educational program. As such, it must seek to contribute to the overall goals of the educational program of which it is a part.

Though these purposes and goals are often broadly conceived and include concern for the cognitive and affective domains, as well as for the psychomotor, they should serve as guidelines for determining the kind of physical education program offered on a kindergarten through grade 12 continuum.

Physical education contributes to the development of the individual through the natural medium of physical activity — human movement. It must be a carefully planned sequence of learning experiences designed to fulfill the growth, development and behavior needs of each student.

If we believe the above philosophy to be true, then a comprehensive physical education program should be provided for all children that has as its foundation a common core of learning experiences. This common core of learning is concerned with efficient body management in a variety of movement situations. It serves the divergent needs of all pupils — the gifted, the slow learner, the handicapped, the culturally deprived, and the average — and is geared to the developmental needs of each student.

The program must be planned and conducted to provide each student with maximal opportunities for involvement in situations calling for mental, motor and emotional responses which will result in optional and desirable modifications in behavior: skill, knowledge and attitudes. Other considerations must be a variety of learning experiences and the curricular content organized so that levels of learning are recognized and can take place in a sequential and developmental arrangement.

The physical education program should be one that: (1) fosters vigorous physical activity and the improvement of physical fitness, (2) develops motor skills, (3) fosters creativity, (4) emphasizes safety, (5) motivates expression and communication, (6) promotes self-understanding and acceptance of self and others, and (7) stimulates social development.

In other words, physical education is not only helpful immediately, but also prepares the student for a productive life, in the same way as other disciplines of the school curriculum. Because their bodies are so very important to the way they think and feel and act — to their success instead of failure — learning how to function well physically is one of the best life assurances students can have.

School District Implementation:

The translation of a goal into specific subject matter or curriculum content is a local decision that should include broad representation from the physical educators in that school or system.

It is suggested that, as part of a local planning process, the physical education SELOs be scrutinized closely. Local systems are encouraged to review these outcomes as new directions are developed, and/or alter presently stated goals.

Once the SELOs have been reviewed locally and supplemented in a way that is consistent with local broad range goals, then curriculum can be selected, implemented and evaluated.

The Organizational Format:

The SELOs were developed for six (6) broad categories of emphasis in Physical Education as follows:

- Physical Fitness
- Rhythms/Dance
- Aquatics
- Group Sports and Activities
- Individual and Dual Sports/Activities
- Outdoor Education/Recreation

Within each broad category of emphasis, the psychomotor, cognitive and affective domain has been organized hierarchically, proceeding from the simplest to the most complex.

The sequence of learner outcomes should be regarded as a continuum of development. It is assumed that students will be at various points along this continuum in the various domains and that appropriate emphasis will be given in view of each student's progress.

Each category has been provided with some specific examples that indicate how that objective might be interpreted for nine-year-old, thirteen-year-old and seventeen-year-old students. The examples provided are intended to serve as points of departure for school districts.

Standards of Performance:

Evaluation is a continuous, ongoing process, a diagnostic-prescriptive tool, and an aid to program achievement and planning. It involves such items as the assessment of student performance on the basis of individual progress in relation to abilities and capabilities, the utilization of various techniques to provide comprehensive information about the student, an emphasis on individual progress rather than comparative rankings, and the participation of students in self-evaluation outcomes.

The task force developed suggested achievement standards for the psychomotor domain and general statements regarding the cognitive and affective domains. These suggested standards are included in the appendix. Additional standards, curriculum suggestions, methods, and materials can be found in Minnesota Physical Education Curriculum Guides, 11, 28, 31 and Addendum to Curriculum Bulletin No. 29.

Summary:

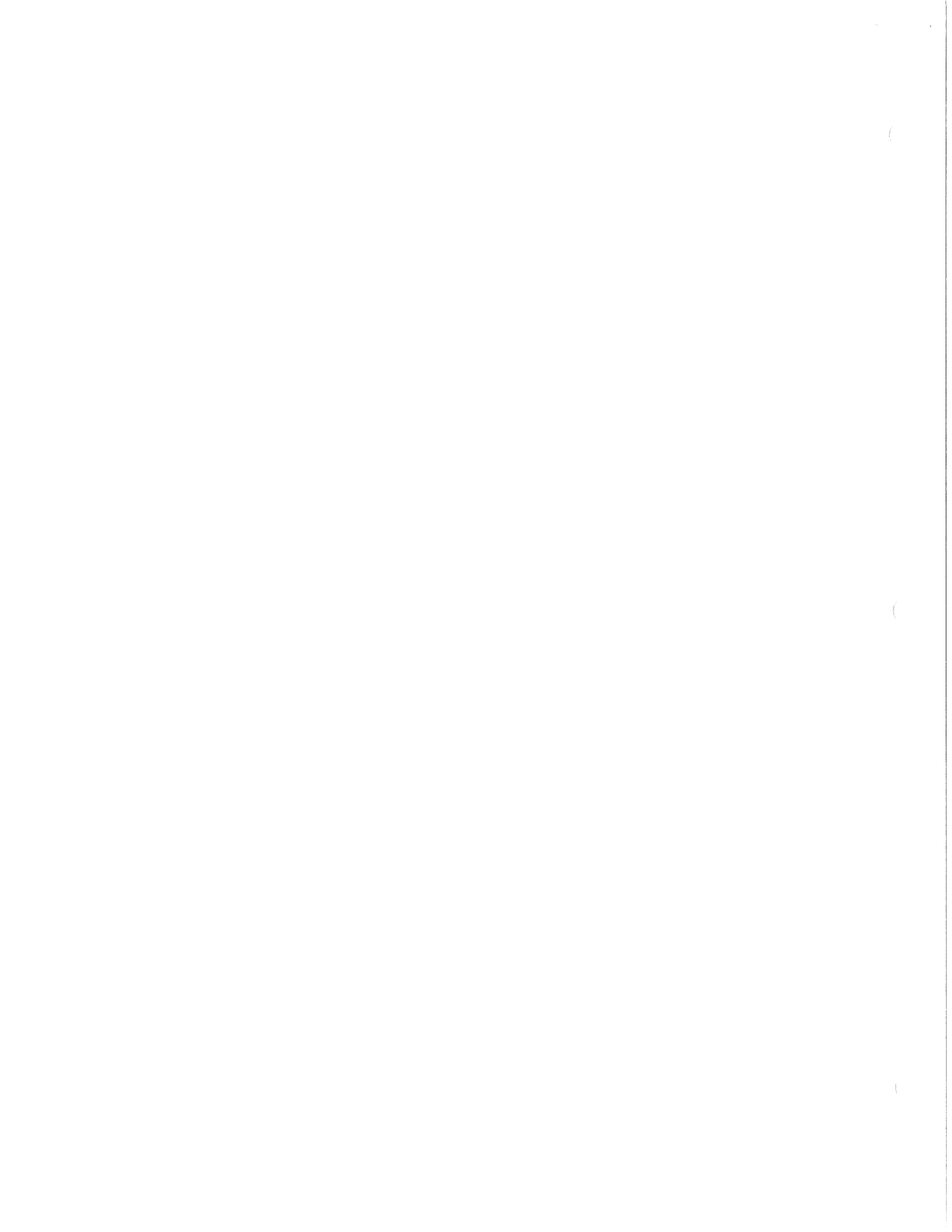
It is obvious that no single sequence of activities will fit all curriculum implementation efforts. On the contrary, the particular sequence of physical activities chosen will depend upon the following parameters:

- 1) the level at which the curriculum is to be implemented
- 2) the school district's commitment in time, philosophy, and dollars
- 3) assigned personnel, material resources, and facilities
- 4) the ability, willingness and opportunity of those involved to fully participate
- 5) the students to be served and what is known about them, and
- 6) staff experience and attitudes toward students, education and the assignment.

In reality, all attitudes and rules, explicit or implied, that govern the schools and communities regarding curriculum are part of the parameters that must be taken into consideration.

Since philosophy, both individual and collective, determines, or at least influences, the nature of every transaction which takes place during a human activity such as curriculum implementation, the participating staff should be aware of the various philosophies that pertain to the activities they will initiate or direct. It can be expected that the educational priorities of the individuals and represented groups involved in the project will be very diverse, and, correspondingly, it can be expected that a dogmatic approach to curriculum development will result in a lack of commitment of everyone involved. To be really effective, it will be necessary to elicit the basic outcomes, or expectations, of all concerned. These outcomes, or expectations, should be in the form of terminal goals. Every course of physical education experience offered should reference in some way to those terminal goals. In the early stages of implementation, differences between philosophies and the individuals involved must be negotiated to expedite the attainment of the overall objective — the establishment and/or maintenance of a new curriculum or present course of study.

With this in mind, the committee hopes the SELOs will assist to that end.



SECTION II

SOME ESSENTIAL LEARNER OUTCOMES FOR PHYSICAL EDUCATION

Goal Statement for Physical Education K-12

The Physical Education Program for the State of Minnesota is designed to provide a variety of motor experiences to help all students K-12 develop the skills, knowledge, and attitudes necessary to maintain health and to function effectively in today's society.

I. PHYSICAL FITNESS

Students should be able to demonstrate skills, proficiencies, appreciation for, and an understanding of, physical fitness as an integral part of body health. Physical Fitness includes such areas as cardiovascular strength and endurance, muscular strength and endurance, flexibility, nutrition and rest.

II. RHYTHMS/DANCE

Students should be able to identify and perform different fundamental rhythms/dance, step patterns, body movements, creative expression and appreciate the role of rhythms/dance in their lives.

III. AQUATICS

Students should be able to demonstrate competence in basic swimming skills and drownproofing, develop an understanding of safety in and around the water, and develop an appreciation of aquatic activities.

IV. GROUP SPORTS AND ACTIVITIES

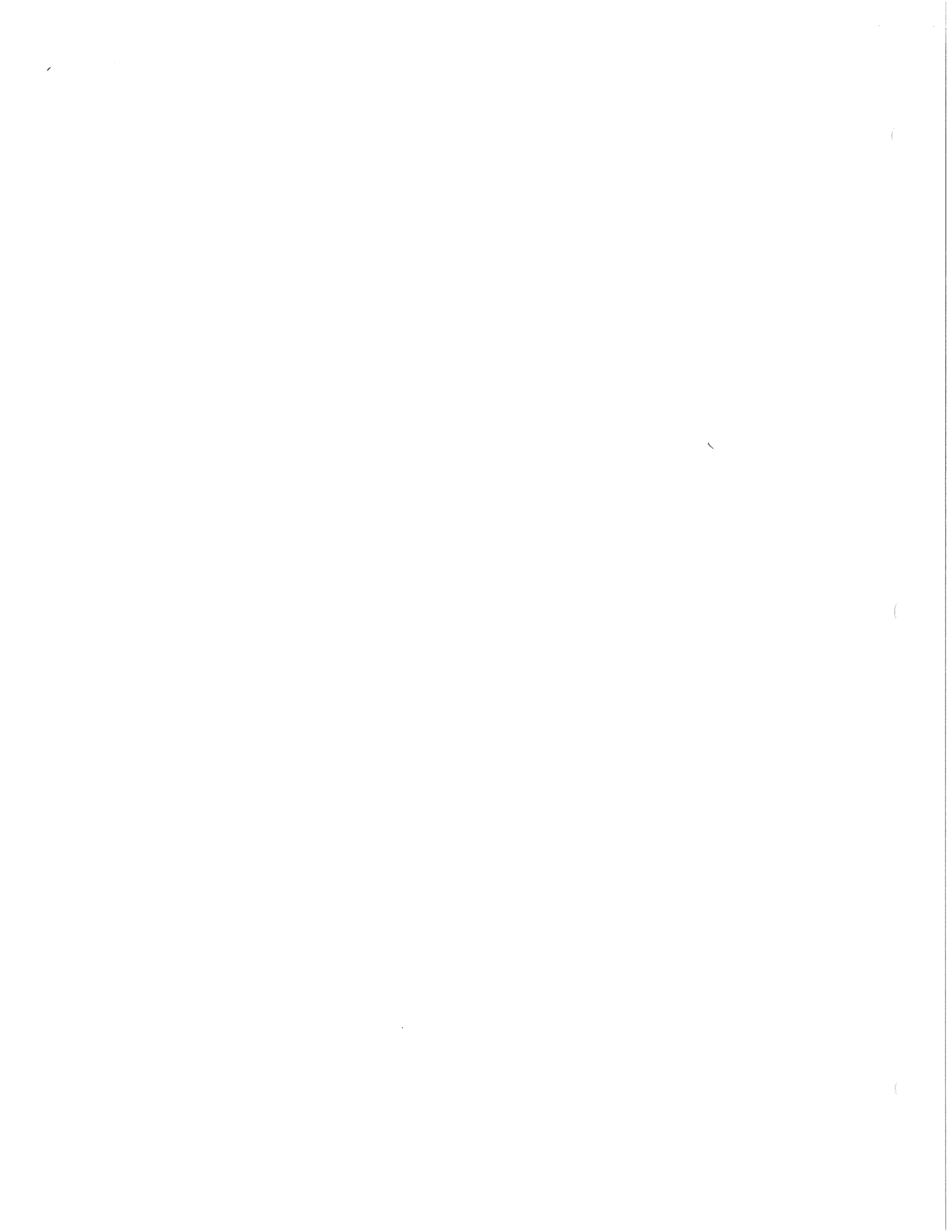
Students should be able to demonstrate skills, understanding, desire, and physical conditioning to participate in at least one group sport or activity for each of the four seasons of the year.

V. INDIVIDUAL AND DUAL SPORTS/ACTIVITIES

Students should be able to demonstrate the skills, knowledge, desire, and physical conditioning necessary to participate in a variety of individual and dual sports/activities.

VI. OUTDOOR EDUCATION/RECREATION

Students should be able to demonstrate the skills, knowledge, desire, and physical conditioning sufficient to participate in Outdoor Education, Recreational and Life Time activities.



SECTION III

SOME ESSENTIAL LEARNER OUTCOMES FOR PHYSICAL EDUCATION

Goal Statement for Physical Education K-12

The Physical Education Program for the State of Minnesota is designed to provide a variety of motor experiences to help all students K-12 develop the skills, knowledge, and attitudes necessary to maintain health and to function effectively in today's society.

I. PHYSICAL FITNESS

Students should be able to demonstrate skills, proficiencies, appreciation for, and an understanding of physical fitness as an integral part of body health. Physical Fitness includes such areas as cardiovascular strength and endurance, muscular strength and endurance, flexibility, nutrition, and rest.

9 Year Old COGNITIVE

- a. Students should understand the need for physical fitness.
- b. Students should recognize activities that contribute to physical fitness.

13 Year Old COGNITIVE

- a. Students should understand the value of physical fitness.
- b. Students should recognize activities that contribute to physical fitness.
- c. Students should have knowledge of a physical fitness program that meets their needs.

17 Year Old COGNITIVE

- a. Students should know and understand the relationship of respiratory and cardiovascular systems as they relate to physical fitness.
- b. Students should be able to identify community resources which contribute to physical fitness.
- c. Students should know and understand how to develop a program to meet their physical fitness needs.

9 Year Old	13 Year Old	17 Year Old
<p>PSYCHOMOTOR</p> <ul style="list-style-type: none">a. Students should have skills contributing to their physical fitness.b. Students should begin to measure their personal physical fitness levels. <p>AFFECTIVE</p> <ul style="list-style-type: none">a. Students should have a positive attitude concerning the role of physical fitness in their environment.b. Students should have an appreciation of the value of personal physical fitness.	<p>PSYCHOMOTOR</p> <ul style="list-style-type: none">a. Students should have the skill to effectively improve their physical fitness level.b. Students should be able to measure their personal physical fitness level. <p>AFFECTIVE</p> <ul style="list-style-type: none">a. Students should have a positive attitude concerning the role of physical fitness in their environment.b. Students should have an appreciation of the value of personal physical fitness.	<p>PSYCHOMOTOR</p> <ul style="list-style-type: none">a. Students should have skills to effectively maintain physical fitness at their optimum level.b. Students should be able to measure the relative contribution of activities as they relate to their physical fitness. <p>AFFECTIVE</p> <ul style="list-style-type: none">a. Students should have a positive attitude concerning the role of physical fitness in our society.b. Students should have an appreciation of the value of personal physical fitness.

II. RHYTHMS/DANCE

Students should be able to identify and perform different fundamental rhythms/dance, step patterns, body movements, creative expression and appreciate the role of rhythms/dance in their lives.

9 Year Old COGNITIVE

- a. Students should be able to identify the difference between even and uneven rhythms and such components as tempo and quality of music.
- b. Students should be able to recognize some folk dances and their origins.
- c. Students should be able to recognize and identify components of creative dance in relation to time (slow, fast), space, level (low, high) and direction.

PSYCHOMOTOR

- a. Students should be able to keep time to the beat and select appropriate motor skills for a given rhythm.
- b. Students should be able to respond to a variety of instructions to music or other accompaniment.
- c. Students should be able to perform a variety of dance steps and/or movements.

AFFECTIVE

- a. Students should be able to appreciate and enjoy rhythms.
- b. Students should demonstrate a beginning of self-confidence through participation.

13 Year Old COGNITIVE

- a. Students should be able to discriminate between different forms of rhythms/dance and have a practical knowledge of at least two forms.

PSYCHOMOTOR

- a. Students should be proficient in performing rhythmic movements and step patterns.

AFFECTIVE

- a. Students should increase their appreciation of rhythms and the role of dance in their lives.
- b. Students should demonstrate an increasing self-confidence and social awareness through participation.

17 Year Old COGNITIVE

- a. Students should have a basic knowledge of terminology of various rhythms/dance.
- b. Students should be able to differentiate between several forms of dance/rhythms such as:

aerobics, ballet, creative, dance therapy, folk, gymnastics, jazz, line, marching, modern, social, and square.

PSYCHOMOTOR

- a. Students should demonstrate competence in a variety of rhythms/dance forms.

AFFECTIVE

- a. Students should appreciate rhythms/dance from a social, physical and aesthetic viewpoint.
- b. Students should have an understanding of the impact of rhythms/dance as a social and/or creative aspect of their lives, and be comfortable with rhythms/dance performance.
- c. Students should demonstrate a positive self-image and social relationships through participation.

III. AQUATICS

Students should be able to demonstrate competence in basic swimming skills and drownproofing, develop an understanding of safety in and around the water, and develop an appreciation of aquatic activities.

9 Year Old

COGNITIVE

- a. Students should know and understand fundamental safety rules as they relate to themselves and others.
- b. Students should have a knowledge of drownproofing and basic rescue skills.

PSYCHOMOTOR

- a. Students should be able to demonstrate drownproofing.
- b. Students should be able to demonstrate a basic swimming stroke.

AFFECTIVE

- a. Students should appreciate the value of basic swimming, and be comfortable in and around the water.
- b. Students should demonstrate a beginning of self-confidence through participation.

13 Year Old

COGNITIVE

- a. Students should have a comprehensive understanding of safety rules in and around the water as it relates to themselves and others.
- b. Students should have a knowledge of fundamental swimming and diving skills.
- c. Students should have a basic knowledge of rescue and water safety.

PSYCHOMOTOR

- a. Students should be able to demonstrate with proper technique a stroke both on the front and the back.
- b. Students should be able to demonstrate the proper use of personal flotation devices and reaching assists.

AFFECTIVE

- a. Students should have an appreciation of their own swimming and rescue capabilities.
- b. Students should demonstrate an increasing self-confidence and social awareness through participation.

17 Year Old

COGNITIVE

- a. Students should have a comprehensive understanding of safety in and around the water, and their responsibility to the safety of themselves and others.
- b. Students should have knowledge of terminology of a variety of strokes and dives, and an understanding of lifesaving techniques.
- c. Students should have knowledge and an understanding of swimming and diving techniques.
- d. Students should have knowledge and understanding of advanced lifesaving techniques.

PSYCHOMOTOR

- a. Students should be able to demonstrate with proper mechanics a variety of swimming strokes.
- b. Students should be able to simulate mouth to mouth resuscitation and other basic rescue skills.

AFFECTIVE

- a. Students should appreciate the value of lifesaving, diving, and proper swimming techniques.
- b. Students should appreciate swimming as a means of personal fitness and life-time enjoyment.
- c. Students should demonstrate a positive self-image and social relationships through participation.

IV. GROUP SPORTS AND ACTIVITIES

Students should have the skill, understanding, desire, and physical conditioning to participate in at least one group sport or activity for each of the four seasons of the year.

9 Year Old COGNITIVE

- a. Students should have a preliminary knowledge and understanding of terminology and rules relating to activities leading to team play.
- b. Students should have a knowledge and understanding of preliminary techniques leading to team play.
- c. Students should know and be aware of safety as it relates to themselves and others.

PSYCHOMOTOR

- a. Students should have preliminary skills in activities leading to team play.
- b. Students should have the necessary level of physical conditioning for each activity.

13 Year Old COGNITIVE

- a. Students should have basic knowledge and understanding of the rules and terms applicable to team activities.
- b. Students should have a basic knowledge and understanding of performance techniques.
- c. Students should understand fundamental strategies involved in the performance of these activities.
- d. Students should have a comprehensive understanding of safety as it relates to themselves and others.

PSYCHOMOTOR

- a. Students should have basic skills and proficiencies to participate in team sports.
- b. Students should have the necessary level of physical conditioning specific to each team sport.

17 Year Old COGNITIVE

- a. Students should have a knowledge and understanding of history, rules, and terms applicable to team activities.
- b. Students should have a knowledge and understanding of performance techniques.
- c. Students should be able to apply strategies involved in the performance of these activities.
- d. Students should have a comprehensive understanding of safety, and their responsibility to the safety of themselves and others.
- e. Students should have knowledge and understanding of purchasing and maintaining equipment and supplies as well as other consumer implications.

PSYCHOMOTOR

- a. Students should have the skills and proficiencies necessary to participate in team sports.
- b. Students should have the necessary level of physical conditioning specific to each team sport.

9 Year Old	13 Year Old	17 Year Old
<p>AFFECTIVE</p> <ul style="list-style-type: none"> a. Students should have an appreciation of and a desire to participate in activities leading to team play. b. Students should demonstrate positive sportsmanship qualities desirable in activities leading to team play. c. Students should demonstrate positive behavior while participating or as a spectator. d. Students should demonstrate a beginning of self-confidence through participation. e. Students should appreciate the aesthetics of performance. 	<p>AFFECTIVE</p> <ul style="list-style-type: none"> a. Students should have an appreciation of and a desire to participate in team sports. b. Students should demonstrate positive sportsmanship qualities for team play. c. Students should demonstrate positive behavior while participating and as a spectator. d. Students should demonstrate an increasing self-confidence and social awareness through participation. e. Students should appreciate the aesthetics of performance. 	<p>AFFECTIVE</p> <ul style="list-style-type: none"> a. Students should have an appreciation of and desire to participate in team sports. b. Students should demonstrate positive sportsmanship qualities for team play. c. Students should demonstrate positive behavior as a participant, as a spectator, or as an official. d. Students should demonstrate a positive self-image and social relationships through participation. e. Students should appreciate the aesthetics of performance.

V. INDIVIDUAL AND DUAL SPORTS/ACTIVITIES

Students should be able to demonstrate the skills, knowledge, desire, and physical conditioning necessary to participate in a variety of individual and dual sports/activities.

9 Year Old COGNITIVE

- a. Students should have knowledge of the techniques involved in preliminary movement.
- b. Students should know and be aware of safety as it relates to themselves and others.

PSYCHOMOTOR

- a. Students should have fundamental movements necessary for skill development.
- b. Students should have the physical conditioning necessary for fundamental movements.

13 Year Old COGNITIVE

- a. Students should have a basic knowledge and understanding of rules and terms applicable to individual and dual sports/activities.
- b. Students should have a basic knowledge and understanding of the techniques applicable to individual and dual sports/activities.
- c. Students should know the basic strategies applicable to individual and dual sports/activities.
- d. Students should have a comprehensive understanding of safety as it relates to themselves and others.
- e. Students should have knowledge and an understanding of purchasing and maintaining equipment and supplies as well as other consumer implications.

PSYCHOMOTOR

- a. Students should have basic skills and proficiencies to participate in individual and dual sports/activities.
- b. Students should have the specific physical conditioning for individual and dual sports/activities.

17 Year Old COGNITIVE

- a. Students should know and understand rules and terms applicable to individual and dual sports/activities.
- b. Students should know and understand the techniques applicable to individual and dual sports/activities.
- c. Students should know and understand the strategies applicable to individual and dual sports/activities.
- d. Students should have a comprehensive understanding of safety as it relates to themselves and others.
- e. Students should have knowledge and an understanding of purchasing and maintaining equipment and supplies as well as other consumer implications.

PSYCHOMOTOR

- a. Students should have skills and proficiency in a variety of individual and dual sports/activities.
- b. Students should have the specific physical conditioning for individual and dual sports/activities.

9 Year Old	13 Year Old	17 Year Old
<p>AFFECTIVE</p> <ul style="list-style-type: none"> a. Students should have an appreciation of, and the desire to participate in, self-directed activities. b. Students should demonstrate positive sportsmanship qualities. c. Students should demonstrate positive behavior while participating and as a spectator. d. Students should demonstrate a beginning of self-confidence through participation. e. Students should appreciate the aesthetics of performance. 	<p>AFFECTIVE</p> <ul style="list-style-type: none"> a. Students should have an appreciation for and a desire to participate in individual and dual sports/activities. b. Students should demonstrate positive sportsmanship qualities. c. Students should demonstrate positive behavior while participating and as a spectator. d. Students should demonstrate an increasing self-confidence and social awareness through participation. e. Students should appreciate the aesthetics of performance. 	<p>AFFECTIVE</p> <ul style="list-style-type: none"> a. Students should have an appreciation for and a desire to participate in individual and dual sports/activities. b. Students should demonstrate positive sportsmanship qualities. c. Students should demonstrate positive behavior while participating and as a spectator. d. Students should demonstrate a positive self-image and social relationships through participation. e. Students should appreciate the aesthetics of performance.

VI. OUTDOOR EDUCATION/RECREATION

Students should be able to demonstrate the skills, knowledge, desire, and physical conditioning sufficient to participate in Outdoor Education, Recreational and Life Time Activities.

9 Year Old COGNITIVE

- a. Students should have a preliminary knowledge and understanding of rules, terminology, and techniques involved in some outdoor activities.
- b. Students should have basic understanding of environmental ethics involved in the various activities.
- c. Students should know and be aware of safety as it relates to themselves and others.
- d. Students should have basic knowledge and understanding of outdoor education equipment and supplies.

PSYCHOMOTOR

- a. Students should have fundamental skills and proficiencies in a few outdoor activities.
- b. Students should have appropriate physical conditioning levels for specific outdoor education activities.

AFFECTIVE

- a. Students should demonstrate a beginning of self-confidence through participation.
- b. Students should have positive attitudes and appreciation of their relation to, and an interdependence upon, others.
- c. Students should have positive attitudes and appreciation of outdoor activities.
- d. Students should appreciate the aesthetics of the environment.

13 Year Old COGNITIVE

- a. Students should have a basic knowledge and understanding of techniques involved in several outdoor activities.
- b. Students should understand the environmental ethics involved in various activities.
- c. Students should have an understanding of safety as it relates to themselves and others.
- d. Students should have knowledge and understanding of outdoor education equipment and supplies.

PSYCHOMOTOR

- a. Students should have basic skills and proficiencies in several outdoor activities.
- b. Students should have appropriate physical conditioning levels for specific outdoor education activities.

AFFECTIVE

- a. Students should demonstrate an increasing self-confidence and social awareness through participation.
- b. Students should have positive attitudes and appreciation of their relation to, and an interdependence upon, others.
- c. Students should have positive attitudes and appreciation of outdoor activities.
- d. Students should appreciate the aesthetics of the environment.

17 Year Old COGNITIVE

- a. Students should have a basic knowledge and understanding of techniques involved in a variety of activities.
- b. Students should understand the environmental ethics involved in various activities.
- c. Students should have comprehensive understanding of safety responsibility to themselves and others.
- d. Students should have knowledge and understanding of consumerism and maintenance of outdoor equipment and supplies.

PSYCHOMOTOR

- a. Students should have skills and proficiencies in a variety of outdoor activities.
- b. Students should have appropriate physical conditioning levels for specific outdoor education activities.

AFFECTIVE

- a. Students should demonstrate a positive self-image and social relationships through participation.
- b. Students should have positive attitudes and appreciation of their relation to, and an interdependence upon, others.
- c. Students should have positive attitudes and appreciation of outdoor activities.
- d. Students should appreciate the aesthetics of the environment.

SECTION IV

APPENDIX

Suggested Standards of Performance or Areas of Emphasis in Psychomotor, Cognitive and Affective Domains

Definitions:

Psychomotor - The motor effects of mental processes

Cognitive - The process of knowing or perceiving

Affective - The stimulus resulting in an emotional feeling, or mood response.

Suggested Standards of Performance or Areas of Emphasis: Psychomotor Domain

Physical Fitness

9 Year Old

Students should perform at 50th percentile on an appropriate physical fitness test, which may include one or more of the following:

National Youth Fitness Test
Indiana Motor Fitness Test
Oregon Motor Fitness Test
Local Test

13 Year Old

Students should perform at 50th percentile on an appropriate physical fitness test, which may include one or more of the following:

National Youth Fitness Test
Indiana Motor Fitness Test
Oregon Motor Fitness Test
Local Test

17 Year Old

Students should perform at 50th percentile on an appropriate physical fitness test, which may include one or more of the following:

National Youth Fitness Test
Indiana Motor Fitness Test
Oregon Motor Fitness Test
Local Test

Rhythms/Dance

Students should have a variety of movement experiences from the following Rhythm/Dance areas:

9 Year Old

1. Create combinations involving locomotor and non-locomotor movements with even and uneven rhythms;

- a. Add a change of direction, level and intensity while creating various combinations.
2. Respond expressively to musical arrangements expressing emotions, occupations, story book characters.
3. Create new body movements through exploration.
4. Perform fundamental movements to singing games and simple folk dances.
5. Perform the step-hop, step-swing, and two-step in simple dances.
6. Identify and perform American folk and square dances involving the left elbow swing, right elbow swing, both hands around, promenade, do-si-do your partner.

13 Year Old

1. Demonstrate a number of contemporary dances and line dances.
2. Demonstrate a variety of folk dance step skills from the following:
 - the two-step
 - the schottische
 - the step-hop
 - the polka
 - the waltz
 - a balance step
 - the heel and toe polka
 - the step-swing
 - the step-draw
 - the bleking step
 - the grapevine
 - the buzz step
3. Demonstrate a variety of square dance performance skills from the following:

- a shuffle step
- a balance step
- a promenade
- a do-si-do
- an allemande left
- a grand right and left
- a sashay
- right and left through
- pass right through
- ladies chain
- ladies grand chain
- back track
- one-and-a-half

4. Create and perform a modern dance movement using basic locomotor and non-locomotor skills.

17 Year Old

Students at this age level should be able to perform a variety of the following dances.

- Demonstrate a number of Contemporary Dances - Line Dances
- Folk Dances
- Square Dances
- Creative/Modern Dances
- Social Dances

Aquatics

It is strongly recommended that swimming instruction levels should be scheduled according to swimming ability. Students should be able to demonstrate a variety of fundamental skills from the following areas essential to be in and around the water:

9 Year Old (Beginner/Advanced Beginner)

Drownproofing

With proper technique, demonstrate a stroke both on the front and the back. Example: Front Crawl, Elementary Backstroke.

Basic water safety skills such as Throw, Tow

Use of personal flotation device

Standing Front Dive

Survival Floating - 2 min.

13 Year Old (Intermediate/Swimmer)

Running Front Dive

Front Crawl - 50 yds.

Elementary Backstroke - 50 yds.

Sidestroke - 25 yds.

Back Crawl - 25 yds.

Breast stroke - 25 yds.

Basic Rescue and Water Safety Skills

Feet First Surface Dive

Waterpolo, Water Volleyball

17 Year Old (Swimmer/Advanced Swimmer)

I. Advanced Swimmer Skills

Sidestroke for 100 yds.

Breast stroke for 100 yds.

Back Crawl for 50 yds.

Front Crawl for 100 yds.

Advanced Lifesaving Rescue Skills

Cardiac Pulmonary Resuscitation

II. Diving

Front

Back

Inward

Reverse

Half Twist

III. Water Games

Waterpolo

Water Basketball

Water Baseball

IV. Synchronized Swimming Skills

Synchronized Swimming skills with Modified Crawl, Back Crawl, Sidestroke and Breast Stroke.

The following are a few of the basic stunts used in Synchronized Swimming: Back Dolphin, Ballet Leg, Clam (oyster), Kip, Marlin, Porpoise, Somersaults (forward tuck, back tuck, forward pike, back pike), Summersub, Tubbing.

V. Competitive Swimming

Group Sports and Activities

Age 9

Students should demonstrate necessary fundamental skills essential to participate in lead-up games contributing to group sports.

Age 13

Students should demonstrate skills in five (5) of the following group sports:

- Baseball
- Basketball
- Broomball
- Field Hockey
- Floor Hockey
- Football (Flag or Touch)
- Ice Hockey
- Soccer
- Softball (Slow or Fast)
- Speedaway
- Speedball
- Team Handball
- Volleyball
- Waterpolo
- Other

Age 17

Students should demonstrate skills in seven (7) of the following group sports:

- Baseball
- Basketball
- Broomball
- Field Hockey
- Floor Hockey
- Football (Flag or Touch)
- Ice Hockey
- Soccer
- Softball (Slow or Fast)
- Speedaway
- Speedball
- Team Handball
- Volleyball
- Waterpolo
- Other

Individual and Dual Sports/Activities

Age 9

The following are appropriate fundamental activities for the 9 year old.

- Bowling
- Darts
- Floor Tennis
- Four Square
- Frisbee
- Handball
- Hopscotch
- Paddle Ball
- Paddle Tennis

Rope Jumping
Shuffleboard
Tetherball
Other

Age 13

Students should demonstrate skills in five of the following activities:

Aerial Tennis
Archery
Badminton
Bicycling
Bocceball
Bowling
Croquet
Curling
Darts
Deck Tennis
Floor Tennis
Frisbee
Golf
Gymnastics
Handball
Horseshoes
Paddle Ball
Paddle Tennis
Platform Tennis
Racquet Ball
Rope Jumping
Shooting Sports
Shuffleboard
Skating (ice or roller)
Skiing
Table Tennis
Tennis
Tetherball
Track
Wrestling
Other

Age 17

Students should demonstrate skills in seven of the following activities:

Aerial Tennis
Archery
Badminton
Bicycling
Bocceball
Bowling
Croquet
Curling
Deck Tennis
Frisbee
Golf
Gymnastics
Handball
Horseshoes
Paddle Ball
Paddle Tennis
Platform Tennis

- Rope Jumping
- Shooting Sports
- Shuffleboard
- Skating (ice or roller)
- Skiing
- Table Tennis
- Tennis
- Track
- Wrestling
- Other

Outdoor Education/Recreation

Age 9

The following are appropriate fundamental activities for the 9 year old.

- Bicycling (safety)
- Camping (all season)
- Fishing (all season)
- Hiking
- Ice skating
- Modified outdoor winter games (soccer, broomball, softball)
- Roller skating/skate boarding
- Snow caving, sculpturing/painting
- Other

Age 13

Students should have experiences in various activities that represent each season of the year.

- Archery
- Bicycling
- Camping
- Canoeing
- Cross country skiing
- Downhill skiing
- Fishing
- Hiking
- Ice skating
- Maps and compass
- Modified outdoor winter games (soccer, broomball, softball)
- Orienteering
- Rock climbing
- Roller skating/Skate boarding
- Shooting sports (target, trap, skeet)
- Snowshoeing
- Water craft (sailing, white water, kayak, rowing, surf sailing)
- Other

Age 17

Students should have an elective and required program which provides proficiency in a variety of the following activities:

- Archery
- Backpacking
- Bicycling
- Canoeing
- Cross country skiing
- Downhill skiing
- Fishing

Maps and compass
Modified outdoor winter games
Orienteering
Rock climbing
Roller skating/Skate boarding
Shooting sports (target, trap, skeet, black powder)
Skin and scuba diving
Snow caving/climbing
Snow shoeing
Water craft (sailing, rowing, whitewater, kayak, sailing)
Other

Suggested Standards of Performance or Areas of Emphasis: Cognitive Domain

Students should have a comprehensive knowledge and understanding of the many activities involved in the physical education program. The teacher should recognize the age and experience involved in this category.

Some of the important areas in the cognitive domain include the following:

- a. Understand the principles of movement and body mechanics which result in the efficient use of the body (in work and play).
- b. Understand the human body and the factors which influence the development and maintenance of physical fitness.
- c. Understand the techniques and strategies involved in the activities.
- d. Understand consumer knowledge necessary for purchasing and maintaining equipment and supplies.
- e. Understand the safety required for enjoyable participation.
- f. Understand the history, rules, and terminology of the activities.

Evaluative instruments that may be utilized in the cognitive domain include written tests, teacher observations, check lists, rating scales, and others.

Suggested Standards of Performance or Areas of Emphasis: Affective Domain

It is important to consider and evaluate the affective and esthetic domain for each curriculum area of physical education. This assessment will allow the students the opportunity to internalize their feelings, self-image and their relationship to others. It also allows the instructor the chance to critique the setting and environment they provide for learning.

There are two basic methods of evaluating the affective domain:

- Observation

Techniques, i.e.

Films
Visual observation
Tapes

- Communication

Techniques, i.e.

Conversation
Questions
Writing
Discussion
Artistic expression
Multi-media - Films/Photographs/Slides

Various methods and techniques are available by which one can assess the student's self-image, feelings and attitudes, and it is suggested that physical education teachers develop their own for each area of curriculum emphasis.

