



# **PHYSICAL EDUCATION CURRICULUM FRAMEWORK**

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# Physical Education Curriculum Framework

## General Introduction

The *2020 Physical Education Curriculum Framework* outlines content standards for physical education in Grades K-8; the required high school course, Beginning Kinesiology; and high school elective courses. These standards emphasize a continuum of learning, building on elements taught in each grade. For this reason, standards for Grades K-5 and 6-8 have been formatted to make the document more user-friendly, allowing teachers to see progression across the grade levels. Mountain Brook Schools' physical education program focuses on both student participation and student learning to achieve mastery of the content standards within this document.

The overall goal of Mountain Brook Schools' physical education program is to produce physically literate individuals through standards-based best practices. A physically literate individual is defined as a person who has the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. The standards provide a vision of what it means to be a physically literate person at each grade level.

The *2020 Physical Education Curriculum Framework* is based upon current knowledge and research regarding developmentally appropriate practices, outcomes, and objectives. It identifies the minimum content that students must know by the end of each grade level or course and provides guidance for educators in designing quality physical education programs characterized by strong curriculum and positive learning opportunities. By participating in quality physical education programs, students become physically literate and active for life.

The Society for Health and Physical Educators (SHAPE) America has established broad national standards which provide the framework for comprehensive, high-quality physical education programs and identify what students should know and be able to do as a result of their participation. SHAPE America standards were carefully considered in developing these standards.

National statistics clearly indicate that the prevalence of overweight and obese children has reached alarming levels. Research shows that students who participate in regular, fitness-based physical education show improved health, enhanced academic achievement, increased on-task behavior, better concentration, decreased absenteeism, healthier school culture, and increased problem-solving skills.<sup>1</sup> Every Student Succeeds Act (ESSA) emphasizes the importance of physical education in the well-rounded education of all students. Physical education encourages a positive attitude toward self and others, an important factor in creating a safe and healthy learning environment, which fits perfectly with Mountain Brook Schools' vision for education.

Mountain Brook Schools has a responsibility to provide quality physical education programs that allow Grades K-12 students to acquire the knowledge and skills necessary to maintain healthy lifestyles that contribute to a better quality of life. Positive habits established during childhood and adolescence are vital to the health and wellness of adults and, therefore, must be addressed within the school curriculum. The skills and knowledge students are expected to demonstrate also have wide applicability outside the school setting.

<sup>1</sup> <https://www.healthypeople.gov/2020/leading-health-indicators/2020-lhi-topics/Nutrition-Physical-Activity-and-Obesity>

## The "HOW" IS NOT INCLUDED IN THE STANDARDS

The standards in the *2020 Physical Education Curriculum Framework* define what all students are expected to know and be able to do, **not** how teachers should teach. Standards focus on what is essential; they do not attempt to describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The standards must be implemented by a well-developed, skills- and content-rich curriculum and a program consistent with the expectations laid out in this document. School-based sports programs are not a substitute for a quality physical education program.

The standards set specific expectations for each grade, but do not fully reflect the great variety of abilities, needs, learning rates, and achievement levels of students in any given classroom. Therefore, the standards do not define the intervention methods or materials necessary to support students who are below or above grade-level expectations. While all students must have the opportunity to access the knowledge and develop the skills necessary for lifelong physical literacy, it is beyond the scope of the *2020 Physical Education Curriculum Framework* to define the full range of supports appropriate for the physical education of students with special needs.

Cardiopulmonary Resuscitation (CPR), Automatic External Defibrillator (AED) use, and first aid are covered in the standards for health education and are therefore not included in standards for physical education.

Although it is not specifically articulated in the standards, the mind-body connection, which contributes greatly to a well-rounded education, is a core concept in everything taught in physical education. Growing research continues to show that increased academic success correlates with increased physical activity. Mind-body connection is a concept that should be integrated into every aspect of a quality physical education program.

# Synopsis of Laws, Regulations, and Resolutions Relating to Physical Education

## **Reference Information**

The *Code of Alabama* contains laws passed by the state legislature. A reference to the *Code of Alabama* has three parts: Title, Chapter, and Paragraph. Laws related to education are located in (Title) §16. Chapters are numbered and organized by topic. Paragraphs may be located within the referenced Chapter.

The *Alabama Administrative Code* (AAC) contains policies and regulations adopted by the Alabama State Board of Education.

The *Alabama Course of Study: Physical Education* contains minimum required content standards and implementation guidelines for physical education.

Alabama State Board of Education resolutions or directives from the Alabama State Superintendent of Education provide additional guidance for physical education.

In addition to implementing the minimum course content outlined in the *2020 Physical Education Curriculum Framework*, Mountain Brook Schools must abide by certain laws and Alabama State Board of Education resolutions that govern other aspects of the physical education program. Listed below are some of the laws, regulations, and resolutions that have relevance for physical education programs in Alabama schools.

## **Physical Education Required**

Every public school and private school, except church schools as defined in the *Code of Alabama*, 1975, §16-28-1, shall carry out a system of physical education, the character of which shall conform to the program or course outlined by the Alabama Department of Education (*Code of Alabama*, 1975, §16-40-1). Therefore, according to law, the minimum required content found in the *Alabama Course of Study: Physical Education* must be taught in all public schools in Alabama.

## **Precedent-Setting Court Case**

### ***Mitchell v. McCall***

The program of education prescribed under this delegated authority is legislative in nature and has the coercive effect of law (*Mitchell v. McCall*, 273 Ala. 604, 143 So. 2d 629, 1962); (*Code of Alabama*, 1975, §16-40-1).

## **Grades K-8 Requirement**

Daily physical education instruction is required for a minimum of 30 minutes for Grades K-5\* and a minimum of 50 minutes for Grades 6-8 with no exceptions or substitutions and may not be combined with lunch time. Recess time may not be substituted for physical education and should not take place immediately before or after physical education class time. (*Code of Alabama* 1975, §16-40-1).

### **Options for Middle School Physical Education Programs**

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may follow the time requirement listed for Grades 4-6 or the time requirement listed for Grades 7-12. Grades 7 and 8 may have a minimum of 30 minutes of physical education daily when these grades are housed with Grades 4-6. It is recommended, however, that students in Grades 7-8 receive a minimum of 50 minutes of physical education daily.

\*Grades K-6 will have a minimum of 30 minutes for physical education instruction.

## Synopsis of Laws, Regulations, and Resolutions, [continued]

### **Physical Education Certification Requirements**

Daily physical education classes for all students in Grades K-8 must be taught or supervised by teachers certified in physical education (Alabama State Board of Education Resolution F-17, February 1984).

### **All elementary physical education classes must be taught by:**

1. A certified physical education teacher employed to teach physical education; or
2. A paraprofessional employed to provide additional instruction in physical education classes on the same campus under the direct supervision of a certified physical education specialist, who must follow the lesson plans provided by the physical education specialist; or
3. A classroom teacher certified to teach physical education only to their homeroom students.

*Notes: All physical education teachers who hold Alabama Grades P-12 Certification in Physical Education are required by law to provide instruction to all students (Alabama Administrative Code, Chapter 290-3-3-.33).*

*Certification or endorsement in adapted physical education is not required in Alabama.*

### **No Exception to Required One-Credit Physical Education Course in Grades 9-12**

Until funding is obtained for K-8 physical education teachers at every school within a school system, there will be no exception to the required one-credit course in Grades 9-12 (Alabama State Board of Education Resolution H-1, April 1985).

### **Alabama Physical Fitness Assessment Requirement**

The Alabama Physical Fitness Assessment must be administered to Grade 2-12 students, including students who receive exemptions from the State Superintendent of Education. Fitness data must be reported to the State Department of Education (SDE) (*Alabama Administrative Code, Chapter 290-3-1(ii)*).

### **Sex Discrimination Law**

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance (Public Law 92-318, Title IX).

### **Accountability Law**

Nothing in the Core Curriculum Act shall be construed to diminish the current requirements of the Alabama State Board of Education with respect to health and physical education instruction in Grades K-12 or to reduce the effect of *Code of Alabama*, 1975, §16-40-1, regarding Health and Physical Education (*Code of Alabama*, 1975, §16-6B-2(d)).

## **Individuals with Disabilities Education Act**

Each child with disabilities must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility or the child needs specially designed physical education instruction, as prescribed in the child's individualized education program (Public Law 91-230, as amended). Every student with a disability shall receive appropriate daily physical education in his or her least restrictive environment through one of the following options:

1. Students may be included with regular physical education classes of like age or ability;
2. A teacher of adapted physical education may be employed to provide instruction;
3. Special education teachers may provide instruction in physical education for their own students; or
4. An outside agency may be contracted to provide instruction or therapy for severely handicapped students.

# PHYSICAL EDUCATION CONCEPTUAL FRAMEWORK

The conceptual framework highlights the important features of the *2020 Physical Education Curriculum Framework*. ***Physical Literacy for a Lifetime*** is the overall goal of Mountain Brook Schools' physical education program, from kindergarten through high school. The phrase is placed prominently at the center of the state map, highlighting the aim of physical education – to have a positive, lasting impact on the lives of all Mountain Brook students. The background of the state is filled with positive terms which highlight the importance of activity in achieving a healthy lifestyle. The goal is surrounded by five anchor standards which form the foundation for physical literacy. These interconnected standards are addressed at every grade level to achieve a balanced approach to becoming a physically literate individual.

***Movement and performance*** standards guide students to demonstrate competency and skill in both movement and motor patterns through a variety of movement experiences.

***Movement concepts*** standards are closely linked to performance, providing the conceptual understanding needed to utilize skills appropriately. These standards lead students to be successful when applying various strategies and tactics in a wide range of settings.

***Physical activity and fitness*** standards focus on attaining the knowledge, skills, and confidence to achieve and maintain health-enhancing physical fitness, including cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. The standards provide students the opportunity to identify and reach appropriate levels of physical fitness for an active lifestyle throughout their lives.

***Personal and social behavior*** highlights the importance of developing behaviors that demonstrate respect for self and others. These standards focus on creating opportunities for students to exhibit personally and socially responsible attitudes and behaviors when interacting with others, participating in competitive activities, handling conflict, and showing appropriate sporting behavior both as participants, assistants enabling others, and as spectators. These skills learned in physical education class will be valuable in personal and social situations for the rest of students' lives.

***Value of physical activity*** recognizes the importance of the many benefits of physical activity on the overall quality of life. Physical activity has a positive impact on health, provides enjoyment, provides self-challenging opportunities, develops self-confidence, allows for self-expression, and encourages social interaction. Students learn to value activity for its effect on their own lives and are guided to develop a mindset that motivates them to be physically literate for a lifetime.





## Position Statements

### **Quality Physical Education Program**

A quality physical education program follows an appropriate, sequential curriculum that delivers learning experiences to all students. A quality physical education curriculum is the framework that provides guidance for teaching methods, provides physical activity instruction, and is based on the *2020 Physical Education Curriculum Framework*, which describes what a physically educated student should know and be able to do. The effectiveness of school physical education is enhanced when it is implemented as an integral part of the academic climate of the school.

### **Physical Literacy**

Physical literacy is “the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.” According to Mandigo, Francis, Lodewyk and Lopez, a physically literate individual has learned the skills to participate in a variety of physical activities and understands the implications and benefits of involvement in such activities; participates regularly in physical activity; is physically fit; and values physical activity and its contributions to a healthy lifestyle.

Citation

J. Mandigo, N. Francis, K. Lodewyk, R. Lopez, *Physical Literacy for Educators*, Physical Education Health J, 75 (2012), pp. 27-30

### **Program Purpose**

Physical education is one of the few academic subjects that address the whole child, dealing with physical, mental, social, emotional, and cognitive attributes. As with other subjects in which students are graded, physical education is a required course that is based on standards, guided by a course of study, taught by certified teachers, and includes student assessments.

According to the Every Student Succeeds Act (ESSA), physical education is part of a well-rounded education because of its impact on and direct link to student achievement, especially in the early grades.

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. Physical education is an essential part of the total education for all students. Therefore, every child should have the opportunity to participate in a quality physical education program that provides a safe, inclusive, and progressive learning environment to address the diversity of students in Mountain Brook Schools.

### **Whole School, Whole Child, Whole Community**

The Whole School, Whole Community, Whole Child (WSCC) model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as a part and reflection of the local community.

Using the WSCC model, schools, health agencies, parents, and communities share a common vision of supporting the health and academic achievement of all students. Research shows that academic achievement improves when students are engaged in a healthy, active lifestyle. Through collaboration with stakeholders, *all students* in every school in every community are healthy, safe, engaged, supported, and challenged.

The ultimate goal is for all students to graduate from high school with the knowledge, skills, and values needed to live healthy, active lives.

## **Adapted Physical Education**

Adapted physical education is a *direct or indirect service* provided through an IEP or 504 Plan. Adapted physical education activities may be adapted or modified to address the individual needs of students. All physical education teachers address the unique abilities and needs of each child to ensure access to the general physical education curriculum. The ultimate goal is not to modify curriculum but to accommodate activities to allow students receiving special services to participate in the general physical education setting with peers and to be successful.

However, if specially designed physical education is necessary, this must be documented with benchmarks and goals within the Individualized Education Program (IEP). It is the responsibility of the exceptional education specialist to communicate to the physical education specialist on a regular basis the IEP, outcomes of IEP meetings, and other information to ensure success for all students.

## **Physically Active Students**

Research shows that healthy, physically active students are better learners. According to the Centers for Disease Control and Prevention (CDC), participation in physical activity reduces the risk of heart disease, stress, and depression; improves physical fitness; and may increase the likelihood of a more active lifestyle. Daily participation in a quality physical education program provides health-related benefits that enable students to enhance cognitive ability. Additionally, the CDC recommends students should accumulate at least 60 minutes of age appropriate physical activity each day. This daily accumulation can be achieved through a quality physical education program, recess/activity breaks, brain boosters, or before and after school activity. It is recommended that these activities be moderate to vigorous in nature.

SHAPE America recommends implementing the Comprehensive School Physical Activity Program (CSPAP) for students to achieve at least 60 minutes and up to several hours of physical activity per day. A CSPAP is a multi-component approach by which school districts and schools provide multiple opportunities to accumulate 60 minutes of physical activity before, during, and after the school day.

## **Physical Activity vs. Physical Education**

It is important to understand not only the differences between physical education and physical activity, but also how they work together to develop students' knowledge, skills, and confidence. **Physical education** is the planned and structured setting where students learn skills and the benefits of movement. **Physical activity** is any movement of the body that uses energy and occurs as a part of one's daily routine (such as walking, gardening, riding a bike, shooting basketball, or swimming). Physical activity can be a time to practice what is learned in physical education class. Physical activity, including recess, breaks, brain boosters, and free play, may not be substituted for daily physical education instruction.

## **Incorporating Multiple Content Standards**

The standards taught in physical education are best learned in conjunction with one another. Skills or concepts are not learned independently of each other. Teaching multiple standards concurrently puts students into a natural learning environment, allowing their brains to process relationships and connections among standards. Teaching multiple standards accelerates the student's ability to learn and retain information and motor skills more efficiently.

## **Instructionally and Developmentally Appropriate Activities**

Society of Health and Physical Educators (SHAPE) America has identified many activities as inappropriate for use in physical education class; however, many of those activities can be **modified** to make them appropriate. Diligence and judgment should always be used in selecting appropriate activities for each grade level. Best practices in a quality physical education program should include a safe, positive, and inclusive environment, maximum participation by all students, cognitive and skill development, and standards-based instruction.

## **Appropriate Use of Technology in Physical Education**

The use of instructional technology in physical education should supplement, not substitute for, effective instruction. Therefore, technology should be used to enhance student learning, not take the place of teacher-led instruction. By incorporating technology effectively, physical education teachers can create varied and dynamic classrooms and can improve students' engagement and motivation. Technology can be utilized throughout the learning process including, but not limited to, teacher preparation, effective instruction, student self-analysis and feedback, student generated activities/projects, data collection and analysis, record keeping, and communication. Because school funding is often limited, some physical education teachers may perceive barriers to integrating technology effectively. Funding for technology is often available within school district budgets. Physical education teachers who can effectively demonstrate the need for technology equipment and resources may be eligible for this type of funding.

Additionally, the use of assistive technology may be beneficial for students with special needs. Physical education teachers should collaborate with the special education coordinator and/or the adapted physical education specialist to learn about the appropriate assistive technology that is accessible in order to meet the needs of students with all ability levels.

## **Assessment**

Assessments such as student journals, active participation, fitness assessments, and skill rubrics are recommended to assist with individualized instruction activities, yearly curriculum planning, communication with parents, and evaluation of program effectiveness. All assessments should be linked to the instructional program and should be designed to provide students with a confidential analysis of student progress, including suggestions for enhancing performance.

While wearing prescribed apparel is important during physical activity, it should not be a major factor in determining students' grades. In addition, the Alabama Physical Fitness Assessment is not intended to be used as a formal assessment tool for assigning numerical or letter grades.

## **Class Size**

In order to maintain student safety and ensure that quality instruction can occur, the Southern Association of Colleges and Schools (SACS) recommends that elementary physical education teachers meet no more than 1,000 students per week, and that middle school and high school physical education teachers have no more than 200 students per day. It is recommended that physical education class sizes be comparable to class sizes in other content areas.

## **Physical Education Graduation Requirement**

Beginning Kinesiology is the mandated course that fulfills the high school graduation requirement for physical education. This course reinforces K-8 learning by providing students with further knowledge and skills to construct and implement a lifelong plan for physical activity. While it is recommended that students take this course during their freshman year of high school, it may be taken at any time before graduation.

Beginning Kinesiology cannot be replaced with extra-curricular activities or other courses that do not meet the criteria for high-quality physical education programs.

## **Alabama Physical Fitness Assessment (APFA)**

The Alabama Physical Fitness Assessment must be administered to Grade 2-12 students, including students who receive granted substitutions from the State Superintendent of Education. Fitness data must be reported to the State Department of Education. (*Alabama Administrative Code 290-2.*)

The APFA focuses on health-related fitness, which is linked to fitness components that may lower student health risks such as high blood pressure, diabetes, and lower back pain. It is designed to comprehensively assess the health and physical fitness of all Alabama students. This assessment, which is criterion-referenced, targets achieving and maintaining a healthy level of fitness in the areas of aerobic cardiovascular endurance, muscular strength/endurance, abdominal strength/endurance, and flexibility.) (*Alabama Administrative Code, Chapter 290-3-1(ii).*)

## **Alternative Lesson Plans**

Students who are not able to participate in physical education due to illness, injury, or other reasons are expected to attend their regularly scheduled physical education class to receive an alternative lesson. Alternative lesson plans should be prepared by the certified physical education teacher, so the student is engaged, involved, and included as much as possible within defined restrictions per their written excuse from a parent or doctor. Alternative lesson plans must provide for the safety of all students and include a means for student assessment.

An alternative lesson plan for students with prolonged illness or injury shall follow school policy or recommendations as outlined in the Alabama 504 Process State Guidelines.

## **Appropriate and Safe Attire for Physical Education**

It is highly recommended that physical education teachers work with the administration to create a policy regarding appropriate clothing in physical education (athletic shoes, physical education uniform, etc.) for safety, comfort, and freedom of movement.

## **Extreme Temperatures**

Weather conditions should be monitored by staff to determine the setting and appropriate activity level for physical education class. Forty to ninety degrees is the recommended temperature for outdoor activities, with wind chill and heat index considered.

## **Concussions**

Concussions are a possibility in any school setting. Schools are responsible for the health and safety of students daily. It is important for all educators, especially physical educators, to know about concussions, concussion prevention, and how to recognize common signs and symptoms.

# Directions for Interpreting the Standards

Curriculum Framework standards have three main components:

**Anchor Standards** are overarching guidelines for content standards based on the national physical education standards. These are in bold, italicized print highlighted in green in the headings of each table.

**Content Standards** define what students should know or be able to do at the conclusion of the grade level or course. Content standards in this document contain minimum required content. A content standard may include sub-standards (indicated by letters of the alphabet) which are also part of the minimum required content. Each content standard completes the sentence “Students can...”

**Examples** clarify content standards. Examples are not required to be taught.

**Content Identifiers** – Grade level content identifiers are in the left column of each table and are in bold print. Progression of content standards is shown moving from left to right in the table.

**Numbering of Standards** – In Grades K-8, the grade level is listed first, followed by the anchor standard number and then the content standard number. Thus **6-1.3** means **Grade 6-Anchor Standard 1.Content Standard 3**, as shown in the table below.

<b>Anchor Standard</b>	<b>Anchor Standard 2: Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>			
	<b>Standard 2</b>	<b>Grade 6</b> <i>Students can:</i>	<b>Grade 7</b> <i>Students can:</i>	<b>Grade 8</b> <i>Students can:</i>
<b>Content Identifier</b>	<b>2.1</b> <b>Movement Concepts</b> <i>Rules</i>	<b>6-2.1</b> Demonstrate a basic knowledge of the rules and regulations for a variety of games and activities.  Examples: modified game play, formative and summative assessments	<b>7-2.1</b> Use the rules and regulations of a variety of activities and demonstrate a basic knowledge regarding techniques and strategies related to those activities.	<b>8-2.1</b> Apply the rules, techniques, and strategies for a variety of games and activities to play a modified game.
		<b>Content Standard</b>	<b>Content Standard</b>	<b>Content Standard</b>

High school courses are indicated the same way, with an abbreviation of the name of the course inserted in place of the grade level. For example, **BK-2.1** means **Beginning Kinesiology-Anchor Standard 2. Content Standard 1**, as shown in the table below.

Outcomes for high school students are organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable lifelong health habits.

<b>Anchor Standard</b>	<b>Anchor standard 2: Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>		
	<b>Standard 2</b>	<b>Level 1</b> <i>Students can:</i>	<b>Level 2</b> <i>Students can:</i>
<b>Content Identifier</b>	<b>BK-2.1</b>	Explain the terminology associated with exercise and participation in selected individual-performance activities.	Explain and discuss the historical and cultural roles of games, sports, and dance.
	<b>Movement and Performance</b> <i>Movement concepts, principles, and knowledge</i>	Examples: dance, net and wall games, target games, outdoor activities	
		<b>Content Standard</b>	<b>Content Standard</b>

**APE=Adapted Physical Education accommodations**

Imbedded into all the grade-level standards are suggestions for adapted physical education, indicating ways to make accommodations for students with disabilities.

**Example:**

***APE accommodation suggestions: Sliding, galloping, jogging, and running*** – Hand holding assistance to increase speed and balance, fast pace walking, shorten distance, peer assistance (sliding – step together step, side to side)

# Anchor Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals. *Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.* A physically literate individual is motivated, physically confident, and knowledgeable, and understands the value of and personal responsibility for engagement in a lifetime of physical activities.

## **Standard 1: Motor Skill and Movement Patterns**

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

## **Standard 2: Movement and Performance**

The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

## **Standard 3: Physical Activity and Fitness**

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

## **Standard 4: Personal and Social Behavior**

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

## **Standard 5: Values Physical Activity**

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.