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**TO:** Members of the State Board of Education

**FROM:** Nancy S. Grasmick *Nancy*

**DATE:** May 27-28, 2009

**SUBJECT:** Results of the External Review of the Physical Education Voluntary State Curriculum

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**PURPOSE:**

The purpose of this item is to report the results of an external review of the Maryland Voluntary State Curriculum for Physical Education conducted by Westat and to seek the State Board's acceptance of this curriculum.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

Impetus to develop the Voluntary State Curriculum (VSC) resulted from the call for rigorous content standards articulated in NCLB legislation and the 2002 Maryland report, *Achievement Matters Most: The Final Report of the Visionary Panel for Better Schools*. An important recommendation of the Visionary Panel report was for state and local school systems "to align every aspect of education...to support the classroom teacher." This initiative also recommended development of a statewide grade K – 12 curriculum that specifies by grade and subject area what students are expected to know and be able to do. The Physical Education VSC defines what students should know and be able to do at each grade level, Pre-K through 8, and for the one-half credit course required for high school graduation.

The physical activity and physical education of American school children has been the subject of both national and state legislation. In 2004 the United States Congress established a requirement that all school districts with a federally-funded school meals program develop and implement wellness policies by the start of the 2006-2007 school year. Among other critical elements, district policies must include goals for physical activity.

Maryland legislative efforts have included efforts to mandate minimum times for physical education to address student wellness. These legislative efforts resulted in the *Task Force to Study Student Fitness in Maryland Public Schools*. The final report of the Task Force was submitted to the General Assembly in November 2008. During the 2009 legislative session the *Gwendolyn Britt Student Health and Fitness Act Bill* was passed which authorizes LSS's to develop and implement certain Wellness Policy Implementation and Monitoring Plans. As part of



these wellness plans, districts are encouraged to collect baseline data on the health components of fitness.

### **EXECUTIVE SUMMARY:**

In the 2004-2005 school year, MSDE began the work of drafting the Physical Education VSC. Representatives from Maryland's local school systems and institutions of higher education joined with MSDE staff to develop initial drafts. The documents underwent a series of subsequent reviews where scope, sequence, assessable content, and consistency were examined and revised by MSDE and selected physical education specialists.

The Physical Education VSC design efforts engaged processes similar to those used earlier by other core content VSC development teams. Similarities are particularly evident in the delineation of PreK – 8 grade-by-grade discrete instructional targets as well as in format. At the top level, *content standards* are broad statements of what students should know and be able to do. Within each content standard are *indicator statements* that vary in number within and across content standards and grades. Indicator statements break the content standards into “teachable components.” Finally, *objective statements*, written with the most specificity, describe what students are expected to know and be able to at a given grade level. They are intended to guide teachers in the delivery of instructional activities and, therefore, should be measurable.

Representatives from the local school systems and higher education participated in the various steps of the development, review, and revision in the curriculum development process. During the spring semester of 2007, Division of Instruction staff conducted district visits to collect feedback and input from teachers, administrators and parent groups about the Physical Education VSC. Visitors to the mdk12 website have also had the opportunity to provide feedback of the document. In addition to collecting feedback, district visits and focus groups provided opportunities to observe curriculum implementation and to collaboratively determine professional development needs, and discuss possible MSDE and local school system partnerships to address identified needs.

In 2008, Westat was awarded the contract to review the Physical Education VSC through a competitive bid process. To carry out this review, Westat drew on the expertise of four nationally recognized content experts. The review team developed a series of rubrics to use in evaluating the Physical Education VSC and then summarized that information and provided specific discussion to Maryland's physical education leadership. As soon as the preliminary report was available, physical education coordinators, supervisors, and resource teachers from across the state began carefully reviewing and responding to the recommendations made in Westat's report.

### **ACTION:**

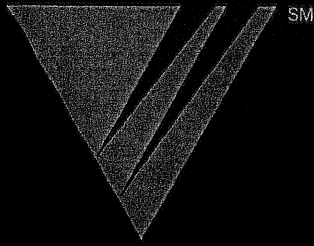
I am recommending State Board acceptance of the Physical Education Voluntary State Curriculum.

NSG/dls

Attachment A	Executive Summary From the External Review of the Maryland Physical Education Voluntary State Curriculum (VSC)
Attachment B	Rationale Statements
Attachment C	Physical Education VSC <ul style="list-style-type: none"><li>• Prekindergarten – Grade 3 VSC</li><li>• Grade 3 - Grade 8 VSC</li><li>• High School VSC</li></ul>
Attachment D	Overview of Maryland’s Wellness Policies
Attachment E	Preventing Childhood Obesity, A School Health Policy Guide NASBE 2009
Attachment F	Bill Summary of the Gwendolyn Britt Student Health and Fitness Act

# ATTACHMENT

A



# **Findings From the External Review of the Maryland Physical Education Voluntary State Curriculum (VSC)**

## **Executive Summary**

### **Author**

**Sandra Rieder**

**July 2008**

**Prepared for:**  
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**Westat<sup>®</sup>**

# Findings From the External Review of the Maryland Physical Education Voluntary State Curriculum

The purpose of this report is to present findings of an external review conducted by Westat and its team of expert consultants for the grades PreK through 8 and high school Maryland physical education Voluntary State Curriculum (VSC). This task represents the concluding effort in finalizing the physical education state content standards before presentation to the State Board of Education for acceptance. Our report discusses:

- Westat and its qualifications for carrying out this work;
- An overview of the process for developing the VSC in physical education; and
- A summary of the findings of the external review. Information on the review panel is presented in the Appendix.

## Westat

Headquartered in Rockville, Maryland, Westat is an employee-owned research firm known for its quality of work and professional staff in a broad range of research areas including statistical design, survey research, and program evaluation. Since 1961, Westat has grown steadily by serving federal and local government agencies, private businesses, and other clients. Westat's most important resource is its staff of more than 1,900 social scientists, statisticians, data processing professionals, program area specialists, survey operations experts, and support personnel who offer expertise in every aspect of program evaluation, survey design, and implementation.

We have a history of involvement with education projects that have received national recognition for their quality, relevance, and capacity to help instructional leaders improve student achievement. Among these projects is our longstanding work as contractors for sample selection and field administration for the National Assessment of Educational Progress (NAEP), including the 1997 NAEP Arts assessment, our evaluation of the city-state partnership between the Maryland State Department of Education (MSDE) and the city of Baltimore, and numerous evaluation projects addressing school improvement.

The external review of the Maryland physical education VSC draws on Westat's in-depth understanding and familiarity with instructional programs in Maryland, as well as the skills and knowledge of nationally recognized experts in health science and physical education who are supporting our efforts. Our review of state content standards for physical education is the third of such endeavors for the state of Maryland.

Westat's history with MSDE regarding the agency's efforts to develop grade-specific state content standards began with a review of Maryland's PreK-8 social studies standards. For this endeavor, we assembled an external review team with panel members of national repute. Each had expertise in a specialized area(s) of the social studies curriculum (i.e., economics, geography, history, political science, and government). Also included on this team was a child development specialist to evaluate the appropriateness of the instructional content for students in the intended grade and an educational measurement specialist to evaluate the extent to which the VSC addressed clarity and measurability. After analyzing their input, Westat produced a report of the findings that was presented to the State Board of Education.

For the review of the Maryland fine arts VSC, Westat refined this review process and implemented a more formalized structure to facilitate data collection, analyses, and reporting. Our extensive work as contractors for the assessment of Maryland fine arts education project and involvement in the early stages of development of the fine arts grade-by-grade PreK through 8 content standards in visual arts, music, dance, and theatre informed our work for this review. We developed scoring rubrics for each review criterion designated by MSDE to help ensure that reviewers were basing input on the same definition. Additionally, we developed a template of the VSC for content specialists to use to enter their scores along with brief explanations for their score assignments. The same procedures were used in the review of the Maryland physical education VSC.

Westat is also currently conducting external reviews of the Maryland foreign language and school library media VSC documents.

## **Development of the Physical Education Voluntary State Curriculum in Maryland**

The physical education VSC was developed by MSDE as an outcome of the No Child Left Behind Act of 2001 requirement for rigorous content standards and the 2002 report *Achievement Matters Most:*

*The Final Report of the Visionary Panel for Better Schools.* The report challenged the state and local school systems to align all components of education— curriculum, assessment, teacher preparation and professional development, leadership, and funding— to support the classroom teacher. It recommended development of a statewide grade K–12 curriculum that specifies by grade and subject area what students are expected to know and be able to do.

The physical education VSC is similar to the VSC effort in other content areas in format and in delineating PreK–8 and high school grade-by-grade discrete instructional targets. At the top level, content standards are broad statements of what students should know and be able to do. Within each content standard are indicator statements that vary in number across both content standards and grades. Indicator statements break the content standards into “teachable” components. Finally, objective statements, written with the most specificity, describe what students are expected to know and be able to do at a given grade level. Objective statements are intended to guide teachers in the delivery of instructional activities and, as such, should be measurable.

The VSC development and review process for physical education is consistent with that of other core content areas. This external review by content specialists of national repute is one of the final activities before presentation to the State Board for acceptance and statewide implementation.

The review criteria address the following issues:

- Content rigor;
- Developmental appropriateness;
- Clarity of language;
- Measurability;
- Parallel levels of specificity in format;
- Scope and sequence;
- Alignment with the current national standards (National Association for Sport and Physical Education— NASPE); and
- Parallel levels of specificity in relation to the VSCs for reading/English language arts, science, and health education.



## The External Review of the Physical Education VSC

The purpose of this review was to conduct an evaluation of the Maryland PreK through grade 8 and high school physical education content standards according to criteria specified by MSDE. To carry out this review, Westat drew on the expertise of recognized content experts in physical education and educational measurement. The physical education specialists independently reviewed the VSC for content rigor, developmental appropriateness, scope and sequence, and relation to national curricular expectations. A separate review of clarity of language, measurability, and parallel specificity was conducted by the measurement specialist.

To assist experts in their review and facilitate data collection, Westat developed two major review tools: Review Protocols, i.e., grade-specific templates of the physical education VSC, and scoring rubrics. We created two versions of the Review Protocol: one for physical education specialists to evaluate subject area content and one for the measurement specialist to assess clarity of language, measurability, and parallelism in the VSC.

The scoring rubrics provide reviewers with quantitative scales for assessing each criterion. They specify features to consider in assigning a rating and are based on dimensions and standards specified by MSDE in the scope of work for this activity, as well as language widely used in educational publications and current national discussions. Possible scores range from 1 to 4, with 4 being considered as *outstanding* or *exemplary* and *consistently* meeting criteria; 3, *satisfactory* and *generally* meeting criteria; 2, *weak* or *uneven* and only *sometimes* meeting criteria; and 1, *poor* and *rarely* or *never* meeting the criteria.

A holistic scoring method was used. Reviewers assigned a single score that reflected the “best overall fit” to the set of descriptors for each scale point. In addition, we required reviewers to provide comments and suggestions, particularly if their assigned score was less than 4 (exemplary). This requirement was to ensure that the panel provided MSDE not only with quantitative ratings of adequacy, but also a rationale for weaknesses noted and possible guidance for VSC refinement.

At the outset of the two-week review period, we provided the panel with documents critical to the VSC review. They included detailed written Instructions for Reviewers, a draft of the MSDE grade-by-grade physical education VSC including the Glossary, scoring rubrics, and 12 separate Review Protocol for each of grades PreK through 8 and high school. To ensure that reviewers clearly

understood our expectations, they were required to submit for approval a sample of their completed review for one content standard in one grade prior to beginning their review in earnest.

At the end of the review period, Westat staff examined the Review Protocols for completeness and, if necessary, contacted reviewers for clarification. When data resolution issues were resolved, we calculated mean scores for each criterion.

## Findings and Recommendations<sup>1</sup>

As evidenced by the scores assigned, reviewers found the physical education VSC to be generally satisfactory with some exceptions that bear further consideration by MSDE. The following is a summary of the findings and a profile of the review by criterion across grades.

- **Content Rigor.** Reviewers found the content rigor of the physical education VSC acceptable. All mean scores across grades were satisfactory and ranged from 3.01 in grade 2 to a high of 3.40 in PreK. However, a significant concern expressed was the predominance of cognitive knowledge and skills rather than those that are psychomotor in nature. Given that the Maryland content standards are intended for all students, this may be purposeful. If so, it should be made clear to the VSC reader.
- **Developmental Appropriateness.** The physical education VSC satisfactorily reflects content that is age-appropriate and targeted to the physical, emotional, social, cognitive, and aesthetic capabilities of students in the intended grade level. Mean scores ranged from 2.99 in grade 3 to 3.65 in PreK. Relative to this criterion and several others was the concern over identical or parallel wording of indicators and objectives across grades. This issue may be addressed in a foreword to the VSC document that explains the rationale and instructional expectations for such instances.
- **Scope and Sequence.** The width and breadth of the physical education VSC content is satisfactory and generally increases in complexity across grades. Mean scores ranged from 2.67 in grade 4 to 3.67 in grade K. Similar to developmental appropriateness, however, concern was expressed about redundancy and overlap of content evidenced by identical or parallel wording of indicators and objectives.
- **Relation to National Curricular Expectations.** Reviewers found that the VSC aligned with national curricular expectations. However, they suggested that the Maryland content standards are slightly narrower in scope than those established by the National Association for Sport and Physical Education, rely heavily on cognitive skills,

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<sup>1</sup> The data in this summary present only part of the picture. A more detailed, informative, and practical source of information for MSDE to consult when considering document modifications is conveyed by reviewer comments and suggestions presented in each Review Protocol.

and lack requirements for psychomotor skills. The mean score for this criterion was 3.33.

- **Clarity of Language.** Generally, clarity of language of the VSC was found satisfactory with some exceptions. Scores ranged from 2.91 in grade 2 to 3.50 in grade 5. The VSC indicator and objective statements often facilitate clear, uniform understanding of what students should know and be able to do as well as application to instruction, assessment, and curriculum development. However, there is some evidence of ambiguity, and the action verbs used do not always clearly or comprehensively convey the relationship between the content standard, indicator and objective statements.

Moreover, as previously mentioned, distinctions between parallel indicators and/or objectives across grades are not always clearly articulated, particularly when the same or nearly identical wording is repeated across grades. While there is nothing fundamentally incorrect in this repetition, reviewers felt that assumptions regarding the increase in content rigor from grade to grade should be made clear.

It would be worthwhile for MSDE to re-examine the instructional targets to ensure clear and unambiguous articulation of expected knowledge and skills, particularly with respect to use of punctuation, spelling, sentence construction, and terminology.

- **Measurability.** Required knowledge and skills across the physical education VSC are generally identified through clear action statements that cue for observable and measurable behavior. All scores assigned were above 3.00.

Measurability is affected by clarity of language, particularly in instances where the relationship of VSC indicators, objectives, and their content standard is not transparent. In many cases across the physical education VSC, the indicator statements are often missing key language of the objective statement and/or visa versa. The reader, therefore, must sometimes infer the connections. MSDE may wish to re-examine these relationships, as one should be able to place any given objective under the intended indicator and any given indicator under the intended content standard.

- **Parallel Levels of Specificity Within the VSC.** The consistency of the hierarchal format within of the VSC is inconsistent and diminishes across ascending grades. Scores ranged only from 1.00 in grades 6 through 8 and high school to 2.00 for grades PreK through 5. Simple changes to the language of various indicators and objectives can easily resolve these concerns.
- **Parallel Levels of Specificity in Relation to Reading/English Language Arts, Science, and Health Education VSC Documents.** The physical education VSC shows consistency in relation to these VSC documents, with the exception of parallelism with the reading/ELA VSC at the high school level. Comparison with this VSC yielded a score of 2.00 in contrast to scores of 3.00 for that of the science and health education VSC documents.

A lower score was assigned to parallelism with reading/ELA at the high school level because the reading/ELA VSC includes assessment limits rather than objectives. If MSDE considers the assessment limits to be an elaboration of the indicators (i.e., objectives), then this issue is moot and a higher score would have been assigned.

Given the existing variability in other state-adopted VSC documents, the variability in structure in the physical education VSC seems negligible.

## Summary

The findings of this external review show that the physical education VSC document adequately addresses the criteria specified by MSDE with few exceptions. Furthermore, many of the concerns referenced above may be addressed in a preface that articulates clearly the structure and organizing principles that guided development of the VSC. A preface would also help the reader understand the philosophical underpinnings that are reflected in the VSC. Such a foreword will help Maryland physical education content specialists and other stakeholders understand the standards as the developers intended. It will also serve as a valuable tool to help ensure that all Maryland students receive the quality instruction in this content area that the VSC prescribes.

Appendix  
External Review of the  
Maryland Physical Education Voluntary State Curriculum  
Project Staff

Westat Staff

**Joy Frechtling**  
Vice President  
Corporate Project Officer

**Sandra Rieder**  
Senior Study Director  
Project Director

Panel of National Content Experts

**Sandra Bargainnier**, CHES, joined the Pennsylvania State University faculty in 1999, where she specializes in Health and Physical Education K-12 teacher training. She has also taught at the State University of New York (SUNY) Oswego, SUNY Cortland, and Plymouth State College. Her prior experiences encompass more than 20 years in the fields of school health and physical education, worksite wellness and health promotion, and exercise science and athletic training. At Penn State University, Dr. Bargainnier teaches physical education courses in Curriculum Design and Assessment, Assessment and Evaluation, and Health-related Physical Fitness. She currently serves as the Coordinator for Student Teaching for the Department of Kinesiology and works extensively with over 100 school districts, 15 university supervisors, and 150 practicing mentor teachers throughout the Commonwealth of Pennsylvania.

In 2006, Dr. Bargainnier was selected by the Centers for Disease Control and Prevention (CDC), Division of Adolescent and School Health (DASH) to become one of the 13 national trainers for the Physical Education Curriculum Analysis Tool (PECAT). This tool is a first in the nation to help districts, states, curriculum coordinators, and physical education teachers evaluate written physical education curricula. As a trainer, she is responsible for teaching others to use the PECAT to evaluate the alignment of Physical Education Curricula with the National Physical Education Standards developed by the National Association of Sport and Physical Education (NASPE). She also recently trained with Dr. Grant Wiggins and is now certified to use the Understanding by Design process. This backward design process helps provide a curricular framework for planning, assessment, and alignment.

In addition to her publications, Dr. Bargainnier has made over 50 national, regional, state, and local conference presentations, many of which address physical education curriculum, instruction, and

assessment at the PreK–12 levels. She has been a curriculum consultant for ten years and provides training for K–12 in-service teachers and higher education faculty in physical and health education. She has consulted and provided technical reviews to over 20 different organizations, including PreK–12 public school teachers, administrators, university faculty, and administrators. Her scholarly interests and presentations are broad based: specific research studies, publications, and presentations have addressed Physical and Health Education Rubric Development and Use, Physical and Health Education Assessment Strategies, Improving Teaching and Learning K–College Physical and Health Education, and Physical Activity and Youth.

**Jacalyn Lund** is currently the Graduate Coordinator for the Health and Physical Education Program at Georgia State University. As a teacher educator at University of Louisville, she was a member of the NASPE National Content Standards Task Force, responsible for publishing the 1995 NASPE Content Standards for Physical Education. Since that time, Dr. Lund and her various co-authors have published three books: *Performance-based Assessment for Secondary Physical Education*, *Instructional Strategies for Secondary Physical Education* (6th Ed.), and *Standards Based Physical Education Curriculum Development*.

She has made over 100 presentations for local, state, national, and international groups that focus on assessment, curriculum development, and effective teaching strategies in physical education. In 2006, she attended training sessions sponsored by the CDC for the Physical Education Curriculum Analysis Tool (PECAT), a document for school districts to use to evaluate physical education curricula. Since then, she has presented PECAT sessions at the 2007 Southern District AAHPERD annual conference in Chattanooga, Tennessee, and for the Massachusetts Department of Education.

**Matthew Trout, M.Ed.**, is a practicing physical educator. He has 19 years of physical education teaching experience (K–12) in Pennsylvania and is currently the Supervisor for Health and Physical Education at Conestoga Valley School District, Lancaster, Pennsylvania. In this position, he supervises 15 physical education/health K–12 teachers and is responsible for Curriculum, Instruction, and Assessment within the health and physical education programs. Most recently, he lead his district's efforts to revise its K–12 health/physical education curriculum using a standards-based approach. Mr. Trout has been a trainer/consultant for 18 different school districts/organizations and is currently working with the Twin Valley School District in Pennsylvania as a consultant for curriculum revision.

For four years he was selected as an instructor for the Pennsylvania Governor's Institute for Health, Safety, and Physical Education. This six-day institute sponsored by the Pennsylvania Department of Education provides instruction to teachers from across the state in the academic standards for Health, Safety, and Physical Education. A respected practitioner, state physical education leader, and curriculum consultant, Mr. Trout has made numerous presentations at the local, district, and state levels and for the higher education community. His presentations have addressed Standards-Based Instruction in Physical Education, Strength Training, Exercise Science, Body Composition, Martial Arts, Fitness Assessment, and Using Technology in Physical Education.

**Gail Goldberg**, our MBE subcontractor, is an educational measurement specialist. Her areas of expertise are the design, development, and review of formative and summative assessments, scoring design, implementation processes for student assessments, and teacher professional development in

instructional practice and assessment. Dr. Goldberg provided the technical review and scoring of fine arts assessments developed for the State of Maryland. She also was technical advisor to a consortium of Maryland school districts to develop an online profile of proficiency in instructional technology based on the Maryland Teacher Technology Standards (MTTS). In this capacity, she helped design assessment and profile instruments and provided input on effective ways to gather data based on the MTTS.

Dr. Goldberg has also served as a consultant for many state agencies including New Jersey, Pennsylvania, Indiana, Missouri, Ohio, and Colorado. She has served as an external reviewer of the Maryland social studies and fine arts VSC documents, for student assessments from grade 3 through grade 12, and for studies relating to curriculum alignment for national organizations such as Achieve, HumRRO, and the National Assessment of Educational Progress. Her work reflects familiarity with state curriculum standards and alignment with assessment and instructional practice. Dr. Goldberg is also the author of numerous publications and scholarly articles.

# ATTACHMENT B



# Physical Education Voluntary State Curriculum

## Rationales

### **Standard 1: Skillfulness**

A physically educated person demonstrates competency in many movement forms. The one attribute that differentiates physical education from all other academic areas is its unique kinesthetic contribution to the education of the whole child. In addition to physical development, physical education provides opportunities for students to be creative, cooperative and competitive, and to face different challenges as individuals, in pairs, and in small groups. Students are afforded multiple opportunities to learn, practice, and refine movement and skills as they evaluate actions, ideas, and performances that improve their quality of movement.

### **Standard 2: Biomechanical Principles**

Biomechanics is the application of mechanical principles in the study of human movement. Biomechanical concepts provide a basis for understanding the ways in which human movement during exercise, sport, dance, and daily living activities can be executed safely. It is important for students to understand and apply these essential concepts: range of motion, force generation and absorption, inertia, momentum, balance, principles of rotation, torque, and velocity. As students apply these concepts, they improve their movement skills and maximize their performance and efficiency while minimizing the risk of injury.

### **Standard 3: Motor Learning Principles**

Motor learning is the study of change in the ability of an individual to perform a skill. Successful performance is based on appropriate practices over time and corrective feedback during skill development. Physical education teachers are committed to teaching students fundamental and complex skills while providing ample opportunities to practice, refine, and master these skills. Helping students develop the ability to “learn how to learn” and giving students the knowledge they need to learn independently will help them later in life when they need to acquire and apply new skills.

### **Standard 4: Exercise Physiology**

Exercise Physiology is the study of how the body systems of humans react and function during exercise and rest. Exercise physiology incorporates information from other disciplines such as: chemistry, physics, anatomy, and kinesiology as well as the current practices related to fitness and exercise. Health-related and skill-related fitness components and proper warm-up and cool down techniques, are important for recognizing effective training principles that are essential for safe participation in exercise routines.

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

Physical activity includes any form of exercise or movement of skeletal muscles which results in an expenditure of energy. Physical activity offers many health benefits

including improved fitness levels, better weight control, and a lower risk for health related illnesses. Research suggests that regular physical activity assists in improved academic performance and reduces the risk for depression and the debilitating effects of stress. Physical activity during the school day that includes time spent in physical education class, classroom-based movement, and recess is a critical component of the instructional program. Additional opportunities for movement outside the school day should include intramural and interscholastic sports, walking or biking to school, recreational participation, or free-play. Special consideration should be given to those with unique physical activity needs and those who have greater risk for a sedentary lifestyle.

**Standard 6: Social Psychological Principles**

Social Psychology is the study of the social development of individuals. It examines the interaction of human beings and effects on thought, emotion, and behavior of self and others. The nature of physical activity and sport presents abundant opportunities for students to develop social psychological knowledge and skills. Physical education provides a learning environment that is conducive to building positive student self-concept and self-esteem while providing opportunities to help students interact cooperatively and respectfully, solve conflicts in constructive and peaceful ways, and safely participate in class. Physical education also provides opportunities to develop self-efficacy which relates to a person's perception of their ability to reach a goal or belief that one is capable of performing in a certain manner to attain certain goals.

# ATTACHMENT C