

## SCAHPERD LOGO

Dear Senator \_\_\_\_\_:

It has come to our attention that Senate Bill 302 was found to be “favorable” in the K-12 Subcommittee Report and will come to the Senate Education Committee on Wednesday, March 14. We know you are supportive of our programs and appreciate the help that you provided us in getting the Student Health and Fitness Act passed in 2005. We hope that we can count on your support to make sure that S.302 does not get passed. This bill allows high school students to substitute marching band for the physical education course that is required. This is actually the third time we have had to mount a defense against this action. Each time the request has been made the bill has been defeated for the following reasons:

1. 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.
2. The state content standards are designed to do this through an instructional program and state content standards (see attached). If you look closely at these standards it is clear that these activities are not a substitute for an instructional program. **Either the state has content standards or it does not.** The bill now states that these substitute programs will meet these standards and that these students will also meet the standards of Visual and Performing Arts. **We all know that this is not possible.** We also know that a band teacher is not equipped or qualified to teach physical education content standards nor should they be.
3. Many high school programs also include the health education standards taught within the physical education program. In effect marching band would need to teach the physical education standards, the health education standards and the visual and performing arts standards. Again, not possible.
4. Marching band is an *occasional* physical activity that develops only one aspect of fitness and a small portion of the state PE standards. While marching band students have afternoon practices in the fall engaging in cardio-respiratory physical activity, which is important as physical activity, it is not physical education. It is also unlikely for marching band participants to march in a band after graduation; therefore, it is not a lifetime physical activity.
5. The Student Health and Fitness Act of 2005 clearly distinguishes physical education from physical activity. Although there is a physical activity requirement apart from physical education at the elementary level there is not one at this time for the secondary level. We have no objection to the use of marching band as an acceptable physical activity and in fact applaud their participation as part of one of the standards.

We hope we can count on your support to defeat this bill when it comes to the committee for a vote.

Sincerely,

## State Physical Education Content Standards

To develop a physically active lifestyle a physically literate individual: Has learned the skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and the benefits from involvement in physical activities, and values physical activity and its contribution to a healthy lifestyle.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain)

Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance. (Cognitive Domain)

Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Affective Domain)

Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction. (Affective Domain)

## High School Physical Education Content Standards

**High School Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain)**

*Indicators: HS-1.1 Demonstrate competency and/or refines activity-specific movement skills in two or more of the following movement forms: aquatics, dance, outdoor pursuits, individual, dual and team sports taught as lifetime activities. HS 1.2 Demonstrate competency in one or more specialized skills in health-related fitness activities (for example, yoga, strength training, or aerobic dance)*

**High School Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance. (Cognitive Domain)**

*Indicators HS-2.1 Apply the terminology associated with exercise and participation in selected individual, dual and team sports taught as lifetime activities. HS-2.2 Use movement, concepts, and principles (for example, force, motion, and rotation) to analyze and improve performance of self and/or others). HS-2.3 Collect, analyze, and assess his or her own health-related physical fitness data through a state approved standardized fitness test (for example, Fitnessgram). HS-2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness (for example, plans a summer personal conditioning program).*

**Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)**

*Indicators HS-3.1 Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and/or physical activity log). HS-3.2 Identify community resources to support varied opportunities for participating in physical activity outside of physical education class (for example, researching community resources and presenting the information to class). HS-3.3 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment. HS-3.4 Implement a long-term personal fitness plan to improve or maintain health related physical fitness based on FITT (frequency, intensity, type, and time) training principle*

**Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Affective Domain)**

*Indicators HS-4.1 Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves according to Hellison's model of Teaching Responsibility through Physical Activity levels). HS-4.2 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less-skilled students to participate in a warm-up activity prior to class). HS-4.3 Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. HS-4.4 Apply best practices for participating safely in physical activity, exercise and dance (for example, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).*

**Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and/or social interaction. (Affective Domain)**

*Indicators HS-5.1 Analyze the health benefits of various physical activities. HS-5.2 Examine how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for example, reflects on possible reasons for choosing to participate in a lifetime sport after high school). HS-5.3 Analyze the health benefit of various physical activities. HS-5.4 Select and participates in physical activities or dance that meet the need for self-expression and enjoyment. HS-5.5 Identify the opportunity for social support in various physical activities.*