

LCB File No. R033-00

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

The Council to Establish Academic Standards for Public Schools will hold a Workshop to Solicit Comments on March 8, 2000, and the State Board of Education will hold a one-time only public hearing on March 18, 2000/

EXPLANATION - Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

Authority: 385.080 and 389.110.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 7, inclusive, of this regulation to read as follows:

Section 2. *By the end of the second grade, pupils must know and be able to do everything required in the previous grades for courses in physical education offered in public elementary schools. Instruction in the second grade in physical education must be designed so that pupils meet the following performance standards by the completion of second grade:*

1. A physically educated pupil understands and applies movement concepts to the learning and development of motor skills as demonstrated by the pupil's ability to:

- (a) Understand the vocabulary of simple movement patterns;*
- (b) Identify the basic elements (i.e. opposition) of movement forms;*
- (c) Identify and respond to cues that enhance skill performance (i.e. when catching "look, reach, and give"); and*
- (d) Identify the physiological signs of moderate physical activity (i.e. fast heart rate and heavy breathing).*

2. Demonstrate competency in many movement forms and proficiency in a few movement forms as demonstrated by the pupil's ability to:

- (a) Combine two or more locomotor and/or nonlocomotor skills in a sequence.*
- (b) Perform a variety of basic level manipulative skills in isolation.*
- (c) Demonstrate a combination of two simple weight transfer and balance movements.*

3. Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication as demonstrated by the pupil's ability to:

- (a) Create shapes at high, medium, and low levels in a movement sequence;*
- (b) Demonstrate locomotor movements in varying directions and pathways;*
- (c) Demonstrate qualities of movement;*
- (d) Create a movement sequence with a beginning, middle, and end (with or without a prop);*
- (e) Demonstrate a relationship quality;*

- (f) Discuss and demonstrate how dance is used to communicate;*
- (g) Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop with few errors; and*
- (h) Perform simple folk and/or social dances.*

4. Pupils will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle as demonstrated by the pupil's ability to:

- (a) Identify health-related components addressed in selected exercises;*
- (b) Engage in moderate daily structured physical activity;*
- (c) Identify health-related fitness components; and*
- (d) Perform various structured exercises in a safe manner.*

5. Pupils will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings as demonstrated by the pupil's ability to:

- (a) Apply class rules, procedures, and safe practices with teacher reinforcement;*
- (b) Engage in physical activity involving cooperation and sharing;*
- (c) Demonstrate components of respect during activities regardless of personal differences; and*
- (d) Participate in multicultural activities.*

Section 3. *By the end of the third grade, pupils must know and be able to do everything required in the previous grades for courses in physical education offered in public elementary schools. Instruction in the third grade in physical education must be designed so that pupils meet the following performance standards by the completion of third grade:*

1. A physically educated pupil understands and applies movement concepts to the learning and development of motor skills as demonstrated by the pupil's ability to:

- (a) Utilize a movement vocabulary for manipulative, locomotor, and nonlocomotor movement activities;*
- (b) Apply the basic elements of a movement form in a dynamic environment;*
- (c) Identify simple cues in the performance of peers; and*
- (d) Know how to monitor the physiological changes occurring during moderate physical activity.*

2. Demonstrate competency in many movement forms and proficiency in a few movement forms as demonstrated by the pupil's ability to:

- (a) Demonstrate a mature form in all locomotor and nonlocomotor movements with a partner.*
- (b) Perform a variety of manipulative skills in a dynamic environment.*
- (c) Sequence combinations of more complex weight transfer and balance movements.*

3. Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication as demonstrated by the pupil's ability to:

(a) Create shapes at high, medium, and low levels in a movement sequence with a partner with few errors;

(b) Demonstrate locomotor movements in varying directions and pathways with a partner;

(c) Demonstrate the qualities of movement with a partner;

(d) Create a movement sequence with a beginning, middle, and end with a partner (with or without a prop.);

(e) Demonstrate partner skills;

(f) Express emotion through movement;

(g) Observe and discuss how dance differs from and/or is the same as sports and everyday actions;

(h) Perform various movements to a steady beat (with or without a prop) with a partner;

(i) Move to a steady beat at various tempos; and

(j) Perform folk and/or social dances from various cultures.

4. Pupils will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle as demonstrated by the pupil's ability to:

(a) Describe implications of the results of health-related fitness assessment;

(b) Sustain moderate physical activity for longer periods of time;

(c) Engage in activity that results in the development of health-related fitness components; and

(d) Identify proper warm up, conditioning and cool down techniques and the reason for using them.

5. Pupils will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings as demonstrated by the pupil's ability to:

(a) Apply class rules, procedures, safety practices and etiquette with limited teacher reinforcement;

(b) Identify acceptable responses to challenges, successes, and failures in physical activity;

(c) Understand the purpose for modifying activities with regard to diversity and physical activity; and

(d) Understand the connection between a dance, game, or sport and the culture in which it originates.

Section 4. *By the end of the fifth grade, pupils must know and be able to do everything required in the previous grades for courses in physical education offered in public elementary schools. Instruction in the fifth grade in physical education must be designed so that pupils meet the following performance standards by the completion of fifth grade:*

1. A physically educated pupil understands and applies movement concepts to the learning and development of motor skills as demonstrated by the pupil's ability to:

- (a) Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense);*
- (b) Identify the intermediate elements of movement forms;*
- (c) Apply simple strategies to game-like situations;*
- (d) Identify the characteristics of a skilled performance in a few movement forms; and*
- (e) Explain the physiological factors affecting individual differences of physical fitness levels.*

2. Demonstrate competency in many movement forms and proficiency in a few movement forms as demonstrated by the pupil's ability to:

- (a) Utilize locomotor and nonlocomotor movements in physical activities.*
- (b) Execute a combination of manipulative skills in a new dynamic environment.*
- (c) Create and perform a sequence, alone or within a group that combines weight transfer and balance movements.*

3. Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication as demonstrated by the pupil's ability to:

- (a) Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels and pathways;*
- (b) Clearly demonstrate a range of qualities of movement;*
- (c) Observe and identify the action and movement elements of brief movement sequences;*
- (d) Create and perform identifiable beginning, middle, and end of a brief movement sequence both with and without rhythmic accompaniment;*
- (e) Apply one partner skill while creating a movement sequence;*
- (f) Create a brief movement phrase, accurately repeat it and then vary it, making changes in time, space, and/or qualities of movement;*
- (g) Recognize the elements of movement found in dance, sports, and everyday actions.*
- (h) Create a movement sequence to express an idea/concept;*
- (i) Discuss interpretations and reactions to a movement sequence;*
- (j) Create and perform various movements to a steady beat with or without a prop within a group.*
- (k) Move to a musical beat and responds to changes in tempo; and*
- (l) Perform more technically complex folk and/or social dances from various cultures and identify the cultural and historical context.*

4. Pupils will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle as demonstrated by the pupil's ability to:

- (a) Create personal goals related to physical fitness assessment;*
- (b) Maintain a continuous aerobic activity for a specified time;*
- (c) Engage in physical activity at target heart rate for a specified time;*
- (d) Identify the health-related components of fitness in various activities; and*
- (e) Utilize proper warm-up, conditioning, and cool down techniques.*

5. Pupils will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings as demonstrated by the pupil's ability to:

- (a) Make decisions to apply rules, procedures, and to use proper etiquette;*
- (b) Demonstrate positive responses to challenges, successes, and failures in physical activity;*
- (c) Manage conflict positively with teacher reinforcement regardless of differences;*
- (d) Demonstrate teamwork and positive sportsmanship while interacting with others regardless of differences; and*
- (e) Identify similarities and differences of games, sports, and dance from different cultures.*

Section 5. *By the end of the eighth grade, pupils must know and be able to do everything required in the previous grades for courses in physical education offered in public elementary schools. Instruction in the eighth grade in health must be designed so that pupils meet the following performance standards by the completion of eighth grade:*

1. A physically educated pupil understands and applies movement concepts to the learning and development of motor skills as demonstrated by the pupil's ability to:

- (a) Describe movement and game strategies utilizing appropriate vocabulary;*
- (b) Describe and apply the advanced elements of movement forms and game strategies;*
- (c) Evaluate movement forms for skill improvement; and*
- (d) Recognize physiological benefits of exercise during and after physical activity.*

Demonstrate competency in many movement forms and proficiency in a few movement forms as demonstrated by the pupil's ability to:

- (a) Refine locomotor and nonlocomotor movements in a sports setting.*
- (b) Refine previously learned manipulative skills.*
- (c) Demonstrate the basic elements of more advanced manipulative skills.*
- (d) Explain how scientific principles apply to weight transfer and balance movements.*

3. Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication as demonstrated by the pupil's ability to:

- (a) Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical and/or traditional styles;*
- (b) Observe and describe the actions and qualities of movement in a dance sequence using appropriate movement vocabulary;*
- (c) Accurately transfer a rhythmic pattern from the aural, verbal, and/or visual to the kinesthetic with some teacher assistance; and*
- (d) Perform traditional and/or theatrical style dance of different time periods or cultures and describe differences in steps and movement styles.*

4. Pupils will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle as demonstrated by the pupil's ability to:

- (a) Design a personal health-related fitness program based on an accurately assessed fitness profile;*
- (b) Understand and apply principles of training/conditioning to regular fitness activities;*
- (c) Identify and/or participate in a variety of health-related fitness activities in both school and community; and*
- (d) Compare safe vs. unsafe exercises and demonstrate safe exercise alternatives.*

6. Pupils will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings as demonstrated by the pupil's ability to:

- (a) Analyze potential consequences when confronted with a behavior choice;*
- (b) Work cooperatively within a group to achieve goals in cooperative or competitive situations;*
- (c) Demonstrate behavior that is supportive and inclusive of all ability levels in physical activity settings; and*
- (d) Demonstrate a sport, dance, and/or game from another culture.*

Section 6. *By the end of the 12th grade, pupils must know and be able to do everything required in the previous grades for courses in physical education offered in public schools. Instruction in physical education must be designed so that pupils meet the following performance standards by the completion of 12th grade:*

1. A physically educated pupil understands and applies movement concepts to the learning and development of motor skills as demonstrated by the pupil's ability to:

- (a) Apply appropriate vocabulary to design a class or school-wide activity.*
- (b) Integrate discipline-specific knowledge to new physical activities.*
- (c) Analyze personal performance and apply results for improvement.*
- (d) Analyze health/fitness benefits derived from various physical activities.*

2. Demonstrate competency in many movement forms and proficiency in a few movement forms as demonstrated by the pupil's ability to:

- (a) Demonstrate proficiency in at least three movement forms in two or more sports.*
- (b) Apply scientific principles to weight transfer and balance movements.*

3. Demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication as demonstrated by the pupil's ability to:

- (a) Identify and demonstrate complex combinations of steps and patterns from different theatrical and/or traditional styles of dance with consistency;*
- (b) Observe and analyze the actions and qualities of movement in dances using appropriate movement vocabulary;*
- (c) Demonstrate rhythmic acuity with consistency; and*

(d) Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.

4. Pupils will achieve and maintain a health-enhancing level of individual fitness for an active lifestyle as demonstrated by the pupil's ability to:

(a) Refine health-related fitness goals as defined by a formal guideline;

(b) Independently engage in physical activity that address fitness and wellness throughout life;

(c) Analyze a personal healthy lifestyle independent of teacher intervention; and

(d) Evaluate physical activity for injury potential.

5. Pupils will demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings as demonstrated by the pupil's ability to:

(a) Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity;

(b) Accept the responsibility for taking a leadership role; and

(c) Discuss changing needs of physical activity in a diverse society.

Section 7. NAC 389.240, NAC 389.242, NAC 389.294, NAC 389.335, NAC 389.385, NAC 389.486, NAC 389.487 and NAC 389.490 are hereby repealed.

TEXT OF REPEALED SECTIONS

NAC 389.240 Physical education. The courses in physical education offered in public kindergartens must include instruction designed to teach a pupil to:

1. Walk forward and sideways and to change direction quickly in response to a signal.
2. Walk in a large group in different directions without falling or bumping into others.
3. Walk in various directions on straight, curved and zig-zag paths.
4. Walk at a slow and fast pace in response to directions.
5. Walk forward and sideways the length of a bench without falling.
6. Walk over, under, behind, alongside and through objects.
7. Move individual parts of his body in response to oral directions to do so.
8. Form various shapes with his body while walking.
9. Roll sideways without hesitating or stopping.
10. Toss a ball and catch it before it bounces twice.
11. Throw a ball underhand and overhand.
12. Run and kick a stationary ball.
13. Jump continuously over a swinging rope held by others.
14. Identify and use his body parts.
15. Understand that practice is necessary to improve skill in physical activity.
16. Understand the benefits of physical activity.
17. Articulate the proper manner and behavior for safely using equipment.

18. Form various shapes with his body alone and with a partner.
19. Sustain moderate physical activity.
20. Identify feelings that result from participating in physical activities.
21. Enjoy participating in a program of physical education.
22. Look forward to classes in physical education.

NAC 389.242 Physical education. The courses in physical education offered in public elementary schools must include instruction designed to teach a pupil by completion of the second grade to:

1. Walk backwards and change direction quickly and safely without falling.
2. Walk changing speed and direction in response to a variety of rhythms.
3. Combine various movement patterns in time to music.
4. Jump and land using one and two feet.
5. Chase, flee and dodge others.
6. Roll smoothly forward without stopping or hesitating.
7. Balance symmetrical and asymmetrical objects on various parts of his body.
8. Move his feet above his body by placing weight on his hands and to bring his feet back to the ground in a controlled manner.
9. Use the instep of his foot to kick a slowly rolling ball into the air and along the ground.
10. Throw a ball overhand, underhand and sideways.
11. Catch a gently thrown ball using properly positioned hands.
12. Dribble a ball continuously using his hands and feet without losing control.
13. Use at least three different parts of his body to strike a ball towards a target.
14. Strike a ball repeatedly with a paddle.
15. Strike a ball with a bat from a tee or cone.
16. Jump rope alone.
17. Skip, hop, gallop and slide.
18. Hang and climb.
19. Demonstrate safety while participating in physical activity.
20. Participate in a variety of activities involving movement, balance and the manipulation of various objects.
21. Recognize similar concepts of movement which are present in various skills necessary for physical activity.
22. Understand the appropriate behavior for participating in physical activities with others.
23. Identify changes in the body during physical activity.
24. Articulate the reasons that safe and controlled movements during physical activity are necessary.
25. Appreciate cooperation and sharing with others.
26. Accept his feelings that result from challenges, successes and failures during physical activity.
27. Be considerate of others while participating in physical activities.

NAC 389.294 Physical education. The courses in physical education offered in public elementary schools must include instruction designed to teach a pupil by completion of the fourth grade to:

1. Avoid or catch a person or object while walking and running.
2. Leap off of one foot.
3. Roll backwards without hesitating or stopping.
4. Transfer his weight to his hands at fast and slow speeds using extensions including, without limitation, mulekicks, handstands and cartwheels.
5. Dribble a ball with his hands and feet and to maintain control while dribbling the ball within a group.
6. Strike a softly thrown lightweight ball with various parts of his body to cause the ball to return to the person who threw it.
7. Strike a softly thrown ball with a bat or paddle.
8. Develop sequences of movements which may be repeated.
9. Run into and out of a rope turned by others.
10. Balance on a variety of objects, including, without limitation, a balance beam, roller skates and a scooter.
11. Jump for height and distance.
12. Throw, catch and kick a ball.
13. If a pool is available, swim using basic strokes and to demonstrate basic survival techniques related to swimming.
14. Maintain continuous aerobic activity for a specified time.
15. Use proper posture when engaging in physical activity which involves lifting, carrying, pushing or pulling an object.
16. Support, lift and control his body weight during various activities.
17. Participate regularly in physical activity to improve his physical fitness.
18. Distinguish between compliance and noncompliance with the rules of various games.
19. Select and categorize specialized equipment used for participation in a variety of activities.
20. Recognize fundamental strategies used in simple games and activities.
21. Refine his movement skills.
22. Identify activities that contribute to personal feelings of joy.
23. Describe the benefits to his health from regularly participating in physical activity.
24. Recognize potential risks associated with physical activities.
25. Design games, gymnastics and dance sequences.
26. Recognize differences and similarities in the physical activity of others.
27. Respect persons from different backgrounds and the cultural significance they contribute to various games, dances and physical activities.
28. Determine that the feelings which he experiences from physical activity can be enjoyable.
29. Celebrate his personal successes and achievements and those of others.

NAC 389.335 Physical education. The courses in physical education offered in public elementary schools must include instruction designed to teach a pupil by completion of the sixth grade to:

1. Throw various objects to demonstrate accuracy and distance.

2. Strike a ball with a paddle to a wall or partner using forehand and backhand strokes.
3. Strike a ball using a golf club or a hockey stick so that the ball travels in the intended direction and reaches the intended height.
4. Perform gymnastics and dance sequences that combine walking, changing direction and speed, rolling, balancing and transferring weight to various parts of his body.
5. Dribble a ball with his hands while preventing an opponent from stealing the ball.
6. Keep an object in the air within a small group without catching it.
7. Throw and catch a ball while guarded by opponents.
8. Design and play games for a small group which involve basic offensive and defensive strategies and which include, without limitation, throwing, kicking or dribbling a ball.
9. Design a routine to music combining various movements using a jump rope.
10. Leap, roll, balance, transfer his weight from his feet to other parts of his body, hit a ball with a bat, volley a ball or other object, dribble a ball with his hands and feet, and strike a ball with a paddle.
11. If a pool is available, swim using the breast stroke, back stroke and side stroke.
12. Maintain a target heart rate while participating in vigorous activity for a specific length of time.
13. Recover from vigorous physical activity in the proper amount of time.
14. Monitor his heart rate before, during and after physical activity.
15. Improve and maintain his muscular strength, endurance, flexibility and cardiorespiratory functions through participation in certain physical activities.
16. Recognize his interest and ability to participate in games, sports, dancing and outdoor activities during school and during his own time.
17. Recognize that certain images of and performances by the human body as portrayed by the media may be inappropriate to imitate.
18. Understand the time and effort required to improve his physical fitness and his skill in certain physical activities.
19. Understand the adverse effects of substance abuse on personal health and on the performance of physical activity.
20. Recognize that aspects of all cultures may be identified in their games, sports and dances.
21. Identify opportunities to participate in physical activity at school and in the community.
22. Understand principles of training and conditioning for physical activity.
23. Use proper warming up, conditioning and cooling down techniques during physical activity and the reasons for using these techniques.
24. Identify the benefits of participating in various forms of physical activities.
25. Detect, analyze and correct errors in the way he moves.
26. Articulate the ways in which the body may be used to communicate ideas and feelings through movement.
27. Accept and respect the decisions of officials of games.
28. Seek out, participate with and show respect for persons who demonstrate various skills and abilities.
29. Exercise for personal benefit and enjoyment.

NAC 389.385 Physical education. The courses in physical education offered in public elementary schools must include instruction designed to teach a pupil by completion of the eighth grade to:

1. Explore introductory outdoor activities that involve physical skill which may include, without limitation, backpacking, rock climbing, hiking, canoeing, bicycling or roping.
2. Participate in modified versions of team and individual sports which combine skills.
3. Perform a variety of simple folk, country and creative dances.
4. Use basic offensive and defensive strategies while playing a modified version of a sport.
5. Practice certain exercises which are helpful for learning new skills or sports.
6. If a weight training facility is available, demonstrate proper techniques for various types of weight training.
7. Maintain a target heart rate appropriate to achieve cardiovascular benefits during aerobic activity.
8. Improve and maintain his physical fitness.
9. Participate in an individualized fitness program.
10. Understand and follow rules while participating in sports and games.
11. Recognize the effects of substance abuse on personal health and in the performance of physical activities.
12. Articulate the potential long-term physiological, psychological and cultural benefits from regular participation in physical activity.
13. Describe principles of training and conditioning for specific physical activities.
14. Describe appropriate personal and group conduct for physical activity.
15. Analyze and categorize activities and exercises according to their potential to improve a person's physical fitness.
16. Analyze offensive and defensive strategies in games and sports.
17. Evaluate the role of exercise and other factors in weight control.
18. Feel satisfaction from participation in physical activity.
19. Enjoy the aesthetic and creative aspects of physical activities.
20. Respect the physical limitations of himself and others.
21. Desire to improve his physical abilities.

NAC 389.486 Basic course in physical education. A basic course in physical education must include instruction designed to teach a pupil to:

1. Demonstrate basic competence in at least three of the following physical activities:
 - (a) Aquatics;
 - (b) Self-defense;
 - (c) Dance;
 - (d) Individual and team activities;
 - (e) Sports; and
 - (f) Outdoor activities.
2. Perform folk, country, social and creative dancing with fluency and in time to accompaniment.

3. Assess his cardiovascular endurance, muscular strength and endurance, flexibility and general physical fitness.
4. Design and carry out a personal fitness program to improve his overall well-being.
5. Participate in a variety of games, sports and dances which are used in different cultures.
6. Participate in physical activities in a cooperative and ethical manner.
7. Participate in several outdoor activities.
8. Identify the aspects of participation in physical activities that contribute to enjoyment and self-expression.
9. Compare and contrast offensive and defensive tactics used in sports.
10. Understand the historical and cultural role of games, sports and dance within various cultural groups.
11. Categorize the physical activities that he may pursue within the community according to their potential benefits and requirements for participation.
12. Identify and compare the benefits to his health and physical fitness from participation in various physical activities.
13. Analyze and evaluate a profile of personal fitness.
14. Use principles of biomechanics to analyze and improve his performance of physical activities.
15. Appreciate and respect nature while participating in physical activity.
16. Enjoy meeting and cooperating with others during physical activity.
17. Feel enjoyment, satisfaction and personal benefit from participating in regular physical activity.

NAC 389.487 Intermediate or advanced course in physical education. An intermediate or advanced course in physical education must include instruction designed to teach a pupil to:

1. Demonstrate competence at an intermediate or advanced level in at least one of the following physical activities:
 - (a) Aquatics;
 - (b) Dance, which may include, without limitation, ballet or modern, folk or country dancing;
 - (c) An outdoor sport, which may include, without limitation, hiking, bicycling, canoeing or skiing;
 - (d) A sport engaged in alone, which may include, without limitation, golf;
 - (e) A sport which requires a partner, which may include, without limitation, tennis or racquetball; or
 - (f) A team sport, which may include, without limitation, soccer, softball, basketball or hockey.
2. Apply scientific principles to understand and improve his skill in certain physical activities.
3. Maintain the proper cardiovascular and cardiopulmonary strength, muscular strength and endurance, flexibility and weight.
4. Use the results of an assessment of his physical fitness to determine necessary changes in his personal program of physical activities.

5. Monitor exercise and other activities related to a healthy life-style.
6. Participate willingly in games, sports, dancing, outdoor activities and other physical activities to attain his personal fitness goals and to maintain his well-being.
7. Understand the career opportunities which are available in physical education and related fields.
8. Identify the effects of age, gender, race, ethnicity, socioeconomic standing, culture and disabilities of a person upon preferences for and participation in certain types of physical activities.
9. Analyze the time, cost and accessibility necessary for regular participation in certain types of physical activities.
10. Use scientific principles to analyze personal characteristics and ability to participate in physical activity.
11. Evaluate critically representations made by others and advertisements about commercial products and programs.
12. Evaluate the risks that certain activities present and the precautions that may be taken to minimize such risks.
13. Understand and accept that personal characteristics, performance of physical activities and preferences for certain activities will change over time.
14. Accept that his personal characteristics and abilities may differ from the idealized body images and superior levels of performance portrayed by the media.
15. Experience pleasure from participating in physical activity.
16. Understand his ability to maintain and improve his physical fitness, motor skills and knowledge about physical activity.
17. Make a commitment to participate in physical activity.

NAC 389.490 Personal fitness. A course of study in personal fitness must include instruction designed to teach the pupil to do the following:

1. Apply a knowledge of the components of physical fitness.
2. Assess his personal level of fitness.
3. Apply a knowledge of the relationship between physical fitness and stress.
4. Apply a knowledge of nutrition as it relates to physical fitness.
5. Apply a knowledge of health problems associated with a low level of fitness.
6. Demonstrate a knowledge of the role of the consumer.
7. Evaluate physical activities in terms of their value for fitness.
8. Select from a variety of activities those which help to improve physical fitness.
9. Design a program for fitness that meets his personal needs and interests.
10. Apply correct biochemical and physiological principles to exercise and training.
11. Exercise safely.
12. Improve his personal level of physical fitness.
13. Assess personal activities as related to quality of living.
14. Exhibit a positive attitude toward the body and physical activity.