

PROPOSED REGULATION OF THE STATE BOARD OF EDUCATION

LCB File No. R062-13

Proposed Changes to Physical Education NAC 389

EXPLANATION: Matter in *italics* is new; matter in brackets ~~{omitted material}~~ is to be omitted

NAC 389.2425 *Kindergarten through* Second grade: Physical education. (NRS 385.080, 385.110, 389.0185, 389.520) 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 schools. Instruction in the second grade in physical education must be designed so that pupils meet the following performance standards by the completion of the second grade:

- ~~1. Apply concepts relating to movement to the knowledge and development of motor skills, as demonstrated by the ability of the pupil to:
 - ~~—(a) Understand the vocabulary of simple patterns of movement;~~
 - ~~—(b) Identify the basic elements of forms of movement, including, without limitation, opposition;~~
 - ~~—(c) Identify and respond to cues that enhance skill performance, including, without limitation, to look, reach and give when catching an object; and~~
 - ~~—(d) Identify the physiological signs of moderate physical activity, including, without limitation, a fast heart rate and heavy breathing.~~~~
- ~~2. Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil to:
 - ~~—(a) Combine in a sequence two or more locomotor or nonlocomotor skills;~~
 - ~~—(b) Perform a variety of basic manipulative skills in isolation; and~~
 - ~~—(c) Demonstrate a combination of two simple movements relating to weight transfer and balance.~~~~
- ~~3. Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:
 - ~~—(a) Create shapes at high, medium and low levels in a sequence of movement;~~
 - ~~—(b) Use locomotor movements in varying directions and pathways;~~
 - ~~—(c) Apply qualities of movement;~~
 - ~~—(d) Create, with or without a prop, a sequence of movement that has a beginning, a middle and an end;~~
 - ~~—(e) Demonstrate a quality of relationship between forms of movement, including, without limitation, imitation through echoing or mirroring, “close/near” or “over/under” movements and contrasting movements;~~
 - ~~—(f) Discuss and demonstrate how dance is used to communicate to other persons;~~
 - ~~—(g) Perform, with or without a prop and with few errors, various locomotor and nonlocomotor movements to a steady beat; and~~
 - ~~—(h) Perform simple folk dances or social dances, or both.~~~~
- ~~4. Achieve and maintain a health-enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:~~

- ~~—(a) Identify health-related components of fitness, including, aerobic endurance, muscular strength, muscular endurance and flexibility;~~
- ~~—(b) Identify those health-related components which are addressed in selected exercises;~~
- ~~—(c) Engage in moderate, daily, structured physical activity; and~~
- ~~—(d) Perform various structured exercises in a safe manner.~~
- ~~—5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Apply class rules, procedures and safe practices, with reinforcement from a teacher;~~
 - ~~—(b) Engage in physical activity involving cooperation and sharing;~~
 - ~~—(c) Show respect for other pupils during activities, regardless of personal differences; and~~
 - ~~—(d) Participate in multicultural activities.}~~

- 1. Demonstrate competency in motor skills, movement patterns and safety needed to perform a variety of physical activities.*
 - a. Locomotor and Nonlocomotor Movement: Demonstrate the basic elements of movement formats.*
 - b. Manipulative Skills: Perform a variety of basic level manipulative skills in isolation.*
 - c. Motor Skills and Movement Patterns: Perform simple motor skills and movement patterns*
 - d. Safety: Demonstrate safe practices while participating in physical activities.*
- 2. Apply knowledge of concepts, principles and strategies related to movement, performance and safety within physical activities.*
 - a. Concepts and Principles: Recognize the basic elements of movement.*
 - b. Strategies: Demonstrate basic strategies in physical activities.*
 - c. Safety: Identify appropriate safety practices in general space for self and others.*
- 3. Participate regularly in physical activity*
 - a. Moderate to Vigorous Physical Activity: Demonstrate the differences between sedentary, light, moderate and vigorous physical activity.*
 - b. Establishing Healthy Activity Patterns and Values: Demonstrate healthy activity patterns by participating in physical activity.*
 - c. Self-Management Skills: Demonstrate ways to be physically active during the day.*
- 4. Achieves and maintains a health-enhancing level of physical fitness*
 - a. Health-related Fitness Components: Practice health-related fitness components in various physical activities.*
 - b. Physiological Effects and Benefits of Physical Fitness: Identify physiological signs of light, moderate and vigorous physical activity.*

~~[NAC 389.283—Physical education. (NRS 385.080, 385.110, 389.0185, 389.520)—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 schools. Instruction in the third grade in physical education must be designed so that pupils meet the following performance standards by the completion of the third grade:~~

- ~~—1. Understand and apply concepts relating to movement to the knowledge and development of motor skills, as demonstrated by the ability of the pupil to:~~

- ~~—(a) Use a vocabulary relating to movement for manipulative, locomotor and nonlocomotor movement activities correctly;~~
- ~~—(b) Apply the basic elements of a form of movement in a dynamic environment;~~
- ~~—(c) Identify simple cues in the performance of the pupil's peers; and~~
- ~~—(d) Monitor physiological changes which occur during moderate physical activity.~~
- ~~—2.— Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Maintain a mature form in all locomotor and nonlocomotor movements with a partner;~~
 - ~~—(b) Perform a variety of manipulative skills in a dynamic environment; and~~
 - ~~—(c) Sequence combinations of more complex movements relating to weight transfer and balance.~~
- ~~—3.— Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Create, with a partner and with few errors, shapes at high, medium and low levels in a sequence of movement;~~
 - ~~—(b) Perform, with a partner, locomotor movements in varying directions and pathways;~~
 - ~~—(c) Demonstrate the qualities of movement with a partner;~~
 - ~~—(d) Create, with a partner and with or without a prop, a sequence of movement with a beginning, a middle and an end;~~
 - ~~—(e) Use appropriate skills with a partner;~~
 - ~~—(f) Express emotion through movement;~~
 - ~~—(g) Observe and discuss how dance differs from and is the same as sports and everyday activities;~~
 - ~~—(h) Perform, with a partner and with or without a prop, various movements to a steady beat;~~
 - ~~—(i) Move to a steady beat at various tempos; and~~
 - ~~—(j) Perform folk dances or social dances, or both, from various cultures.~~
- ~~—4.— Achieve and maintain a health enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Describe the implications of the results of health related assessments of fitness;~~
 - ~~—(b) Sustain moderate physical activity that will promote the development of the health related components of fitness;~~
 - ~~—(c) Engage in activities that promote the development of the health related components of fitness; and~~
 - ~~—(d) Identify proper techniques for warming up, conditioning and cooling down, and state the reasons for using those techniques.~~
- ~~—5.— Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Apply class rules, procedures, safety practices and etiquette with limited reinforcement from a teacher;~~
 - ~~—(b) Identify acceptable responses to challenges, successes and failures in physical activity;~~
 - ~~—(c) Understand the purpose for modifying activities with regard to diversity in physical activity; and~~
 - ~~—(d) Understand the connection between a dance, game or sport and the culture in which the dance, game or sport originates.}]~~

NAC 389.2946 *Third through Fifth grade: Physical education.* (NRS 385.080, 385.110, 389.0185, 389.520) 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 schools. Instruction in the fifth grade in physical education must be designed so that pupils meet the following performance standards by the completion of the fifth grade:

~~1.— Understand and apply concepts relating to movement to the knowledge and development of motor skills, as demonstrated by the ability of the pupil to:~~

- ~~—(a) Use vocabulary correctly to differentiate between more complex gamelike strategies, including, without limitation, strategies for offense and for defense;~~
- ~~—(b) Identify the intermediate elements of forms of movement;~~
- ~~—(c) Apply simple strategies to gamelike situations;~~
- ~~—(d) Identify the characteristics of a skilled performance in a few forms of movement; and~~
- ~~—(e) Explain the physiological factors affecting individual differences in levels of physical fitness.~~

~~2.— Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil to:~~

- ~~—(a) Use locomotor and nonlocomotor movements in physical activities;~~
- ~~—(b) Execute a combination of manipulative skills in a new dynamic environment; and~~
- ~~—(c) Create and perform a sequence of movement, alone or within a group, that combines movements relating to weight transfer and balance.~~

~~3.— Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:~~

- ~~—(a) Create, within a group, sequences of movement which clearly demonstrate the use of shapes, levels and pathways;~~
 - ~~—(b) Perform a range of qualities of movement clearly;~~
 - ~~—(c) Observe and identify actions and elements of movement within brief sequences of movement;~~
 - ~~—(d) Create and perform, with or without rhythmic accompaniment, a brief sequence of movement which has an identifiable beginning, middle and end;~~
 - ~~—(e) Apply one partner skill while creating a sequence of movement with another person;~~
 - ~~—(f) Create a brief movement phrase, accurately repeat the phrase and then vary the phrase by making changes in time, space or qualities of movements, or any combination thereof;~~
 - ~~—(g) Recognize the elements of movement found in dance, sport and everyday activities;~~
 - ~~—(h) Create a sequence of movement to express an idea or a concept;~~
 - ~~—(i) Discuss interpretations and reactions to a sequence of movement;~~
 - ~~—(j) Create and perform, within a group and with or without a prop, various movements to a steady beat;~~
 - ~~—(k) Move to a musical beat and respond to changes in tempo; and~~
 - ~~—(l) Perform more technically complex folk dances or social dances, or both, from various cultures, and identify the cultural and historical context of the folk or social dance.~~
- ~~4.— Achieve and maintain a health enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:~~
- ~~—(a) Create personal goals related to an assessment of his or her physical fitness;~~
 - ~~—(b) Maintain a continuous aerobic activity for a specified time;~~
 - ~~—(c) Engage in physical activity at a target heart rate for a specified time;~~
 - ~~—(d) Identify the health related components of fitness in various activities; and~~

- ~~—(e) Use proper techniques for warming up, conditioning and cooling down.~~
- ~~—5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Make correct decisions in applying rules and procedures and using proper etiquette;~~
 - ~~—(b) Respond in a positive manner to challenges, successes and failures in physical activity;~~
 - ~~—(c) Manage conflict positively, regardless of differences with other persons, with reinforcement from a teacher;~~
 - ~~—(d) Demonstrate teamwork and positive sportsmanship while interacting with other persons, regardless of differences; and~~
 - ~~—(e) Identify similarities of and differences between games, sports and dances from different cultures.}]~~

- 1. Demonstrate competency in motor skills, movement patterns and safety needed to perform a variety of physical activities.*
 - a. Locomotor and Nonlocomotor Movement: Utilize locomotor and nonlocomotor movements in physical activities.*
 - b. Manipulative Skills: Perform manipulative skills in simple combinations*
 - c. Motor Skills and Movement Patterns: Perform simple and moderate motor skills and movement patterns.*
 - d. Safety: Demonstrate safe practices while participating in physical activities.*
- 2. Apply knowledge of concepts, principles and strategies related to movement, performance and safety within physical activities.*
 - a. Concepts and Principles: Recognize the critical elements of movement skills.*
 - b. Strategies: Explain strategies within physical activities.*
 - c. Safety: Explain the importance of safety rules and procedures for self and others in physical activities.*
- 3. Participate regularly in physical activity*
 - a. Moderate to Vigorous Physical Activity: Participate in a variety of moderate to vigorous physical activities.*
 - b. Establishing Healthy Activity Patterns and Values: Demonstrate healthy activity patterns by participating in physical activity.*
 - c. Self-Management Skills: Demonstrate opportunities at school for regular participation in physical activities.*
- 4. Achieves and maintains a health-enhancing level of physical fitness*
 - a. Health-related Fitness Components: Participate in various physical activities utilizing the health related fitness components.*
 - b. Physiological Effects and Benefits of Physical Fitness: Explain the long-term benefits of participation in physical activity.*

NAC 389.386 Sixth through Eighth grade: Physical education. (NRS 385.080, 385.110, 389.0185, 389.520) 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 schools. Instruction in the eighth grade in physical education must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

- ~~{1. Pupils must understand and be able to apply concepts relating to movement to the learning and development of motor skills, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Describe, using the appropriate vocabulary, strategies relating to movement and games;~~

- ~~—(b) Describe and apply the advanced elements of forms of movement and game strategies;~~
- ~~—(c) Evaluate forms of movement for the improvement of skills; and~~
- ~~—(d) Recognize the physical benefits of exercise during and after physical activity.~~
- ~~—2. Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil 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; and~~
 - ~~—(d) Explain how scientific principles apply to movements relating to weight transfer and balance.~~
- ~~—3. Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles or traditional styles, or both theatrical and traditional styles;~~
 - ~~—(b) Observe and describe the actions and qualities of movement in a dance sequence, using appropriate vocabulary relating to movement;~~
 - ~~—(c) Accurately transfer a rhythmic pattern from the aural, verbal or visual form, or any combination thereof, to a kinesthetic form, with some assistance from a teacher; and~~
 - ~~—(d) Perform traditional style dance or theatrical style dance, or both, from different times, periods or cultures, and describe the differences in the steps and style of movement.~~
- ~~—4. Achieve and maintain a health-enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Design a personal health-related program of fitness based on an accurately assessed profile of fitness;~~
 - ~~—(b) Understand principles of training or conditioning and apply those principles to regular activities for fitness;~~
 - ~~—(c) Identify or participate in, or both identify and participate in, a variety of health-related activities in both the school and the community; and~~
 - ~~—(d) Compare exercises which are safe with exercises which are unsafe, and demonstrate exercises which are safe.~~
- ~~—5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:~~
 - ~~—(a) Analyze potential consequences when confronted with a choice in behavior;~~
 - ~~—(b) Work cooperatively within a group to achieve goals in cooperative and in-competitive situations;~~
 - ~~—(c) Engage in behaviors that are supportive and inclusive of all levels of abilities of other persons in settings in which physical activities occur; and~~
 - ~~—(d) Demonstrate a sport, dance or game, or any combination thereof, from another culture.]~~

1. Demonstrate competency in motor skills, movement patterns and safety needed to perform a variety of physical activities.

- a. Locomotor and Nonlocomotor Movement: Apply locomotor and nonlocomotor movements into physical activities.***
- b. Manipulative Skills: Demonstrate manipulative skills in a variety of environments and under a host of conditions.***
- c. Motor Skills and Movement Patterns: Execute moderate and complex motor skills and movement patterns within physical activities.***

- d. *Safety: Apply safe practices while participating in physical activities.*
- 2. *Apply knowledge of concepts, principles and strategies related to movement, performance and safety within physical activities.*
 - a. *Concepts and Principles: Apply knowledge of critical elements of specialized skills.*
 - b. *Strategies: Implement multiple strategies in physical activities.*
 - c. *Safety: Implement safe practices for self and others while participating in physical activities.*
- 3. *Participate regularly in physical activity*
 - a. *Moderate to Vigorous Physical Activity: Engage in a variety of moderate to vigorous physical activities.*
 - b. *Establishing Healthy Activity Patterns and Values: Apply healthy activity patterns through participation in physical activity.*
 - c. *Self-Management Skills: Demonstrate opportunities at school for regular participation in physical activities.*
- 4. *Achieves and maintains a health-enhancing level of physical fitness*
 - a. *Health-related Fitness Components: Develop a physical activity plan that includes training and conditioning principles to improve fitness.*
 - b. *Physiological Effects and Benefits of Physical Fitness: Monitor physiological effects during various physical activities and intensity levels.*

NAC 389.485 High School Physical education. (NRS 385.080, 385.110, 389.0185, 389.520)
 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 the 12th grade in physical education must be designed so that pupils meet the following performance standards by the completion of the 12th grade:

- ~~1.— Understand and apply concepts relating to movement to the learning and development of motor skills, as demonstrated by the ability of the pupil to:

 - (a) Apply appropriate vocabulary to design a class or schoolwide activity;
 - (b) Integrate knowledge specific to a particular physical activity to new physical activities;
 - (c) Analyze the pupil’s personal performance and apply the results of that analysis to improve his or her performance; and
 - (d) Analyze health and fitness benefits arising from various physical activities.~~
- ~~2.— Demonstrate competency in many forms of movement and proficiency in a few forms of movement, as demonstrated by the ability of the pupil to:

 - (a) Demonstrate proficiency in at least three forms of movement in two or more sports; and
 - (b) Apply scientific principles to movements relating to weight transfer and balance.~~
- ~~3.— Understand dance through the use of skills, techniques and choreography, and as a form of communication, as demonstrated by the ability of the pupil to:

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

~~—(d) Perform traditional styles of dance or theatrical styles of dance, or both traditional and theatrical styles of dance, from different times, periods or cultures, and compare and contrast the steps and styles of movement of those dances.~~

~~—4. Achieve and maintain a health-enhancing level of individual fitness for an active lifestyle, as demonstrated by the ability of the pupil to:~~

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

~~—(b) Engage independently in physical activities that address fitness and wellness throughout life;~~

~~—(c) Analyze a personal lifestyle which is healthy, independent of intervention by a teacher; and~~

~~—(d) Evaluate physical activities for the potential of injury which may occur while participating in those physical activities.~~

~~—5. Practice personal responsibility, positive social interaction and respect for diversity in settings in which physical activities occur, as demonstrated by the ability of the pupil to:~~

~~—(a) Anticipate and avoid potentially dangerous outcomes and consequences that may occur while participating in physical activity;~~

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

~~—(c) Discuss the changing needs of physical activity within a diverse society.}~~

1. Demonstrate competency in motor skills, movement patterns and safety needed to perform a variety of physical activities.

a. Locomotor and Nonlocomotor Movement: Demonstrate proficiency in multiple movement forms in physical activities.

b. Manipulative Skills: Perform manipulative skills in combination with locomotor and/or non locomotor movements in a variety of environments and under a host of conditions.

c. Motor Skills and Movement Patterns: Execute complex motor skills and various movement patterns within physical activities.

d. Safety: Apply safe practices while participating in physical activities.

2. Apply knowledge of concepts, principles and strategies related to movement, performance and safety within physical activities.

a. Concepts and Principles: Analyze complex skills in a physical activity setting.

b. Strategies: Analyze strategies used in physical activity settings to improve movement skills.

c. Safety: Demonstrate safe practices for self and others while participating in physical activities.

3. Participate regularly in physical activity

a. Moderate to Vigorous Physical Activity: Engage in a variety of moderate to vigorous physical activities.

b. Establishing Healthy Activity Patterns and Values: Apply lifelong activity patterns through participation in physical activity.

c. Self-Management Skills: Demonstrate opportunities at school for regular participation in physical activities.

4. Achieves and maintains a health-enhancing level of physical fitness

a. Health-related Fitness Components: Use personal fitness data to develop an exercise and physical activity plan to improve fitness.

- b. Physiological Effects and Benefits of Physical Fitness: Analyze health and fitness benefits derived from participation in various physical activities.*