



# Position Statement

## Physical Education

### PROCESS

To make certain that all Idaho students are provided the opportunity to meet the high expectations of Idaho's content standards, educators need access to instructional materials that are not only high quality but well aligned to Idaho content standards. For the 2017 review cycle, Idaho's Physical Education Curricular Review Committee evaluated submitted materials for content, organization, presentation and quality. The result of this process will provide districts with needed information on instructional materials in order to make informed adoption decisions. This process also allows for local control in regards to choice on instructional materials; districts may also choose to adopt curriculum that was/is not reviewed.

The Curricular Review process included an initial training of all evaluators, a remote review of assigned materials, and a consensus review where evaluators who were assigned the same materials partnered up for a final rating on each textbook based on the following ratings:

- **Comprehensive Program** - A program which consistently meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for instructional adaptations and/or supplemental materials. A comprehensive program provides effective content progressions within and between grade levels.
- **Basic Program** - A program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards at a substantial level with some need for supplemental material. A basic program provides content progressions within and between grade levels, though they may be uneven.
- **Component Program** - A program designed and intended to be used to supplement a comprehensive or basic program. A Component Program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.
- **Intervention Program** - A program designed and intended to target and support students' specific needs.

### PHYSICAL EDUCATION

Quality physical education is both developmentally and instructionally relevant for all children and adolescents being served. Appropriate instructional practices in physical education are those which recognize children and adolescents' development and changing movement abilities.

Physical education for elementary students:

1. The ultimate purpose of any physical education program is to guide children into being physically active for a lifetime.
2. Children engaging in physical activity appropriately designed for their developmental levels.
3. Recess and physical education are important, but different parts of the school program. Recess is an important part of the school day for children. Activity breaks may enhance participation and learning in the classroom in addition to the benefits gained from physical activity. Recess provides opportunities for needed physical activity, but this unstructured time also provides for student decision making and social learning.
4. Physical activity and physical education are not the same. Physical education is an instructional program taught by teachers with professional training in physical education. Physical activity is the subject matter of physical education.
5. The goal of the physical education program is participation in health enhancing physical activity for a lifetime. The physical education instructional program provides the skill base for that participation.

Physical education for secondary students:

1. The ultimate purpose of physical education is to guide the adolescents in gaining the skills and knowledge to be physically active for a lifetime.
2. Teachers with professional training design physical activity experiences appropriate for the developmental level of adolescents.
3. Physical education is a unique and important component of the total school program facilitating optimal physical development and health maintenance.
4. Physical education is a curricular component within the structure of the school that focuses on students learning about physical activity and gaining motor skills and health-related fitness.
5. Physical education, intramurals, club and athletic programs are different. Physical education is an instructional, curriculum component designed to educate all students from the physically and /or mentally gifted to the physically and /or mentally challenged. The skills and knowledge gained in an effective instructional program prepares the adolescent to participate in a variety of extracurricular activities, such as intramural, club and athletic programs. Although these team/club sports are competitive, emphasize performance and are physically demanding they should not be substituted for physical education.

## REVIEW

For the 2017 review cycle, two educators and/or administrators across the State of Idaho reviewed one physical education textbook. Contracts for these materials are effective September 1, 2017-December 31, 2022. For the final review results, please visit the [curricular materials webpage](#).

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**For Questions Contact**

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