**PE – K-1 Comparison**

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| **Working with The Past and New PE Standards . . . Fall 2015** |
| **Content**  | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW****STANDARDS** |
| 12 | Motor Skills Movement Patternsconcepts, principles, strategies and tactics | NAUnderstanding vs. Apply | 12 |
| **Teaching** **Strategies** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW****STANDARDS** |
|  |  | Knowing the WHY instead of just HOW |  |
| **Assessment** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW****STANDARDS** |
| **3****4****\*** | **NA** | **Took out/combined****Performance vs. knowledge** | **X****3** |

**PE – 2-3 Comparison**

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| **Working With The Past and New PE Standards . . . Fall 2015 (2-3)**  |
| **Content**  | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
|  | Both cover locomotor, non-locomotor and manipulative benchmarks; same vocabulary  | SHAPE has 5 standards - MISIC lists 6; SHAPE is broken down into individualized locomotor, non-locomotor and manipulative outcomes; MISIC is very narrow - 6 broad benchmarks as opposed to the 27 SHAPE outcomes; SHAPE includes the social/emotional wellbeing |  |
| **Teaching** **Strategies** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
|  | Both use a combination of skills | SHAPE includes more skill sequence and progression; SHAPE includes differentiated instruction |  |
| **Assessment** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
|  | **Both utilize criterion-referenced performance based standard assessments - formative/summative assessments** | **Execution of skill versus knowledge of skill** |  |

**PE – 4-5 Comparison**

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| **Working With The Past and New PE Standards . . . Fall 2015 (4-5)**  |
| **Content**  | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
| More concerned with actual skill and application in activity. | Both sets of standards focus on the same principle ideas (physical activity/literacy), much of the lingo remains the same. | New standards are more centrally focused on competency/knowledge than on performance. | New standards are more centrally focused on competency/knowledge than on performance. |
| **Teaching** **Strategies** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
|  | Including and instructing on the same skills/strategies. |  |  |
| **Assessment** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
| Skills assessment is based on performance | Both standards are assessing the same skills. | Performance of skill vs. knowledge of skill | Skills assessment based more on breakdown ofknowledgeof skills |
|  |  | **What Topics/Concepts Are Missing?**More benchmarks under Standard 3 to represent fitness work being done in Effective Physical Education programs.  |  |

**PE – 6-8 Comparison**

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| **Working With The Past and New PE Standards . . . Fall 2015 (6-8)**  |
| **Content**  | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
|  | **Standard 1**: is basically the same, worded a little differently: old standard 1 MISIC “Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities” Shape America: “Demonstrates competency in a variety of motor skills and movement patterns”.**Standard 2**: Is basically the same, worded a little different.MISIC “Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities”  Shape America: “Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.”**Standard 3**: MISIC 3 “Participates regularly in physical education” MISIC 4 “Achieves and maintains a health-enhancing level of physical fitness”. Shape America: “Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.”**Standard 4 and 5**: MISIC 5 “Exhibits responsible personal and social behavior that respects self and others in physical activity settings.” Shape America 4 “Exhibits responsible personal and social behavior that respects self and others.”**Standard 5 and 6**: MISIC 6 “Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.Shape America “Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.  | Shape America-Division of every grade level 6, 7, 8MISIC-Grade Levels are grouped together 6-8Shape-5 standardsMISIC- 6 Standardsstandards are labeled differently:Example: MISIC CODE-PE-08.01.01SHAPE-S1.M2 *throwing*MISIC groups individual skills within 1 benchmark while Shape America individualizes specific skill sets**Standard 1:** MISIC has 5 benchmarks, SHAPE has 24 benchmarks**Standard 2:**MISIC-5 benchmarks**,** SHAPE-13 benchmarks**Standard 3 and 4**  Concepts that make up MISIC standards 3 and 4 are combined to make up SHAPE standard 4SHAPE-18 benchmarks, MISIC-4 benchmarks**SHAPE Standard 5 -6** benchmarks, MISIC when comparing standard 6 has 4 benchmarks |  |
| **Assessment** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
|  |  | Performance of skill (MISIC) vs knowledge of skill(SHAPE) |  |

**PE – 9-12 Comparison**

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| **Working With The Past and New PE Standards . . . Fall 2015 (9-12)**  |
| **Content**  | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
|  | Similar contentBoth have the standard and benchmarks  | Content is similar, just up to date/easier to read in “Shape America” |  |
| **Teaching** **Strategies** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
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| **Assessment** | **OLD STANDARDS** | **Similarities**  | **Differences**  | **NEW SHAPE****STANDARDS** |
|  |  | High school “Shape America” has two levelsPerformance of skills vs. Knowledge of skills |  |
|  |  | **What topics/concepts are missing?**  |  |