

.01 Requirements for Physical Education Instructional Programs for Grades K—12.

A. The following physical education instructional programs shall be required in public schools for grades K—12:

(1) Grades K—8. Each local school system shall provide an instructional program in physical education each year for all students in grades K—8.

(2) Grades 9—12. Each local school system shall offer a physical education program in grades 9—12 which shall enable students to meet graduation requirements and to select physical education electives.

B. Maryland Physical Education Program.

(1) The physical education instructional program shall provide an individualized, developmentally appropriate, and personally challenging instructional program that advances the student's knowledge, confidence, skills, and motivation to:

(a) Engage successfully in a lifelong healthy and active lifestyle;

(b) Maintain a level of physical health and psychological well-being that enhances the student's ability to participate in a competitive world economy and job market;

(c) Apply the personal and social skills necessary to function as a responsible citizen in a democratic society; and

(d) Use physical activity to achieve a personally productive, creative, and enjoyable life.

(2) The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years.

(3) The comprehensive instructional program shall include all the following goals and subgoals:

(a) To explain how regular, moderate-to-vigorous physical activity contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks, which include:

(i) Applying the principles of frequency, intensity, time, and type (F.I.T.T.);

(ii) Demonstrating a knowledge and understanding of system responses, fitness components, exercise benefits, and environmental constraints; and

(iii) Developing a personal fitness program;

(b) To improve their movement effectiveness and safety by applying the principles of biomechanics to generate and control force, which includes:

(i) Demonstrating a knowledge and understanding of force generation and absorption, magnitude and timing, movement effectiveness, torque, balance, and effective injury-free performance; and

(ii) Applying the specific force principles;

(c) To demonstrate positive effectiveness about themselves and the social skills necessary to work effectively with others essential to communication, caring, and healthy decision making;

(d) To demonstrate a sense of community for all individuals, which includes:

(i) Identifying individual ability;

(ii) Developing respect and appreciation for others, competence, the ability to set realistic goals, and empathy; and

(iii) Exhibiting self-control;

(e) To explain and demonstrate how skills are learned and proficiency developed through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of authentic situations, which include:

(i) Developing proficiency of skills through practice;

(ii) Investigating individual variation and situation complexity; and

(iii) Demonstrating a knowledge and understanding of appropriate practice;

(f) In order to gain health, cognitive, and academic benefits, to demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program for physical activity that:

(i) Is consistent with their health, performance, and fitness goals; and

(ii) Includes applying scientific principles, identifying personal goals, and understanding an effective physical activity program, principles of force, monitoring, and the importance of participation;

(g) To enhance their ability to perform a variety of skills and applications by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills to a variety of recreational and daily life experiences, which include:

(i) Acquiring fundamental motor skills; and

(ii) Participating in creative movements and activities that require skillfulness for a successful performance.

C. Curriculum Guides. Consistent with Education Article, §4-111, Annotated Code of Maryland, each of the local school systems shall provide physical education curriculum guides for the elementary and secondary schools under its jurisdiction.

D. Student Participation. Each student shall have the opportunity to participate in the comprehensive physical education program required by this chapter.