

Physical Education and Marching Band, JROTC, and other Single Activities

Issues

SB 601 (Chapter 720, 2007-08) requires the Department of Education to collect data and monitor LEAs compliance with existing statutes and regulations related to instruction in physical education. Music education and ROTC advocates are seeking support to reverse SB 601, claiming that monitoring will bring an end to the practice of granting physical education course credit for marching band, JROTC, and other single activities in some school districts.

When students participate in time intensive programs that include some physical activity, there are those who are interested in these activities meeting the requirements for physical education courses. However, the rationale for such practice is not educational in nature, and does not address the significant need our students have to be physically educated.

Physical Education Rather than Physical Activity

The terms “physical education” and “physical activity” are often used interchangeably but they differ in important ways.

Physical education instructional programs provide students with the skills and knowledge they need to establish and sustain physical activity as a key component of their lifestyle; as children, adolescents, and adults. Physical education instruction takes place in an educational setting; sequential approaches to content takes place, purposeful teaching and learning is priority, evidence of student learning is determined and gathered using assessment tools, and decisions about next steps is based on student progress toward course goals.

Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves. National recommendations urge school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity. The benefits of regular physical activity are many, and are related to physical and mental health, academic success, and economic viability.

Outcomes

According to the National Association for Sport and Physical Education, the unique goals of physical education are the development of physical competence (movement skills), health-related fitness, cognitive understanding (of the principles of physical activity), and a positive attitude toward physical activity.

The *Visual and Performing Arts Framework for California Public Schools* outlines a complete and comprehensive music education program as one that provides students with Artistic perception-- processing sensory information through elements unique to the arts, Creative expression-- producing works in the arts, either by creating them or by performing original or existing works, Historical and cultural context-- understanding and appreciating the arts in the time and place of their creation Aesthetic valuing-- analyzing, making informed judgments, and pursuing meaning in the arts.

Title 10, Section 2031 of the United States Code, outlines the purpose of the Junior Reserve Officers' Training Corps is to instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment.

Course Content

The *Physical Education Content Standards for California Public Schools* communicates what students need to know and do in physical education. This content is based on the academic disciplinary content of kinesiology and includes each of the following: motor development, motor learning, motor control, exercise physiology, biomechanics, psychology of physical activity, and the sociology of physical activity. The *Visual and Performing Arts Content Standards for California Public Schools* describe the content for music courses as well as other arts disciplines. The content communicated in these documents is specific to the academic disciplines of physical education and music; there are no items that cross over from one discipline to the other.

The California State Board of Education has not adopted content standards for JROTC. The content of these programs include leadership, basic military training, citizenship, military history, policy and customs, physical fitness survival skills, first aid, and self discipline.

Appendix A provides an opportunity to examine the content of physical education and music education side by side.

Teacher Education and Credentialing

The pre-service education California's teachers receive reflects the diversity of the subject matter they teach. California's future physical educators exhibit competence through course work in exercise philosophy, developmentally appropriate physical education for children, motor development and behavior, standards and assessment in physical education, etc.

Music teachers are prepared with an undergraduate background in music theory, musicianship, listening with understanding, computer literacy for musicians, music history, etc. The teachers of JROTC courses have specific military background and experience to prepare them for their work.

The California Commission on Teacher Credentialing authorizes teachers to provide instruction in physical education, music, and ROTC. Three different credentials are requirements for each credential are unique and do not share the same requirements.

What Others Say

A high-quality physical education program promotes an active lifestyle and improved health, motor skill development, and better cognitive performance (Etnier 2003; Etnier et al. 1997). Daily physical education for all students is recommended by numerous national associations, including the Centers for Disease Control and Prevention, the National Association for Sport and Physical Education, the National Association for State Boards of Education, the American Academy of Pediatrics, and the American Heart Association, and is noted in the *Healthy People 2010* document. In addition, "students participating in daily physical education exhibit better attendance, a more positive attitude towards school and superior academic performance" (California School Boards Association 2006).

"Marching band, cheerleading, and ROTC also offer students opportunities to be physically active. These elective courses do not prepare students to meet grade- or course-level standards in physical education and do not follow the high school course of study established by California *Code of Regulation*, Title 5, Section 10060. Although these courses are appropriate for elective course credit, they are not appropriate for physical education course credit." From the *Physical Education Framework for California Public Schools*, adopted by the State Board of Education in 2008.

Further, the California State Board of Education approved the following statement of the California Department of Education.

The California Department of Education (CDE) does not support granting physical education credit for single activities such as marching band, drill team, ROTC, and cheerleading. These activities typically do not meet the requirements within the description of a course in physical

education, as specified in the *California Code of Regulations, Title 5, Section 10060*. This section lists criteria by which each school district shall appraise the quality of their high school physical education programs and states that the physical education course of study provides instruction in aquatics, gymnastics, individual and dual sports, team sports, combatives, rhythms and dance, effects of physical activity, and mechanics of body movement.

The opinion of CDE is that marching band, drill team, cheerleading, ROTC, and related activities do not meet the physical education goals and objectives, as stated in either the *California Code of Regulations* or the *California Physical Education Framework*; nor do these activities prepare students for the physical performance test.

Discussion

Clearly recognizing the health, educational, and economical values of a citizenry that was equipped to engage in an active lifestyle, California's policy makers made sound decisions to include physical education in the required course of study for all students in grades 1-12.

Schools have the exclusive responsibility to provide our students with quality instruction in physical education. It does not take place in our communities; physical activity does, it does not take place in after school programs; physical activity does, and it's not in our homes, parks, or churches, *only* in our schools.

Recent educational reform efforts have strengthened the communication of what physical education encompasses and school decision makers, teachers, parents and students now share a universal vista of physical education; what it is and why it's important. All stakeholders should be involved in local efforts to develop and implement standards based physical education programs, efforts to do otherwise are not well invested, nor are they in the best interest of our students.

Classes and activities that include some physical activity (marching band, JROTC, cheer, etc.) have important but distinctly different goals and objectives than physical education. Any opportunity that provides students opportunity to participate in sustained periods of meaningful physical activity should be encouraged, and provided by our schools when possible. However, these activities do not provide a comprehensive standards-based physical education experience and should not be allowed to fulfill the requirement for physical education.

Marching band, JROTC, and other activities do serve the interests and needs of many of our students, they do not provide a comprehensive approach to the content of physical education, and the outcomes mustn't be confused nor exchanged for the skills and knowledge required to establish, practice, and value a physically active lifestyle.

**Physical Education Content Standards
Grades 9-12**

**Music Content Standards -
Proficient
Grades 9-12**

Knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

Students Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.

1.0 Read and Notate Music

- 1.1 Read an instrumental or vocal score of up to four staves, explain how the elements of music are used.
- 1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation .
- 1.3 Sight-read music accurately and expressively
- 1.4 Analyze and describe the use of musical elements and expressive devices in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles.
- 2.2 Sing music written in three or four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part.
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles.
- 2.5 Perform on an instrument in small ensembles, with one performer for each part.
- 2.6 Compose music, using musical elements for expressive effect.
- 2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
- 2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.
- 2.9 Improvise harmonizing parts, using an appropriate style.
- 2.10 Improvise original melodies over given chord progressions.

3.0 HISTORICAL AND CULTURAL CONTEXT

- 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.

- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.
- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.
- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

4.0 AESTHETIC VALUING

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.
- 5.3 Research musical careers in radio, television, and advertising.