

## Grades 9 – 12 Cluster Level

### Introduction

The Louisiana Physical Education Content Standards were developed to provide physical education teachers, administrators, and parents a guide to understanding and interpreting physical education for the future. This new view on physical education places a greater emphasis on participating in regular physical activity (PA) and creating plans for lifelong fitness. High school physical education seeks to develop students who acquire knowledge and understand the implications and benefits of PA by providing students with the opportunity to develop physical, cognitive and social competency through participation in team/individual sports, and lifetime activities. However, there has been a clear shift from sport-based curriculum to helping students develop and/or maintain personal fitness and foster a healthy and active lifestyle. The characteristics of high school physical education are intended to produce physically literate individuals with intentions of maintaining lifelong health (SHAPE, 2014). Based on the developmental stage of the students, as well as the goal of lifelong health, the following items should be taught, emphasized, and incorporated through a variety of lifetime activities in high school physical education: The five health-related fitness components (i.e., body composition, cardiovascular endurance, flexibility, muscular strength and muscular endurance), FITT (i.e., Frequency, Intensity, Time, and Type) principles, and basic training principles (e.g., overload, progression, and specificity).

Teachers shall place an emphasis on the necessary competencies while developing an environment focused on self-improvement, choice, and self-regulation. High school teachers should follow the most recent recommendations of best practices which include, developing a competent and confident student with a mastery learning environment (Garn, Ware, & Solmon, 2011). There should not be an emphasis placed on competitive sport and peer comparison (SHAPE, 2014). Standards and student outcomes cannot be achieved through any singular activity choice but should incorporate individual, fitness, team, and lifetime activity units. General teaching expectations should be reviewed from the introduction of the Louisiana State Physical Education Standards, recommendations specific to high school include:

Appropriate teaching practices:

- Use of small-sided games
- Group based learning
- Provide autonomy and choice
- Teaching non-traditional activities
- Promote effort, enjoyment, and individual goal pursuit
- Illicit higher order thinking strategies that are developmentally appropriate

Inappropriate teaching practices should be avoided:

- Exercise as punishment
- Putting students on display
- Full-sided games
- Student captains choose teams
- Exclusion or basis from participation for any reason
- Activities without learning objectives

Physical education classes are not sport camps. Physical education classes should not be taken away for school functions, makeup tests, and so forth. These classes are required by the state and need to provide sufficient time for students to develop the necessary skills to achieve each standard and outcome at a proficient level. Lastly, human target games (e.g., dodge ball) and drills that promote aggressive behaviors by attacking and overpowering other humans are not be permitted.

The following standards were developed and reshaped in order to meet the most up-to-date goals and outcomes established in secondary physical education. Teachers are expected to review the standards and outcomes related to achieving the standards when planning their high school curriculum. Activities for class are chosen based on their ability to meet the standards, not the other way around which has traditionally dominated physical education. Below are suggestions of standards-based curriculum models that were designed to help teachers achieve the standards through evidence based practice:

- Health-Related Fitness Education Model
- Sport-Education Model
- Teaching Personal and Social Responsibility Model
- Multi-Choice Curriculum Model
- Adventure Education Model
- Outdoor Education Model

Through the use of appropriate practices and evidence based curriculum models, teachers can develop a comprehensive physical education program that promotes enjoyment, confidence, and competence in a variety of activities that students can choose to participate in their future. Standards provide a criteria for all students, and other stake holders, that represent what students should know and be able to do. Therefore, with careful planning and proper assessment the following standards will show what students have achieved as they graduated high school.

Reading the standards:

There are 5 standards listed for High School Physical Education (9-12). High school requirements for Louisiana include 1.5 units of physical education, meaning two full compulsory semesters. In the standards below, Level 1 represents the first year or unit of required physical education and Level 2 represents the standards that should be completed in the second year or unit of physical education. Within each standard is a series of components that represent the subareas that fall within each of the given standards. Lastly, there is at least one outcome that represents each of the components. When all outcomes are completed through practice and assessment, one can infer a standard has been met. Here is how to interpret each coded outcome.

Example: **1.HS1-3**: *Demonstrate competency in movement skills in at least one physical activity (yoga, jogging/running, weight training, etc.) that helps improve health-related fitness.*

- **1** = the first number listed provides what standard is being identified, in this case standard one. (This could be 1-5, depending on the standard)
- **HS1** = this number listed provides the level or semester of required physical education targeted, in this case High School Level 1 is represented, the first required semester of physical education standards and outcomes. (Other possible codes would be HS2, this means the outcomes represented at the component level for each standard in the Level 2 category.)

Following the dash (-), all things on the right side identify the component and grade-level expectation.

- **3** = the number listed provides the component being targeted within the standard, in this case component 3 of standard one is being targeted. (Number depends on how many components are presented in the particular standard)
- If there is another number listed on the right side of the dash (-) following the component (e.g. 3.2) that means there is more than one grade level expectation (GLE) for that specific component.

**Note:** *Lesson plans, unit plans, and assessments that identify the standard being addressed will often cover and/or include more than one component outcome, and possibly more than one standard.*

**Standard 1. The physical literate individual demonstrates competency in a variety of motor skills and movement patterns.**

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals is solidifying a HS student’s foundational movement. Continued skill acquisition is encouraged in a variety of activities that may be new to students; they will be expected to gain proficiency in those targeted skills.

**Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.**

Skill/Knowledge Component	Level 1	Level 2
<b>1. Games and Sports</b>	<b>1. HS1-1</b> Demonstrate competency in movement forms (throwing, catching, dribbling, volleying, etc.) and manipulative skills (striking with an implement) in at least one team and one individual sports, respectively (invasion, net/wall, field/striking, target, track and field, etc.)	<b>1. HS2-1</b> Demonstrate competency in a different skill from Level 1 (throwing, catching, dribbling, volleying, etc.) and manipulative skills (striking with an implement) in at least one team and one individual sport, respectively (invasion, net/wall, field/striking, target, track and field, etc.)
<b>2. Lifetime Activity Pursuits</b>	<b>1. HS1-2</b> Demonstrate competency in activity-specific skills in at least one non-traditional physical activity (yoga, aquatics, rock climbing, geocaching, disc golf, dancing, fishing, camping, canoeing, archery, etc.)	<b>1. HS2-2</b> Demonstrate competency in a different activity-specific skills, in at least one non-traditional physical activity not demonstrated in Level 1 (yoga, aquatics, rock climbing, geocaching, disc golf, dancing, fishing, camping, canoeing, archery, etc.)
<b>3. Health-Related Fitness</b>	<b>1. HS1-3</b> Demonstrate competency in movement skills in at least one physical activity (yoga, jogging/running, weight training, etc.) that helps improve health-related fitness	<b>1. HS2-3</b> Demonstrate competency in advanced movement skills, different from Level 1, in at least one physical activity (yoga, jogging/running, weight training, etc.) that helps maintain health-related fitness

**Standard 2. The physical literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

The intent of this standard is the facilitation of the students’ ability to use cognitive information to enhance motor skill acquisition and performance experienced in the grade levels leading up to HS. Students use performance feedback and self-analysis to increase the cognitive understanding of a skill or principle with the goal of improving performance. As complexity increases, students will learn to transfer their knowledge and cognitive skills for performance outside of school.

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Skill/Knowledge Component	Level 1	Level 2
<b>1. Games and Sports</b>	<b>2. HS1-1</b> Describe principles and tactics (offense, defense, etc.) to participate successfully in at least one team and one individual sport, respectively (invasion, net/wall, field/striking, target, track and field, etc.)	<b>2. HS2-1</b> Apply tactics and strategies (offense, defense, etc.) in at least one team and one individual sport, respectively (invasion, net/wall, field/striking, target, track and field, etc.)
<b>2. Lifetime Activity Pursuits</b>	<b>2. HS1-2</b> Describe and implement core concepts and principles to participate successfully in at least one non-traditional activity (yoga, aquatics, rock climbing, geocaching, disc golf, dancing, fishing, camping, canoeing, archery, etc.)	<b>2. HS2-2</b> Analyze and evaluate performance of self and others for proper technique and efficiency in at least one non-traditional activity (yoga, aquatics, rock climbing, geocaching, dancing, fishing, camping, canoeing, archery, disc golf, etc.)

**Standard 3. The physical literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.**

The intent of this standard is the development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness. Health-related fitness components, FITT, and training principles will guide students’ ability to plan and execute goals for active and healthy living. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Students at the HS level will solidify their ability to self-assess, plan, perform, interpret, and monitor physical activity decisions for appropriate health-enhancing levels of physical fitness.

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Skill/Knowledge Component	Level 1	Level 2
<b>1. Fitness in Games and Sports</b>	<b>3. HS1-1</b> Identify different health-related fitness principles needed for gameplay in at least one team and one individual sport, respectively (invasion, net/wall, field/striking, target, track and field, etc.)	<b>3. HS2-1</b> Incorporate health-related fitness principles needed for gameplay in at least one team and one individual sport, respectively (invasion, net/wall, field/striking, target, track and field, etc.)
<b>2. Individual Health-Related Fitness</b>	<b>3. HS1-2</b> Analyze current physical fitness levels and develop goals to improve or maintain a physically healthy lifestyle	<b>3. HS2-2</b> Evaluate the goals to improve or maintain a physical healthy lifestyle after graduating from high school
<b>3. Lifetime Activity Pursuits</b>	<b>3. HS1-3</b> Evaluate safety and risks of lifetime activities one could pursue for fitness throughout the lifespan	<b>3. HS2-3</b> Evaluate barriers to pursuing lifetime activities through the lifespan and strategies to overcome them
<b>4. Physical Activity and Fitness in the Community</b>	<b>3. HS1-4</b> Identify physical activities and facilities in the community that one can pursue to meet fitness goals	<b>3. HS2-4</b> Develop a physical fitness and/or health plan using community resources (facilities, programs, etc.) to maintain or improve one’s fitness goals

<b>5. Fitness Planning</b>	<b>3. HS1-5</b> Using fitness assessment scores, health-related fitness principles, FITT principle, and basic training principles, design and implement a personal fitness plan to maintain or improve ones' personal fitness	<b>3. HS2-5</b> Use fitness assessment scores (i.e. health-related fitness principles, FITT principle, and basic training principles), to revise personal fitness plan with the goal of maintaining a healthy and active lifestyle after graduation
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**Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

The intent of this standard is to reflect development of self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career, and life. These behaviors include, but are not limited to: sage practices, adherence to rules and procedures, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. Keys to this standard is developing respect and appreciation for individual similarities and differences among fellow students, characteristics of culture, ethnicity, skill level, disabilities, physical characteristics, gender, race, age, sexual orientation, and socioeconomic status. Through decision making, problem solving, and autonomy support, students should leave HS with an appreciation and ownership of responsibility in active settings.

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Skill/Knowledge Component	Level 1	Level 2
<b>1. Personal Responsibility</b>	<b>4. HS1-1</b> Identifies benefits and barriers of activities and modifies activity patterns as needed	<b>4. HS2-1</b> Demonstrates self-direction and management through records of in class and out of class physical activity choices
<b>2. Social Responsibility</b>	<p><b>4. HS1-2.1</b> Demonstrate skills such as communication, problem solving, and critical thinking while working with others in a physical activity setting</p> <p><b>4. HS1-2.2</b> Accepts others' values, ideas, skill level, body type, and cultural diversity while engaging with others in the physical activity setting</p>	<b>4. HS2-2</b> Identify ways to modify group activities or behaviors to accommodate for individuals with lesser or greater skills or special needs
<b>3. Safety and Etiquette</b>	<p><b>4. HS1-3.1</b> Apply safe practices that best fit the physical activity or exercise</p> <p><b>4. HS1-3.2</b> Apply proper etiquette required for the environment of a specialized activity setting</p>	<p><b>4. HS2-3.1</b> Identify unsafe practices and offer appropriate alternatives</p> <p><b>4. HS2-3.2</b> Examines moral and ethical conduct in cooperative and/or competitive situations</p>



**Standard 5. The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction**

The intent of this standard is to reflect the development of an awareness of the benefits and implications that physical activity provides and promote intrinsic values through personal meaning. Physical activity can be enjoyable, challenging, fun, and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote positive self-image, and continuing a healthy active lifestyle. As a result of these benefits of participation and internalization, students will begin to actively pursue life-long physical activities that meet their own needs.

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Skill/Knowledge Component	Level 1	Level 2
<b>1. Health</b>	<b>5. HS1-1</b> Analyzes the value and benefits of a self-selected physical activity to ones' physical health	<b>5. HS2-1</b> Analyzes the value and benefits of a self-selected physical activity to ones' mental and emotional health
<b>2. Challenge</b>	<b>5. HS1-2.1</b> Identify the challenges of learning a new activity <b>5. HS1-2.2</b> Choose an appropriate level of challenge to experience success in a physical activity	<b>5. HS2-2</b> Expresses the feelings associated with participating in physical activities that are optimally challenging
<b>3. Self-expression and Enjoyment</b>	<b>5. HS1-3</b> Select an activity that meets the need for self-expression	<b>5. HS2-3</b> Explain activities that would be enjoyable for lifetime physical activity pursuits
<b>4. Social Interaction</b>	<b>5. HS1-4</b> Identify the benefits of social groups and interactions while participating in physical activities	<b>5. HS2-4</b> Evaluate opportunities for social interaction and social support in self-selected physical activities