



LOUISIANA PHYSICAL EDUCATION CONTENT STANDARDS

August 2017

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LOUISIANA PHYSICAL EDUCATION CONTENT STANDARDS FINAL

Introduction

The Louisiana K-12 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.

The goal of physical education is to **develop physically literate individuals** who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, **a physically literate individual**:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

While Louisiana State Physical Education Content Standards are unique to Louisiana, they are aligned with the current National Physical Education Standards developed by SHAPE (Society of Health and Physical Educators) America. In addition, current physical education content standards from other states were reviewed to inform decision making on the content standards.

THE ESSENTIAL COMPONENTS OF PHYSICAL EDUCATION

Effective physical education shall provide a minimum of 150 minutes per week to students in Grades K-8, and 1.5 credit hours to students in high school, of **moderate to vigorous physical activity**, essential skill knowledge and skill development, and opportunities to apply that knowledge and skills in a variety of physical activities.

One of the keys to achieving optimal learning in any content is an effective learning environment. Defining **Effective Physical Education** has been addressed by the Center for Disease Control and Prevention (CDC), SHAPE America, and the National Association of Elementary School Principals. The common ground for their recommendations is identified below:

Opportunity to Learn

- All students should participate in physical education.
- Daily opportunities for physical education is preferred.
- Class size should approximate those of other content areas.
- Classes should be taught by a qualified physical education specialist.
- The curriculum should be developmentally appropriate.
- Equipment and facilities should be adequate and safe.

Meaningful Content

- A written and sequential curriculum based on state standards should be in place.
- Students should be taught a variety of motor skills with the intent to enhance the physical, mental, and social/emotional development of each child.
- Physical fitness education and assessment are infused to help children enhance and/or maintain wellness and understand its importance.
- Cognitive, motor, and social/emotional concepts are taught.
- A multi-cultural perspective is taught utilizing social and cooperative skills.
- Health enhancing levels of physical activity are promoted for use throughout the lifespan.

Appropriate Instruction

- Teaching targets inclusion of all students.
- Practice opportunities are maximized for all activities.
- Lessons are well planned and designed to facilitate student learning.
- Out of school assignments support student learning.
- Physical activity or exercise is not administered or withheld as punishment.
- Systematic assessment is used to facilitate student learning.

Student and Program Assessment

- Assessment is ongoing as a vital part of the physical education program.
- Student progress is assessed through formative and summative methods.
- Assessments are aligned with state physical education standards.
- Curricular programs are assessed systematically.
- Physical education programs are systematically evaluated for effectiveness.

THE NEED FOR PHYSICAL EDUCATION

According to the National Survey of Children's Health, **39.8%** of Louisiana children age 10-17 are overweight or obese, compared to the 31.3% national average (Data Resource Center for Child and Adolescent Health, 2011).

In the 2012 Louisiana Report Card on Physical Activity and Health for Children and Youth (Pennington Biomedical Research Center) Louisiana received an overall grade of **D**: insufficient appropriate physical activity opportunities and programs available to the majority of Louisiana's children and youth.

Today's children in the United States spend approximately 5-7 hours per day or 35-49 hours weekly sitting in front of screens (e.g., TV, computers, video games, cellphones, and tablets). That increase in screen time has resulted in decreased physical activity and contributed to a host of related health and behavioral issues (Strasburger, Jordan & Donnerstein, 2010). A partial list of the health related and behavioral issues resulting from physical inactivity include higher cholesterol, decreased bone density, high blood pressure, obesity, metabolic syndrome and depression (Janssen & LeBlanc, 2010).

According to the CDC, the incidence of chronic diseases—including asthma, obesity and diabetes—has doubled among children over the past several decades (2015). These conditions affect students' abilities to learn and succeed at school. They also affect students' long-term health outcomes. We know that students who achieve success in school are more likely to achieve better health over their lifetime.

THE IMPORTANCE OF PHYSICAL EDUCATION

The link between health and learning is clear: healthy, active and well-nourished children are more likely to attend school, be ready to learn and stay engaged in class (Basch, Gracy, Johnson, & Fabian, 2015). Therefore, school boards, school administrators, and principals can feel confident that maintaining or increasing time dedicated for physical activity during the school day will not have a negative impact on academic performance, and it may positively impact students' academic performance (CDC, 2010).

The Every Student Succeeds Act (ESSA), the first major overhaul of our national education law since 2001, recognizes the vital role that health and wellness play in education. ESSA specifically acknowledges the importance of supporting student physical and mental health and wellness in a number of important ways, one being: Health Education and Physical Education have been added to the list of subjects that define a student's "well-rounded education" (Healthy Schools Campaign and The Alliance for a Healthier Generation, 2016).

Beyond increased physical activity time and its benefits, physical education provides students with opportunities to learn and develop physical and mental skills that they may not have been given other opportunities to develop. Learning in the physical setting is a unique but key component for student development and can improve their movement capabilities, confidence, self-esteem, and promote stress reduction.

The U.S. Surgeon General, the American Heart Association and the U.S. Centers for Disease Control and Prevention recommend that children get 60 minutes of physical activity every day because research indicates that "Active kids learn better" (Active Living Research, 2015):

- Regular participation in physical activity has academic performance benefits (Active Living Research, 2015);
- The effects of physical activity on brain health may explain improvements in academic performance (Active Living Research, 2015);
- Educators, administrators and parents should thoughtfully integrate physical activity across the curriculum throughout the school day to facilitate learning for all students (Active Living Research, 2015);
- Children who participate in effective daily physical education tend to perform better academically (in the classroom and on standardized tests), have a higher level of physical fitness and are more likely to maintain a health enhancing physically activity level as adults (Institute of Medicine, 2013); and
- Daily physical education does not detract from academic attainment in the classroom (CDC, 2010).

LOUISIANA PHYSICAL EDUCATION STANDARDS TO PROMOTE PHYSICAL LITERACY

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

The intent of this standard is to provide students with a broad base of skills and movement patterns that will enhance their ability to be physically active in a variety of ways and continue a lifelong pattern of physical activity. Competency means that the students possess the ability and knowledge at an emerging or higher level. The variety of skill comes from three basic categories of movement skills, i.e. locomotor (moving the body from one location to another), manipulative (using a variety of objects in conjunction with their hands, feet and other body parts), and non-locomotor/stability (movements of the body and its parts in a relatively stable position).

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

This standard speaks to the need for students to understand related cognitive information pertinent to movement skills in physical education. The teaching of the information should be appropriate to the grade level being taught and is derived from the movement sciences (motor learning and development, sport psychology and sociology, biomechanics and exercise physiology). A movement vocabulary should be developed for each movement area taught. In addition, basic concepts about absorbing and exerting force, balance, managing stress related to changes in your body as one grows, stress related to expectation of others and yourself. Strategies for success should progress from simple to complex and be developmentally appropriate. Application of information should be related to real world skills and games.

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

The intent of this standard is to provide the knowledge and methods for achieving and maintaining a health enhancing level of physical fitness. Students should be taught about fitness and its importance throughout the lifespan. Fitness can be derived from participating in a variety of activities and is important to success in activities as well as individual wellness. Concepts, principles and strategies should also be incorporated as part of health related fitness e.g. **F**requency of activity, **I**ntensity of activity, **T**ime spent in activity, and **T**ype of activity (**FITT**). Each student will have different interests and abilities that dictate the need for teachers to individualize their activities, i.e. various levels of intensity and ways to enhance fitness. Because the development and maintenance of health related fitness is a continuous subject, it should be part of each lesson rather than an isolated unit.

4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Responsible behavior addresses the need for both self-motivated behavior as well as adherence to social expectations in movement settings. Students should understand that safe participation and respect for others is an important aspect of this standard. Other components of Standard 4 are appreciation for individual and cultural diversity, etiquette, being proactive rather than reactive, adhering to rules, and giving ones best effort.

5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The intent of this standard is to help students learn more about their personal values and the importance of daily physical activity. If a student does not recognize the value of being physically active, they are less likely to pursue physical activity opportunities. The activities taught in physical education classes can facilitate student enjoyment of being physically active, openness to new activity options that are challenging, learning of positive social skills, and recognition of physical activity as an opportunity for self-expression.

Grades K – 2 Cluster Level

Introduction

The Louisiana K-2 Physical Education Standards were developed to provide physical education teachers, administrators and parents a guide to understanding and interpreting physical education for the future. The primary focus for this age group is the learning and acquisition of locomotor, non-locomotor and manipulative skills. These are the foundational skills for all movement patterns that gradually become more complex as movement becomes more specific. This grade cluster is also charged with introducing health enhancing concepts (eating well, water consumption, sleep and physical activity) and their accompanying conceptual movement vocabulary (personal space/general space, forward/backward, twist/turn, hard/soft). These tasks can be accomplished by using a variety of balls (yarn, beach, playground, nerf) and other age appropriate manipulative equipment. Students should be encouraged to accept responsibility for their level of fitness by introductory goal setting, identifying physical activity opportunities at home or in their neighborhood and be open to trying new activities and challenges. Highly competitive activities should be discouraged so that students of all abilities will experience success and self- confidence. Exercise should not be used as punishment nor should students be kept in the classroom as punishment by withholding physical education. Physical education should not be taken away in order for students to make up classroom tests. Physical Education Standard recommendations specific to elementary 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 or withholding activity as punishment or to make-up coursework
- * Putting students on display
- * Full-sided games
- * Student captains choose teams
- * Exclusion or basis from participation for any reason
- * Activities without learning objectives
- * No assessment

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 proficiency level. Dodgeball and drills that may lead to aggressive behaviors shall be closely supervised and emphasize overall physical fitness while supporting the emotional and physical safety of the students.

The following standards were developed and reshaped in order to meet the most up-to-date goals and outcomes established in elementary physical education. Teachers are expected to review the standards and outcomes related to achieving the standards when planning their 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:

- * Movement Education
- * Skills-Theme Approach
- * Social and Personal Responsibility 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 fundamental movement concept. Standards provide criteria for all students, and other stakeholders 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 Elementary Physical Education (K-5). Elementary requirements for Louisiana include daily physical education for students. In the standards below, the first number listed is the number of the corresponding standard. The second letter or number identifies which grade level the statement pertains to. Directly following the hyphen, the number listed states which component within that standard the statement refers. Lastly, the final number recognizes the grade level expectation (GLE). When all GLEs are completed through practice and assessment, one can infer a standard has been met. Here is how to interpret each coded outcome.

Example: 1.K-2.4 Kick a stationary ball

- **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).
- **K** = the number or letter listed provides the level targeted, in this case kindergarten
- **2** = the number or letter listed provides the component being targeted within the standard, in this case the second component related to the standard
- **4** = this number listed provides the expectation within that component, in this case the fourth expectation a student should be able to complete

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.*

The following terms are used through the standards as performance indicators:

- **E = Emerging** - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M = Maturing** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level expectations, which will continue to be refined with practice
- **A = Applying** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level expectations in a variety of physical activity environments

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

The intent of this standard is to provide students with a broad base of skills and movement patterns that will enhance their ability to be physically active in a variety of ways and enable them to continue a lifelong pattern of physical activity. Focus is on the locomotor, non-locomotor and manipulative skills. By the end of second grade, students should be exhibiting mature patterns in locomotor skills, demonstrates the knowledge of different non-locomotor skills and throws underhand and overhand using a mature pattern.

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 | K-2 GLEs | Performance Indicators | Examples |
|---|---|--|---|
| <p>Locomotor Non-locomotor</p> <p><i>Demonstrate locomotor and non-locomotor skills in a variety of ways.</i></p> | <p>1.K Kindergarten</p> <p>1.K-1.1 Demonstrate walk, run and slide locomotor skills</p> <p>1.K-1.2 Explore locomotor skills of jump, gallop, skip, hop and leap in a closed environment</p> <p>1.K-1.3 Use non-locomotor skills in closed and an open environment</p> <p>1.K-1.4 Balance using a variety of body parts and body shapes</p> <p>1.K-1.5 Transfer weight by rocking and rolling</p> | <p>1.K-1.1 E</p> <p>1.K-1.2 E</p> <p>1.K-1.3 E</p> <p>1.K-1.4 E</p> <p>1.K-1.5 E</p> | <p>1.K-1.1 Without losing balance or rhythm of movement; proper foot placement</p> <p>1.K 1.2 Willingness to try each activity though not skilled</p> <p>1.K-1.3 Bend, twist, turn, sway, stretch</p> <p>1.K-1.4 1/2/3/4 point balances; wide, narrow, twisted</p> <p>1.K-1.5 Experiment willingly with teacher prompts</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|--|---|--|---|
| <p>Locomotor Non-locomotor</p> <p><i>Demonstrate locomotor and non-locomotor skills in a variety of ways.</i></p> | <p>1.K-1.6 Move in time with a changing beat</p> <p>1.1 1st Grade</p> <p>1.1-1.1 Demonstrate gallop and hop locomotor skills</p> <p>1.1-1.2 Perform locomotor skills while changing pathway, direction and/or speed</p> <p>1.1-1.3 Use non-locomotor skills in closed and open environments and in response to verbal and nonverbal stimuli</p> <p>1.1-1.4 Balance in a variety of ways using equipment and/or apparatus</p> <p>1.1-1.5 Perform a variety of different rocking and rolling skills</p> <p>1.1-1.6 Move to a rhythmic beat or pattern</p> <p>1.2 2nd Grade</p> <p>1.2-1.1 Demonstrate all fundamental locomotor skills</p> <p>1.2-1.2 Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills</p> | <p>1.K-1.6 E</p> <p>1.1-1.1 M</p> <p>1.1-1.2 M</p> <p>1.1-1.3 M</p> <p>1.1-1.4 M</p> <p>1.1-1.5 M</p> <p>1.1-1.6 M</p> <p>1.2-1.1 A</p> <p>1.2-1.2 A</p> | <p>1.K-1.6 Music, drum, clap, stomp</p> <p>1.1-1.1 Stations or relays</p> <p>1.1-1.2 Walk, run, gallop, slide, hop</p> <p>1.1-1.3 Mirroring or matching a partner</p> <p>1.1-1.4 Balance ball or board; beam or box</p> <p>1.1-1.5 Forward/backward, side/side; log, egg, parachute, circle, shoulder</p> <p>1.1-1.6 Music, clap, drum</p> <p>1.2-1.1 Walk, run, slide, gallop, hop, skip, jump, leap</p> <p>1.2-1.2 Change in direction activities</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|---|--|--|--|
| Locomotor Non-locomotor <i>Demonstrate locomotor and non-locomotor skills in a variety of ways.</i> | 1.2-1.3 Perform combinations of non-locomotor and locomotor skills in a movement pattern 1.2-1.4 Demonstrate static and balance skills as part of a movement pattern 1.2-1.5 Perform combinations of rolling and balance skills 1.2-1.6 Perform rhythmic dance steps and sequences | 1.2-1.3 A 1.2-1.4 A 1.2-1.5 A 1.2-1.6 A | 1.2-1.3 Walk, run, gallop, slide, hop 1.2-1.4 Part of a dance routine 1.2-1.5 Part of a gymnastics routine 1.2-1.6 Perform simple folk/line dances |
| Manipulative | 1.K Kindergarten 1.K-2.1 Throw objects in a variety of ways to oneself 1.K-2.2 Catch a bounced ball 1.K-2.3 Use different body parts to strike a lightweight object and keep it in the air 1.K-2.4 Kick a stationary ball 1.K-2.5 Dribble objects with the hand in a closed or open environment 1.K-2.6 Roll a ball underhand | 1.K-2.1 E 1.K-2.2 E 1.K-2.3 E 1.K-2.4 E 1.K-2.5 E 1.K-2.6 E | 1.K-2.1 Variety sizes of Balls, scarves, rings, bean bags 1.K-2.2 Playground/beach ball 1.K-2.3 Balloon, beach ball 1.K-2.4 Stationary ball-stationary kicker 1.K-2.5 Basketball 1.K-2.6 Any size ball to a partner |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|---------------------|--|---|---|
| Manipulative | <p>1.1 1st grade</p> <p>1.1-2.1 Throw using variations in time/force</p> <p>1.1-2.2 Catch a self-tossed object with hands or an implement.</p> <p>1.1-2.3 Strike an object using different body parts</p> <p>1.1-2.4 Kick a ball for force using a backswing with the kicking leg and non-kicking leg stepping next to the ball with force</p> <p>1.1-2.5 Dribble an object with hands and feet in a closed environment through personal and general space</p> <p>1.1-2.6 Roll a ball to a specified target</p> <p>1.2 2nd grade</p> <p>1.2-2.1 Throw overhand a variety of objects. Demonstrate a side orientation w/critical elements</p> <p>1.2-2.2 Catch objects coming from different directions and heights</p> <p>1.2-2.3 Strike a variety of objects with the hand or an implement with purpose to control force/direction</p> <p>1.2-2.4 Kick a rolled or moving ball with the laces of shoes</p> | <p>1.1-2.1 M</p> <p>1.1-2.2 M</p> <p>1.1-2.3 M</p> <p>1.1-2.4 M</p> <p>1.1-2.5 M</p> <p>1.1-2.6 M</p> <p>1.2-2.1 A</p> <p>1.2-2.2 A</p> <p>1.2-2.3 A</p> <p>1.2-2.4 A</p> | <p>1.K-2.1 Target or time challenges</p> <p>1.K-2.2 Scoops, Velcro pads, gloves</p> <p>1.K-2.3 Ball, balloon</p> <p>1.K-2.4 Playground ball, soccer ball; stationary ball with moving kicker</p> <p>1.K-2.5 Playground/ Soccer on field or through objects</p> <p>1.K-2.6 Base, cone, bucket, bowling</p> <p>1.2-2.1 Ball, Frisbee, ring, bean bag</p> <p>1.2-2.2 Above head level, below waist level</p> <p>1.2-2.3 Body parts, light racket, plastic or foam bat</p> <p>1.2-2.4 Moving kicker and moving ball in small sided game</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|---------------------|--|-----------------------------------|---|
| Manipulative | <p>1.2-2.5 Dribble a ball with hands and feet using variations of controlled speed, direction, pathway and in relationship with objects</p> <p>1.2-2.6 Roll a ball or object to a moving target or partner</p> | <p>1.2-2.5 A</p> <p>1.2-2.6 A</p> | <p>1.2-2.5 Around cones, classmates, or obstacles</p> <p>1.2-2.6 A moving hoop or classmate</p> |

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

The intent of this standard is to ensure that the student is able to apply the knowledge of concepts, principles, strategies and tactics related to movement and performance. Students should be able to analyze movement situations and apply movement concepts (speed, direction, force, extensions) in small sided practice tasks and game environments, dance and gymnastics. Students should also demonstrate competency and understanding of basic offensive and defensive strategies for small-sided and net/wall games.

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 | K-2 GLEs | Performance Indicators | Examples |
|--|---|---|---|
| <p>Movement Concepts</p> <p><i>Demonstrate knowledge of movement concepts related to body, space, effort, flow and relationships.</i></p> | <p>2.K Kindergarten</p> <p>2.K-1.1 Establish a movement vocabulary through exploration of body, space, effort, flow and relationships</p> <p>2.K-1.2 Recall pathways, direction, levels and relationships</p> <p>2.K-1.3 Distinguish between different degrees of effort</p> <p>2.K-1.4 Identify boundaries for personal and general space</p> | <p>2.K-1.1 E</p> <p>2.K-1.2 E</p> <p>2.K-1.3 E</p> <p>2.K-1.4 E</p> | <p>2.K-1.1 Personal space, helping others taking turns</p> <p>2.K-1.2 Near/far; lead/follow; forward/backward</p> <p>2.K-1.3 Strong/weak; fast/slow; bound/free</p> <p>2.K-1.4 Not bumping into each other; not touching each other</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|--|---|---|--|
| <p>Movement Concepts</p> <p><i>Demonstrate knowledge of movement concepts related to body, space, effort, flow and relationships. (continued)</i></p> | <p>2.1 1st grade</p> <p>2.1-1.1 Describe movement vocabulary terms in body, space, effort, flow and relationships</p> <p>2.1-1.2 Demonstrate an understanding of relationships in a variety of physical activities</p> <p>2.1-1.3 Apply different degrees of force, speed and direction when directed by the teacher</p> <p>2.1-1.4 Apply concepts of personal and general space to accomplish movement tasks</p> <p>2.2 2nd grade</p> <p>2.2-1.1 Apply movement vocabulary of body, space, effort, flow and relationships to complete movement tasks</p> <p>2.2-1.2 Apply movement concepts to modify performance</p> <p>2.2-1.3 Apply different degrees of effort, force, speed and direction to accomplish a task</p> <p>2.2-1.4 Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks</p> | <p>2.1-1.1 M</p> <p>2.1-1.2 M</p> <p>2.1 1.3 M</p> <p>2.1 1.4 M</p> <p>2.2 1.1 A</p> <p>2.2 1.2 A</p> <p>2.2 1.3 A</p> <p>2.2 1.4 A</p> | <p>2.1-1.1 Identification of body parts, sharing and taking turns</p> <p>2.1-1.2 Lead, follow, over, under</p> <p>2.1-1.3 Hard/soft, fast/slow, straight/zig-zag</p> <p>2.1-1.4 Move without running or bumping into objects/classmates</p> <p>2.2-1.1 Combine movements through space w/out losing balance or running into objects/classmates</p> <p>2.2-1.2 Use more body parts, keep object closer</p> <p>2.2-1.4 Play games, participate in dance and fitness activities in controlled manners</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|--|---|---|---|
| <p>Knowledge of Skill Cues</p> <p><i>Demonstrate knowledge of critical elements of fundamental motor skills</i></p> | <p>2.K Kindergarten 2.K-2.1 Differentiate among locomotor skills</p> <p>2.K-2.2 Repeat cue words for fundamental motor skills</p> <p>2.1 1st grade 2.1-2.1 Differentiate among non-locomotor and manipulative skills</p> <p>2.1-2.2 Repeat cue words for fundamental motor skills and apply them to improve performance</p> <p>2nd grade 2.2-2.1 Differentiate between locomotor, non-locomotor and manipulative skills</p> <p>2.2-2.2 Identify and perform locomotor, non-locomotor and manipulative skills</p> | <p>2.K-2.1 E</p> <p>2.K-2.2 E</p> <p>2.1-2.1 M</p> <p>2.1-2.2 M</p> <p>2.2-2.1 A</p> <p>2.2-2.2 A</p> | <p>2.K-2.1 Respond to oral command to perform movement</p> <p>2.K-2.2 Heel to toe contact, arm swings to side</p> <p>2.1-2.1 Describe and demonstrate the difference</p> <p>2.2-2.1 Verbally describe and physically demonstrate</p> <p>2.2-2.2 Perform appropriate skill in a small-sided game</p> |

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

The intent of this standard is that students will be able to analyze physical activity outside of physical education class for fitness benefits, differentiate between skill and health related fitness. Students should design a fitness plan to maintain and enhance their fitness level and analyze the impact of food choices relative to personal health and fitness.

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 | K-2 GLEs | Performance Indicators | Examples |
|---|---|--|--|
| <p>Physical activity knowledge</p> <p>Evaluate level of physical activity</p> <p>Healthy habits in relation to physical activity</p> | <p>3.K Kindergarten 3.K-1.1 Recognize and differentiate between physical activity and inactivity</p> <p>3.K-1.2 Recognize the amount of physical activity within physical education</p> <p>3.K-1.2 Recognize that food provides energy for physical activity</p> <p>3.1 1st grade 3.1-1.1 Identify opportunities for physical activity during the school day</p> <p>3.1-1.2 Track the amount of physical activity within the school day</p> | <p>3.K-1.1 E</p> <p>3.K-1.2 E</p> <p>3.K-1.3 E</p> <p>3.1-1.1 M</p> <p>3.1-1.2 M</p> | <p>3.K-1.1 Demonstrate/describe PA and inactivity</p> <p>3. K-1.2 Identify parts of class where we were active and inactive.</p> <p>3.K-1.3 Differentiate between good food and empty calories</p> <p>3.1-1.1 Before school, recess, PE time, brain breaks</p> <p>3.1-1.2 Use step counters, picture diary</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|---|--|---|--|
| <p>Physical activity knowledge</p> <p>Evaluate level of physical activity</p> <p>Healthy habits in relation to physical activity</p> <p>Describes current level of physical activity & identifies additional physical activity opportunities</p> | <p>3.1-1.3 Differentiate between healthy and unhealthy food and beverage choices for physical activity</p> <p>3.2 2nd grade</p> <p>3.2-1.1 Identify opportunities for physical activity at school, home and in the community</p> <p>3.2-1.2 Track the amount of physical activity within the school day</p> <p>3.2-1.3 Suggest alternatives to unhealthy food and beverage choices related to physical activity</p> | <p>3.1-1.3 M</p> <p>3.2-1.1 A</p> <p>3.2-1.2 A</p> <p>3.2-1.3 A</p> | <p>3.1-1.3 Food groups/Utilize MyPlate</p> <p>3.2-1.1 Play implements at home, sidewalks, bike, jump ropes, proximity to parks, clubs</p> <p>3.2-1.2 Step counters, written diary</p> <p>3.2-1.3 Sort pictures of food into groups</p> |
| <p>Cardio</p> <p>Muscular strength and endurance</p> <p>Flexibility</p> | <p>3.K Kindergarten</p> <p>3.K-2.1 Recognize activities that could be used to improve each component of health-related fitness</p> <p>3.K-2.2 Recognize that when one moves fast, the heart beats faster and breathing becomes faster</p> <p>3.K-2.3 Recognize the importance of muscular strength to support body weight</p> <p>3.K-2.4 Identify ways to stretch muscles in the body</p> | <p>3.K-2.1 E</p> <p>3.K-2.2 E</p> <p>3.K-2.3 E</p> <p>3.K-2.4 E</p> | <p>3.K-2.2 Put hand on chest at rest; after vigorous activity, presence of sweat</p> <p>3.K-2.4 Yoga poses and balances</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|---|--|---|--|
| <p>Cardio</p> <p>Muscular strength and endurance</p> <p>Flexibility</p> <p>Understand the principles, components and practices of health-related physical fitness.</p> | <p>3.1 1st grade</p> <p>3.1-2.1 Identify activities that align with each component of health-related fitness</p> <p>3.1-2.2 Identify the heart as a muscle that grows stronger with exercise and physical activity</p> <p>3.1-2.3 Identify ways to strengthen muscles</p> <p>3.1-2.4 Identify ways to stretch muscles in the upper and lower body</p> <p>3.2 2nd grade</p> <p>3.2-2.1 Demonstrate activities that align with each component of health-related fitness</p> <p>3.2-2.2 Name activities that increase heart rate</p> <p>3.2-2.3 Identify activities to improve muscular strength</p> <p>3.2-2.4 Identify ways to stretch muscles in various parts of the body</p> | <p>3.1-2.1 M</p> <p>3.1-2.2 M</p> <p>3.1-2.3 M</p> <p>3.1-2.4 M</p> <p>3.2-2.1 A</p> <p>3.2-2.2 A</p> <p>3.2-2.3 A</p> <p>3.2-2.4 A</p> | <p>3.1-2.1 Running, sit-ups, push-ups, sit & reach</p> <p>3.1-2.3 Repetition, progression, increase weight</p> <p>3.1-2.4 Yoga poses, stretching exercises</p> <p>3.2-2.1 Match component to HRF component</p> <p>3.2-2.2 Identify 5 five activities</p> <p>3.2-2.3 Identify two activities</p> <p>3.2-2.4 Identify three ways to increase flexibility</p> |

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is that students will demonstrate responsible interpersonal behavior (peer to peer, student to teacher, student to referee) in a variety of physical activity contexts, environments and facilities. The student will be able to give correct feedback respectfully to peers and willingly involve students with higher or lower skill ability into group projects/activities. The students will demonstrate appropriate etiquette and safety principles in a variety of physical activity settings.

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 | K-2 GLEs | Performance Indicators | Examples |
|---|---|---|--|
| <p>Self-direction</p> <p>Safety</p> <p><i>Know and follow procedures and safe practices.</i></p> | <p>4.K Kindergarten</p> <p>4.K-1.1 Respond positively to reminders of appropriate safety procedures</p> <p>4.K-1.2 Follow directions and handle equipment safely</p> <p>4.K-1.3 Work independently and safely in self and shared space</p> <p>4.K-1.4 Explain rules related to safety and activity-specific procedures</p> | <p>4.K-1.1 E</p> <p>4.K-1.2 E</p> <p>4.K-1.3 E</p> <p>4.K-1.4 E</p> | <p>4.K-1.1 Follows directions as they are given.</p> <p>4.K-1.2 Put equipment where it belongs after class</p> <p>4. K-1.3 Walking quietly to and from class.</p> <p>4.K-1.4 Remain in personal and general space as directed.</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|--|---|---|--|
| <p>Self-direction</p> <p>Safety</p> <p><i>Know and follow procedures and safe practices.</i></p> | <p>4.1 1st grade</p> <p>4.1-1.1 Respond positively to reminders of appropriate safety procedures</p> <p>4.1-1.2 Follow directions and handle equipment safely</p> <p>4.1-1.3 Demonstrate individual work safely around others and in a shared space</p> <p>4.1-1.4 Explain rules related to safety and activity-specific procedures</p> <p>4.2 2nd grade</p> <p>4.2-1.1 Respond positively to reminders of appropriate safety procedures</p> <p>4.2-1.2 Follow directions and handle equipment safely</p> <p>4.2-1.3 Participate and assess one’s behavior in physical activities</p> <p>4.2-1.4 Explain rules related to safety and activity-specific procedures</p> | <p>4.1-1.1 M</p> <p>4.1-1.2 M</p> <p>4.1-1.3 M</p> <p>4.1-1.4 M</p> <p>4.2-1.1 A</p> <p>4.2-1.2 A</p> <p>4.2-1.3 A</p> <p>4.2-1.4 A</p> | <p>4.1-1.1 Follows directions as they are given.</p> <p>4.1-1.2 Without being asked or reminded</p> <p>4.1-1.3 Assumes leadership</p> <p>4.1-1.4 Verbally and by demonstrating</p> <p>4.2-1.1 Helps teacher keep area safe</p> <p>4.2-1.2 Being asked or reminded</p> <p>4.2-1.4 Verbally and by demonstrating</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|---|--|---|---|
| <p>Cooperation and Respect</p> <p>Responsible behavior in physical activity settings</p> | <p>4.K Kindergarten 4.K-2.1 Follow instructions while participating in physical education activities</p> <p>4.K-2.2 Demonstrate cooperation and consideration of others in partner and group physical activities</p> <p>4.K-2.3 Demonstrate willingness to work with a variety of partners in physical education activities</p> <p>4.1 1st grade 4.1-2.1 Follow instructions and class procedures while participating in physical education activities</p> <p>4.1-2.2 Describe examples of cooperation and sharing in a variety of physical activities</p> <p>4.1-2.3 Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities</p> <p>4.2 2nd grade 4.2-2.1 Apply proper class procedures while participating in physical education activities</p> <p>4.2-2.2 Demonstrate cooperation with others when resolving conflicts in physical education activities</p> | <p>4.K-2.1 E</p> <p>4.K-2.2 E</p> <p>4.K-2.3 E</p> <p>4.1-2.1 M</p> <p>4.1-2.2 M</p> <p>4.1-2.3 M</p> <p>4.2-2.1 A</p> <p>4.2-2.2 A</p> | <p>4.K-2.1 Doesn't argue with teacher</p> <p>4.K-2.2 Treats all classmates the same</p> <p>4.K-2.3 Shares and takes turns</p> <p>4.1-2.3 Changes partners willingly</p> <p>4.2-2.1 Follows routines without being reminded</p> <p>4.2-2.2 Listens to both sides; no yelling, plays Rock/Paper/Scissors to settle conflict</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|--------------------------------|---|----------------------------|---|
| Cooperation and Respect | 4.2-2.3 Interact positively with others in partner and small group activities without regard to individual differences 4.2-2.4 Take turns using equipment or performing a task | 4.2-2.3 A 4.2-2.4 A | 4.2-2.3 Does not make fun of/helps less-skilled |

Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The intent of this standard is to develop a student who is able to compare the health benefits of a variety of physical activities. Students are able to express enjoyment and/or the willingness to participate in physical activities that are new and different. Students will view physical activity as an opportunity for social interaction across the lifespan.

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 | K-2 GLEs | Performance Indicators | Examples |
|---|--|--|--|
| <p>Health reasons to be physically active</p> <p>Identifies health benefits as reasons to value physical activity.</p> | <p>5.1 Kindergarten 5.K-1.1 Recognize physical activity has positive health benefits</p> <p>5.1 1st grade 5.1-1.1 Recognize more physical activity leads to additional health benefits</p> <p>5.2 2nd grade 5.2-1.1 Identify specific health benefits from participation in daily physical activity</p> | <p>5.K-1.1 E</p> <p>5.1-1.1 M</p> <p>5.2-1.1 A</p> | <p>5.K-1.1 Enjoys coming to class</p> <p>5.1-1.1 Is active during recess and other opportunities</p> <p>5.2-1.1 Makes health enhancing decisions</p> |

| Skill/Knowledge | K-2 GLEs | Performance Indicators | Examples |
|---|---|---|---|
| Enjoyment Identifies reasons to participate in physical activity. | 5.1 Kindergarten 5.K-2.1 Participate in physical activity outside of class time or during their leisure time 5.1 1st grade 5.1-2.1 Attempts new activities presented in class 5.1 2nd grade 5.2-2.1 Discuss choices for enjoying certain types of physical activities | 5.K-2.1 E 5.1-2.1 M 5.2-2.1 A | 5.K-2.1 Able to list activities he/she enjoys 5.1-2.1 Able to describe why he/she likes to play certain activities 5.2-2.1 Seeks opportunities to play outside of class |

Grades 3 – 5 Cluster Level

Introduction

The focus of the 3-5 Cluster is an increase in the difficulty of movement challenges presented to students in the form of combining movement patterns (fielding a ground ball, dribbling while running) that are authentic to game situations. Skill practice becomes more specific as the complexity of small sided games increases. Emphasis shifts to students being able to give appropriate feedback, applying movement concepts and working with partners or in groups with peers of higher or lower skill abilities. An emphasis on etiquette and safety of physical activity is included in all lessons. Health enhancing concepts continue to focus on the health related components of physical fitness and the benefits to overall physical health. Highly competitive activities should be discouraged so that students of all abilities will experience success and self-confidence. Exercise should not be used as punishment nor should students be kept in the classroom as punishment by withholding physical education. Physical education should not be taken away in order for students to make up classroom tests. Physical Education Standard recommendations specific to elementary 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 or withholding activity as punishment or to make-up coursework
- Putting students on display
- Full-sided games
- Student captains choose teams
- Exclusion or basis from participation for any reason
- Activities without learning objectives
- No assessment

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 proficiency level. Physical education classes support student in developing the necessary skills to achieve each standard and outcome at a proficient level. Dodgeball and drills that may lead to aggressive behaviors shall be closely supervised and shall emphasize overall physical fitness while supporting the emotional and physical safety of students.

The following standards were developed and reshaped in order to meet the most up-to-date goals and outcomes established in elementary physical education. Teachers are expected to review the standards and outcomes related to achieving the standards when planning their 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:

- Teaching Games for Understanding
- Skills-Theme Approach
- Social and Personal Responsibility 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 fundamental movement concept. Standards provide criteria for all students, and other stakeholders 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 Elementary Physical Education (K-5). Elementary requirements for Louisiana include daily physical education for students. In the standards below, the first number listed is the number of the corresponding standard. The second letter or number identifies which grade level the statement pertains to. Directly following the hyphen, the number listed states which component within that standard the statement refers. Lastly, the final number recognizes the grade level expectation (GLE). When all GLEs are completed through practice and assessment, one can infer a standard has been met. Here is how to interpret each coded outcome.

Example: 1.K-2.4 Kick a stationary ball

- **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.)
- **K** = the number or letter listed provides the level targeted, in this case kindergarten
- **2** = the number or letter listed provides the component being targeted within the standard, in this case the second component related to the standard
- **4** = this number listed provides the expectation within that component, in this case the fourth expectation a student should be able to complete

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.*

The following terms are used through the standards as performance indicators:

- **E = Emerging** - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M = Maturing** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level expectations, which will continue to be refined with practice
- **A = Applying** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level expectations in a variety of physical activity environments

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

The intent of this standard is to ensure that upon exiting the 5th grade, students will demonstrate mature patterns in fundamental motor skills and selected combinations of those skills. Students will be able to use movement concepts in small-sided practice tasks, dance, gymnastics and lead up games that utilize a variety of equipment.

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 | 3-5 GLEs | Performance Indicators | Examples |
|---|---|---|--|
| <p>Combined skills</p> <p>Combine locomotor and non-locomotor skills into movement patterns.</p> | <p>3rd grade</p> <p>1.3-1.1 Perform a sequence of movements with a beginning, middle and end</p> <p>1.3-1.2 Jump rope demonstrating a variety of footwork skills</p> <p>1.3-1.3 Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns</p> <p>1.3-1.4 Perform teacher-selected and developmentally appropriate dance steps and movement patterns</p> <p>4th grade</p> <p>1.4-1.1 Perform a movement sequence comprised of both basic and intermediate skills</p> <p>1.4-1.2 Jump rope demonstrating a variety of footwork and arm action skills</p> | <p>1.3-1.1 E</p> <p>1.3-1.2 E</p> <p>1.3-1.3 E</p> <p>1.3-1.4 E</p> <p>1.4-1.1 M</p> <p>1.4-1.2 M</p> | <p>1.3-1.1 Dance, gymnastics, jump rope, fielding a ball and throwing</p> <p>1.3-1.2 Single, one leg, crisscross</p> <p>1.3-1.3 Beam, box, line</p> <p>1.3-1.4 Line dance movements</p> <p>1.4-1.1 Changing tempos and step sequences in dance, gymnastics, jump rope</p> <p>1.4-1.2 C ross arms</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|---|--|---|---|
| <p>Combined skills</p> <p>Combine locomotor and non-locomotor skills into movement patterns.</p> | <p>1.4-1.3 Combine balance and weight transfer skills in a movement sequence</p> <p>1.4-1.4 Combine locomotor movement patterns and dance steps to create and perform a dance</p> <p>5th grade</p> <p>1.5-1.1 Perform a movement sequence comprised of both basic and intermediate skills with smooth transitions between those movements</p> <p>1.5-1.2 Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice</p> <p>1.5-1.3 Combine balance and transferring weight with movement skills in a gymnastics or dance sequence</p> <p>1.5-1.4 Combine skills in dances with correct rhythm and pattern</p> | <p>1.4-1.3 M</p> <p>1.4-1.4 M</p> <p>1.5-1.1 A</p> <p>1.5-1.2 A</p> <p>1.5-1.3 A</p> <p>1.5-1.4 A</p> | <p>1.4-1.3 Fielding a ball or catching a fly ball</p> <p>1.4-1.4 Work alone or with a partner to create a sequence of movements to music</p> <p>1.5-1.1 Dance, gymnastics, jump rope skills</p> <p>1.5-1.2 Student made routine, routine set to music</p> <p>1.5-1.3 Routine set to music</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|--|--|--|---|
| <p>Application of skills</p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p> | <p>3rd grade</p> <p>1.3-2.1 Throw overhand with force using appropriate critical elements</p> <p>1.3-2.2 Catch a variety of objects in dynamic conditions using the critical elements</p> <p>1.3-2.3 Strike an object with an implement using the critical elements</p> <p>1.3-2.4 Kick a ball with the inside of the foot to a target using the critical elements</p> <p>1.3-2.5 Dribble and maintain control while moving through space using the critical elements</p> <p>1.3-2.6 Send an object to a target using critical elements in a stable environment</p> <p>4th grade</p> <p>1.4-2.1 Throw overhand with varying degrees of force using appropriate critical elements to reach different distances</p> <p>1.4-2.2 Catch two-handed during a game or game-like situation using the critical elements</p> <p>1.4-2.3 Strike an object with an implement using the critical elements</p> | <p>1.3-2.1 E</p> <p>1.3-2.2 E</p> <p>1.3-2.3 E</p> <p>1.3-2.4 E</p> <p>1.3-2.5 E</p> <p>1.3-2.6 E</p> <p>1.4-2.1 M</p> <p>1.4-2.2 M</p> <p>1.4-2.3 M</p> | <p>1.3-2.1 Throwing to a partner using a variety of size and shape balls</p> <p>1.3-2.2 Above or below waist, on ground</p> <p>1.3-2.3 Bat, racket, paddle, club</p> <p>1.3-2.4 Soccer kick through goal</p> <p>1.3-2.5 Straight ahead/through cones or around obstacles</p> <p>1.3-2.6 Pass or roll a ball</p> <p>1.4-2.1 Small, medium, or large balls</p> <p>1.4-2.2 Above and/or below waist</p> <p>1.4-2.3 Placement of ball to target</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|--|--|--|--|
| <p>Application of skills</p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p> | <p>1.4-2.4 Kick a ball with the inside of the foot using the critical elements to targets</p> <p>1.4-2.5 Dribble with control while moving through space to avoid stationary objects using the critical elements</p> <p>1.4-2.6 Send an object to a target using critical elements while varying space, distance, location and relationship to objects</p> <p>5th grade</p> <p>1.5-2.1 Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements</p> <p>1.5-2.2 Catch with an implement (e.g., glove, scoop) using the critical elements</p> <p>1.5-2.3 Strike an object with an implement using critical elements in relation to distance, space and direction demands</p> <p>1.5-2.4 Receive a kick, dribble and then kick a ball to a target using the critical elements</p> | <p>1.4-2.4 M</p> <p>1.4-2.5 M</p> <p>1.4-2.6 M</p> <p>1.5-2.1 A</p> <p>1.5-2.2 A</p> <p>1.5-2.3 A</p> <p>1.5-2.4 A</p> | <p>1.4-2.4 Vary distance, location, or relationship to target/object</p> <p>1.4-2.5 Change hands in dribble; foot dribble and not touch target.</p> <p>1.4-2.6 Pass or roll to partner while both are running with hands (basketball) or feet (soccer)</p> <p>1.5-2.1 Throw to glove or other objects</p> <p>1.5-2.2 Glove, scoop</p> <p>1.5-2.3 Bunt/full swing as in softball; placing ball as in pickle ball, or a shuttle as in badminton</p> <p>1.5-2.4 Move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|---|---|-----------------------------------|---|
| <p><i>Application of skills</i></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p> | <p>1.5-2.5 Dribble under control during a game or game-like situation using the critical elements</p> <p>1.5-2.6 Send an object using critical elements while varying body, space, effort and relationship to defenders</p> | <p>1.5-2.5 A</p> <p>1.5-2.6 A</p> | <p>1.5-2.5 Hand dribbling, foot dribbling</p> <p>1.5-2.6 Pass, roll, strike</p> |

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

The intent of this standard is to ensure the student is able to apply the knowledge of concepts, principles, strategies and tactics related to movement and performance. Students should be able to analyze movement situations and apply movement concepts (speed, direction, force, extensions) in small-sided practice tasks and game environments, dance and gymnastics. Students should also demonstrate competency and understanding of basic offensive and defensive strategies for small-sided and net/wall games.

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 | 3-5 GLEs | Performance Indicators | Examples |
|--|---|---|--|
| <p>Strategies and tactics</p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p> | <p>3rd grade</p> <p>2.3-1.1 Modify movement to meet the demands of a task</p> <p>2.3-1.2 Explain how the characteristics of an object affect performance of manipulative skills</p> <p>2.3-1.3 Recognize offensive and defensive situations</p> <p>2.3-1.4 Identify the choices to make to score a goal or point</p> | <p>2.3-1.1 E</p> <p>2.3-1.2 E</p> <p>2.3-1.3 E</p> <p>2.3-1.4 E</p> | <p>2.3-1.1 Throw with more or less force to reach a target or teammate</p> <p>2.3-1.2 Size, material, weight if item thrown or kicked</p> <p>2.3-1.3 Define offense and defense</p> <p>2.3-1.4 Shoot, pass, dribble, placement</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|--|--|--|--|
| <p>Strategies and tactics</p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p> | <p>4th grade</p> <p>2.4-1.1 Explain the importance of weight transfer in object propulsion skills</p> <p>2.4-1.2 Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task and/or environment</p> <p>2.4-1.3 Identify open space and areas of space to defend in a dynamic environment</p> <p>2.4-1.4 Select correct decision when presented with a tactical problem to score</p> <p>5th grade</p> <p>2.5-1.1 Identify similar patterns/concepts across related activities</p> <p>2.5-1.2 Analyze and modify a movement based on the characteristics of the task and/or environment in a dynamic or changing environment</p> <p>2.5-1.3 Demonstrate offensive and defensive positioning in simple game settings</p> | <p>2.4-1.1 M</p> <p>2.4-1.2 M</p> <p>2.4-1.3 M</p> <p>2.4-1.4 M</p> <p>2.5-1.1 A</p> <p>2.5-1.2 A</p> <p>2.5-1.3 A</p> | <p>2.4-1.1 Throw, strike</p> <p>2.4-1.2 Size of object, distance to target, goal, speed or time to complete movement, space, number of players</p> <p>2.4-1.3 Partner or small group dance spacing, proximity to the ball or teammate in small-sided games</p> <p>2.4-1.4 Ball possession, attack, moving an opponent</p> <p>2.5-1.1 Striking with a bat, tennis forehand, overhand throw, tennis serve</p> <p>2.5-1.2 Size of object, distance to target, goal, speed or time to complete movement, space, number of players</p> <p>2.5-1.3 Maintain or return to base position, positioning relative to a goal or opponent</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|--|--|--|---|
| Strategies and tactics | 2.5-1.4 Demonstrate basic decision-making capabilities in simple performance settings | 2.5-1.4 A | 2.5-1.4 What skill should I use? Should I pass or maintain dribble? What type of pass should I use? |
| Principles and critical elements Demonstrate knowledge of critical elements for more complex motor skills. | 3rd grade 2.3-2.1 Describe the critical elements of the manipulative skills and activity-specific skills 2.3-2.2 Explain how appropriate practice improves performance. 4th grade 2.4-2.1 Identify correct and incorrect aspects of skill performance using critical elements 2.4-2.2 Explain how to improve performance of a movement or skill 5th grade 2.5-2.1 Apply critical elements to analyze and provide feedback on motor-skill performance of others 2.5-2.2 Suggest ways to improve skill performance using the principles of practice | 2.3-2.1 E 2.3-2.2 E 2.4-2.1 M 2.4-2.2 M 2.5-2.1 A 2.5-2.2 A | 2.3-2.1 Throw, catch, kick, strike 2.3-2.2 Practicing and using correct forms during activities 2.4-2.1 Watch a game on TV/film or from pictures and identify performance skill elements 2.4-2.2 Analyze self/classmates and provide appropriate feedback 2.5-2.1 Help a partner get better by analyzing their performance 2.5-2.2 Part-practice, variable practice, simplifying the environment, identifying key cues |

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

The intent of this standard is that students will be able to analyze physical activity outside of physical education class for fitness benefits, differentiate between skill and health related fitness. Students should design a fitness plan to maintain and enhance their fitness level and analyze the impact of food choices relative to personal health and fitness.

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 | 3-5 GLEs | Performance Indicators | Examples |
|--|--|------------------------|--|
| Physical activity knowledge Evaluate level of physical activity Healthy habits in relation to physical activity Describes current level of physical activity & identifies additional physical activity opportunities to create calorie balance | 3rd grade 3.3-1.1 Identify school, home and community physical activity opportunities to meet physical activity guidelines | 3.3-1.1 E | 3.3-1.1 Before/after school, recess, PE time, brain boost, sidewalks, parks, intramurals |
| | 3.3-1.2 Track physical activity minutes inside and outside of school to determine progress toward daily recommendation | 3.3-1.2 E | 3.3-1.2 Use step counters, charts, picture diary |
| | 3.3-1.3 Identifies foods that are beneficial before and after physical activity | 3.3-1.3 E | 3.3-1.3 Food groups/utilize MyPlate |
| | 4th grade 3.4-1.1 Analyzes opportunities for participating in physical activity outside of physical education class | 3.4-1.1 M | 3.4-1.1 Before/after school, recess, brain boost |
| | 3.4-1.2 Track and chart physical activity minutes or steps to determine progress toward daily recommendation | 3.4-1.2 M | 3.4-1.2 Use step counters and charts |
| | 3.4-1.3 Discusses the importance of hydration and dehydration choices relative to physical activities | 3.4-1.3 M | 3.4-1.3 Food groups/Utilize MyPlate |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|---|---|--|--|
| Physical activity knowledge Evaluate level of physical activity Healthy habits in relation to physical activity | 5th grade 3.5-1.1 Identify school, home and community physical activity opportunities to meet physical activity guidelines 3.5-1.2 Track and chart physical activity minutes to determine progress toward daily recommendation 3.5-1.3 Analyzes the impact of food choices relative to physical activity, youth sports, and personal health | 3.5-1.1 A 3.5-1.2 A 3.5-1.3 A | 3.5-1.1 Before school, recess, PE time, brain boosts 3.5-1.2 Use step counters, recognize barriers to success 3.5-1.3 Food groups/Utilize MyPlate and analyze why they go hand in hand |
| Health-related fitness knowledge Cardiovascular endurance Musculoskeletal fitness Flexibility Planning (FITT and other principles) | 3rd grade 3.3-2.1 Describes the concept of fitness and provides examples of heart rate evaluation methods 3.3-2.2 Assess heart rate during physical activity and exercise 3.3-2.3 Identify activities to improve muscular strength and endurance in the core area 3.3-2.4 Recognize the importance of warm-up and cool- down activities 3.3-2.5 Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ) 3.3-2.6 Identify the frequency and type of exercise in relationship to the FITT principle | 3.3-2.1 E 3.3-2.2 E 3.3-2.3 E 3.3-2.4 E 3.3-2.5 E 3.3-2.6 E | 3.3-2.1 Know components and examples exercises for heart rate evaluation 3.3-2.2 Learn about target heart rate, count beats per minute 3.3-2.3 Yoga, Pilates 3.3-2.4 Injury prevention 3.3-2.5 Develop a program for themselves in one area 3.3-2.6 Develop an activity program using the principle |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|---|--|--|---|
| <p>Health-related fitness knowledge</p> <p>Cardiovascular endurance</p> <p>Musculoskeletal fitness</p> <p>Flexibility</p> <p>Planning</p> <p>(FITT and other principles)</p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p> | <p>4th grade</p> <p>3.4-2.1 Completes fitness assessments (pre & post)</p> <p>3.4-2.2 Link specific activities to the appropriate health-related fitness component</p> <p>3.4-2.3 Evaluate heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time</p> <p>3.4-2.4 Identify activities to improve muscular strength and endurance in the upper and lower body</p> <p>3.4-2.5 Demonstrate warm-up and cool-down relative to cardiorespiratory fitness assessment</p> <p>3.4-2.6 Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement</p> <p>3.4-2.7 Identify strategies for progress in fitness</p> | <p>3.4-2.1 M</p> <p>3.4-2.2 M</p> <p>3.4-2.3 M</p> <p>3.4-2.4 M</p> <p>3.4-2.5 M</p> <p>3.4-2.6 M</p> <p>3.4-2.7 A</p> | <p>3.4-2.1 Health related fitness assessment</p> <p>3.4-2.2 Demonstrate exercises within each component</p> <p>3.4-2.3 Uses methods to evaluate such as manual, pulse checking, perceived exertion index or heart rate monitors</p> <p>3.4-2.4 Name and identify activities</p> <p>3.4-2.5 List and discuss methods for warm-up and cool-down</p> <p>3.4-2.6 Compare personal scores to HFZ scores and create personal goals</p> <p>3.4-2.7 Create and perform activity plan.</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|---|--|---|---|
| <p>Health-related fitness knowledge</p> <p>Cardiovascular endurance</p> <p>Musculoskeletal fitness</p> <p>Flexibility</p> <p>Planning</p> <p>(FITT and other principles)</p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p> | <p>5th grade</p> <p>3.5-2.1 Identify and apply <u>Frequency, Intensity, Time and Type</u> (FITT) to a fitness plan</p> <p>3.5-2.2 Identify specific activities that could improve each health-related fitness component</p> <p>3.5-2.3 Interpret heart rate during physical activity and exercise to determine appropriate level of intensity</p> <p>3.5-2.4 Identify specific activities to improve muscular strength and endurance throughout the body</p> <p>3.5-2.5 Identify warm-up and cool-down activities</p> <p>3.5-2.6 Perform a nationally recognized fitness assessment (pre & post) comparing results to fitness components for good health</p> <p>3.5-2.7 Identify strategies for progress in fitness areas</p> | <p>3.5-2.1 A</p> <p>3.5-2.2 A</p> <p>3.5-2.3 A</p> <p>3.5-2.4 A</p> <p>3.5-2.5 A</p> <p>3.5-2.6 A</p> <p>3.5-2.7A</p> | <p>3.5-2.1 Demonstrate frequency, intensity, type, and time</p> <p>3.5-2.2 Students identify and practice activities that are needed for improvement in the HRF assessments</p> <p>3.5-2.3 Target heart rate calculation</p> <p>3.5-2.4 Identify fitness programs and explain how and why they improve</p> <p>3.5-2.5 Develop personal fitness goals, review and revise goals</p> <p>3.5-2.6 Create an exercise prescription based on fitness results</p> <p>3.5-2.7 Use the FITT principle to create fitness prescription.</p> |

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is that students will demonstrate responsible interpersonal behavior (peer to peer, student to teacher, student to referee) in a variety of physical activity contexts, environments and facilities. The student will be able to give correct feedback respectfully to peer and willingly involve students with higher or lower skill ability into group projects/activities. The students will demonstrate appropriate etiquette and safety principles in a variety of physical activity settings.

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 absences.

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|--|--|--|---|
| <p>Self-direction</p> <p>Safety</p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p> | <p>3rd grade</p> <p>4.3-1.1 Exhibits personal responsibility in teacher-directed physical activities</p> <p>4.3-1.2 Identify and follow equipment-specific safety rules</p> <p>4th grade</p> <p>4.4-1.1 Exhibits responsible behavior in small sided game activities</p> <p>4.4-1.2 Adjust performance to characteristics of the environment to ensure safe play</p> <p>4.4-1.3 Participate in team activities and stay on task with prompts and encouragement from others</p> | <p>4.3-1.1 E</p> <p>4.3-1.2 E</p> <p>4.4-1.1 M</p> <p>4.4-1.2 M</p> <p>4.4-1.3 M</p> | <p>4.3-1.1 Responds immediately and appropriately when directions are given</p> <p>4.3-1.2 Pick-up equipment and material at the end of class</p> <p>4.4-1.1 Stay in personal space, move appropriately in general space</p> <p>4.4-1.2 Space, equipment, others</p> <p>4.4-1.3 Praise others for job well done</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|---|---|---|--|
| <p>Self-direction Safety</p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p> | <p>5th grade</p> <p>4.5-1.1 Assesses adherence to rules, etiquette, and fair play of various games and activities</p> <p>4.5-1.2 Model good sportsmanship to ensure safe play in team activities</p> <p>4.5-1.3 Demonstrate proper decision making skills while engaged in game activities</p> | <p>4.5-1.1 A</p> <p>4.5-1.2 A</p> <p>4.5-1.3 A</p> | <p>4.5-1.1 Without being asked</p> <p>4.5-1.2 Space, equipment, activities other</p> <p>4.5-1.3 Apologize when needed</p> |
| <p>Cooperation Respect Resolving conflict</p> <p>Interact and communicate positively with others.</p> | <p>3rd grade</p> <p>4.3-2.1 Work cooperatively with a partner or small group during class activities</p> <p>4.3-2.2 Cooperate with a partner or small group by taking turns and sharing equipment while participating in physical activities</p> <p>4.3-2.3 Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior during activities</p> <p>4.3-2.4 Demonstrate cooperation with others when resolving conflict during game play and sharing equipment</p> | <p>4.3-2.1 E</p> <p>4.3-2.2 E</p> <p>4.3-2.3 E</p> <p>4.3-2.4 E</p> | <p>4.3-2.1 Take turns adding to a sequence</p> <p>4.3-2.2 One manipulative tool per group</p> <p>4.3-2.3 Compliments and encourages students with teacher prompts</p> <p>4.3-2.4 Demonstrates appropriate strategies and behaviors to solve issues</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|--|---|---|---|
| <p>Cooperation</p> <p>Respect</p> <p>Resolving conflict</p> <p>Interact and communicate positively with others.</p> | <p>4th grade</p> <p>4.4-2.1 Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play during physical education activities</p> <p>4.4-2.2 Participate with a group in cooperative problem-solving activities while participating in physical activities</p> <p>4.4-2.3 Demonstrate cooperation with and respect for peers different from oneself during skills practice and within game play during physical activities</p> <p>4.4-2.4 Demonstrate cooperation with others when resolving conflict during skill practice and game play</p> <p>5th grade</p> <p>4.5-2.1 Lead, follow and support group members to improve play in cooperative activities and competitive settings</p> <p>4.5-2.2 Evaluate personal behavior during activities to ensure positive effects on others and increase cohesion of teams</p> <p>4.5-2.3 Demonstrate respectful and responsible behavior toward peers different from oneself during activity practices</p> <p>4.5-2.4 Demonstrate cooperation with others when resolving conflict during skills practice and game play</p> | <p>4.4-2.1 M</p> <p>4.4-2.2 M</p> <p>4.4-2.3 M</p> <p>4.4-2.4 M</p> <p>4.5-2.1 A</p> <p>4.5-2.2 A</p> <p>4.5-2.3 A</p> <p>4.5-2.4 A</p> | <p>4.4-2.1 Respects and understands roles within groups (e.g. leader, follower)</p> <p>4.4-2.2 Open-minded to a variety of ideas</p> <p>4.4-2.3 Most of the time without teacher prompts</p> <p>4.4-2.4 Listens to all sides</p> <p>4.5-2.1 Encourages and assists all teammates</p> <p>4.5-2.2 Accepts responsibility when wrong or not successful</p> <p>4.5-2.3 Acknowledges effort and fair play from all classmates</p> <p>4.5-2.4 Does not argue with others and listens to all sides</p> |

Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The intent of this standard is to develop a student who is able to compare the health benefits of a variety of physical activities. Students are able to express enjoyment and/or the willingness to participate in physical activities that are new and different. Students will view physical activity as an opportunity for social interaction across the lifespan.

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 | 3-5 GLEs | Performance Indicators | Examples |
|---|---|--|--|
| <p>Health reasons to be physically active</p> <p>Identifies multiple, specific health benefits as a reason to value physical activity.</p> | <p>3rd grade 5.3-1.1 Discuss the relationship between physical activity and good health</p> <p>4th grade 5.4-1.1 Examines the health benefits of participating in physical activity</p> <p>5th grade 5.5-1.1 Compares the health benefits of participation in selected physical activities</p> | <p>5.3-1.1 E</p> <p>5.4-1.1 M</p> <p>5.5-1.1 A</p> | <p>5.3-1.1E Surveys of weekend activity choices</p> <p>5.4-1.1 Designs personal fitness challenges and plans for weekend activities</p> <p>5.5-1.1 Completes fitness challenges and plans to improve overall fitness</p> |

| Skill/Knowledge | 3-5 GLEs | Performance Indicators | Examples |
|--|---|------------------------|---|
| <p>Values physical activity through various means</p> <p>Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</p> | <p>3rd grade 5.3-2.1 Identify reasons for enjoying a selected physical activity</p> | 5.3-2.1 E | 5.3-2.1 Challenging, new, competent |
| | 5.3-2.2 Verbalizes the positive and negative aspects related to learning a new physical activity | 5.3-2.2 E | 5.3-2.2 Student designed fitness challenge |
| | 5.3-2.3 Describes the positive social interactions that come when engaged with others in physical activity | 5.3-2.3 E | 5.3-2.3 Student designed fitness activity |
| | <p>4th grade 5.4-2.1 Examines the health benefits of participating physical activity</p> | 5.4-2.1 M | 5.4-2.1 Challenging, new, competent |
| | 5.4-2.2 Identify aspects of a physical activity that are challenging and mastered | 5.4-2.2 M | 5.4-2.2 Learning new skills through participation in after school activities. |
| | 5.4-2.3 Describes and compares the positive social interactions when engaged in partner, small group and large group activities | 5.4-2.3 M | 5.4-2.3 Leadership roles, responsibility, making new friends |
| | <p>5th grade 5.5-2.1 Compares the health benefits of participation in selected physical activities</p> | 5.5-2.1 A | 5.5-2.1 Improved fitness, higher skill competency, self-efficacy |
| | 5.5-2.2 Analyzes the personal benefits of participating in an activity that is challenging | 5.5-2.2 A | 5.5-2.2 Learning more difficult skills, challenging to do better |
| | 5.5-2.3 Analyzes the positive impact of verbal and non-verbal encouragement in physical activity | 5.5-2.3 A | 5.5-2.3 Make new friends, leadership opportunities |

Grades 6-8 Cluster Level

Introduction

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

Physical education classes support students in developing the necessary skills to achieve each standard and outcome at a proficient level. Dodgeball and drills that may lead to aggressive behaviors shall be closely supervised and shall emphasize overall physical fitness while supporting the emotional and physical safety of the students.”

Reading the standards:

There are 5 standards listed for Middle School (Grades 6-8) requirements for Louisiana include daily physical education for students. In the standards below, the first number listed is the number of the corresponding standard. The second letter or number identifies which grade level the statement pertains to. Directly following the hyphen, the number listed states which component within that standard the statement refers. Lastly, the final number recognizes the grade level expectation (GLE). When all GLEs are completed through practice and assessment, one can infer a standard has been met. Here is how to interpret each coded outcome.

Example: 1.6-1.3 - Perform simple dance sequences.

- **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)
- **6** = the number or letter listed provides the level targeted, in this case 6th grade
- **1** = the number or letter listed provides the component being targeted within the standard, in this case the second component related to the standard
- **3** = this number listed provides the expectation within that component, in this case the fourth expectation a student should be able to complete

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.*

The following terms are used through the standards as performance indicators:

- **E = Emerging** - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M = Maturing** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level expectations, which will continue to be refined with practice
- **A = Applying** - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level expectations in a variety of physical activity environments

Standard 1. The physically 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 establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

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 | 6-8 GLEs | Performance Indicators | Examples |
|--|---|--|--|
| <p>Specialized Skills and Movement Patterns</p> | <p>1.6-1.1 Demonstrate simple movement patterns in dance, gymnastics or fitness</p> <p>1.6-1.2 Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms in controlled settings</p> <p>1.6-1.3 Perform simple dance sequences</p> <p>1.7-1.1 Exhibits command of rhythm and timing by creating a movement sequence to music as an individual, with a partner, or small group</p> <p>1.7-1.2 Demonstrates a routine that includes a variety of movement patterns in dance, gymnastics or fitness with an individual, with a partner or small group</p> <p>1.8-1.1 Exhibits command of rhythm and timing by creating a movement sequence to music in a group by traveling, balance, weight transfer into a smooth, flowing sequence coordinated with the rhythm of the music</p> | <p>6-8 A: dance and rhythms</p> | <p>Yoga; Zumba; line dance; fitness; track & field; folk & square dances (Virginia Reel); creative dance,, cultural dance; gymnastics; and Tinikling</p> |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|--|---|---|---|
| Games and Sports: Invasion Games <i>Passing</i> | 1.6-2.1 Demonstrates a mature passing pattern using hand, foot, or implement for accuracy during practice tasks 1.7-2.1 Demonstrates a mature passing pattern using hand, foot, or implement for distance and accuracy in small-sided games 1.8-2.1 Demonstrates sending an object to a target in controlled practice to achieve successful game-related outcomes | 6-8 A: passing | Invasion games; striking and fielding games; football; soccer; lacrosse; floor hockey; and scoops and balls |
| Games and Sports: Invasion Games <i>Receiving</i> | 1.6-3.1 Receives with a mature pattern using hand, foot, or implement in practice tasks 1.7-3.1 Receives with a mature pattern using hand, foot, or implement in small-sided games 1.8-3.1 Receives with a mature receiving pattern using an implement in small sided games | 6 E: 7-8 A: receiving | Invasion games; striking and fielding games; football; soccer; lacrosse; floor hockey; and scoops and balls |
| Games and Sports: Invasion Games <i>Offensive Skills</i> | 1.6-4.1 Demonstrates understanding of basic offensive tactics related to off-the ball movements while participating in game-like settings 1.6-4.2 Identify and perform offensive strategies while playing a modified version of a game or sport in small group activities 1.7-4.1 Create space and position self in space to create scoring opportunities | 6 E: 7M: offensive skills | Football pass routes; when and where should I move; performs pivots, v-cuts, give & go, screens, fakes and jab steps designed to create open space during practice tasks; evasive maneuvers; game plan; maintaining possession of the ball; advancement to make a play or score; creating space; and moving an opponent |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|--|---------------------------------------|---|
| Games and Sports: Invasion Games <i>Offensive Skills</i> | <p>1.7-4.2 Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, and jab steps</p> <p>1.7-4.3 Demonstrates offensive strategies used while playing a basic version of a team or individual sport</p> <p>1.8-4.1 Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, give-and-go, V-cuts, and/or screens</p> <p>1.8-4.2 Applies basic offensive strategies in a modified version of a team or individual sport</p> | 8 A: offensive skills | Football pass routes; when and where should I move; performs pivots, v-cuts, give & go, screens, fakes and jab steps designed to create open space during practice tasks; evasive maneuvers; game plan; maintaining possession of the ball; advancement to make a play or score; creating space; and moving an opponent |
| Games and Sports: Invasion Games <i>Dribbling/Ball Control with Hands</i> | <p>1.6-5.1 Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks</p> <p>1.7-5.1 Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks</p> <p>1.8-5.1 Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play</p> | 6-8 A: dribbling with hands | Stutter step; stop-n-protect; crossover; reverse; stop-n-protect; and dribbling while preventing an opponent from stealing the ball |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|--|---|--|---|
| Games and Sports: Invasion Games <i>Dribbling/Ball Control with Feet</i> | 1.6-6.1 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks 1.7-6.1 Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks 1.8-6.1 Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play | 6-8 A: dribbling with feet | Obstacle course; partners dribbling, passing and shooting; floor hockey; soccer; and dribbling while preventing an opponent from stealing the ball. |
| Games and Sports: Invasion Games <i>Shooting on Goal</i> | 1.6-7.1 Shoots on goal with power in a dynamic environment as appropriate to the activity 1.7-7.1 Shoots on goal with power and accuracy in a variety of practice tasks 1.8-7.1 Shoots on goal with or without an implement with power and accuracy during small-sided game play | 6-7 E: 8 M: shooting on goal | Soccer; floor hockey; and team handball |
| Games and Sports: Invasion Games <i>Defensive Skills</i> | 1.6-8.1 Demonstrates the skill cues for the defensive ready position (weight on balls of feet, arms extended, and eyes on midsection of the offensive player) 1.7-8.1 Slides in all directions while on defense without crossing feet 1.8-8.1 Maintains defensive ready position appropriate to the sport in a small-sided invasion game | 6-7 E: 8 M: defensive skills | Slow the advancement of an opponent; ready position; and regain possession of the ball |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|--|--|--|
| Games and Sports: Net/Wall Games <i>Serving</i> | 1.6-9.1 Performs a legal underhand serve with control for net/wall games 1.7-9.1 Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games 1.8-9.1 Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games | 6 E: 7 M: 8 A: serving | Badminton; volleyball; and pickleball |
| Games and Sports: Net/Wall Games <i>Striking</i> | 1.6-10.1 Strikes with a mature overarm pattern in a net/wall game during practice tasks 1.7-10.1 Strikes with a mature overarm pattern in a net/wall game during singles, doubles, and small-sided games 1.8-10.1 Strikes with a mature overarm pattern in a net/wall game during singles, doubles, and small-sided games | 6-8 A: striking | Volleyball; badminton; pickleball; spikeball; and tennis |
| Games and Sports: Net/Wall Games <i>Forehand and Backhand</i> | 1.6-11.1 Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games in practice task 1.7-11.1 Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games in singles or doubles | 6-7 E: forehand, backhand | Pickleball; tennis; badminton; and paddleball |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|---|---|---|
| Net/Wall Games <i>Forehand and Backhand</i> | 1.8-11.1 Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games in singles or doubles | 8 M: forehand, backhand | Pickleball; tennis; badminton; and paddleball |
| Games and Sports: Net/Wall Games <i>Weight Transfer</i> | 1.6-12.1 Transfers weight with correct timing for the striking pattern 1.7-12.1 Transfers weight with correct timing using a low-to-high striking pattern with a short-handled implement on the forehand/backhand side 1.8-12.1 Transfers weight with correct timing using low to high striking pattern with a short- or long-handled implement on the forehand or backhand side | 6-7 E: 8 M: weight transfer | Volleyball serve; serving or striking in paddleball; serving or striking in pickleball; and serving or striking in tennis |
| Games and Sports: Net/Wall Games <i>Volley</i> | 1.6-13.1 Volleys with mature form and control using a body part or a short-handled implement during practice task 1.7-13.1 Volleys with a mature form and control using a body part or a short-handled implement during singles, doubles or a small-sided game 1.8-13.1 Volleys with a mature form and control using a body part or a short-handled implement during singles, doubles or a small-sided game | 6 E: 7-8 M: volley | Tennis; spikeball; paddleball; badminton; volleyball; and pickleball |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|--|--|---|
| Games and Sports: Target Games <i>Underhand Pattern</i> | 1.6-14.1 Demonstrates a mature underhand pattern for modified target games 1.7-14.1 Executes consistently (70% of the time) a mature underhand pattern for target games 1.8-14.1 Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for target games | 6-8 A: underhand throw | Bowling; bocce; and horseshoes |
| Games and Sports: Target Games <i>Striking</i> | 1.6-15.1 Strikes, with an implement, a stationary object for accuracy in activities 1.7-15.1 Strikes, with an implement, a stationary object for accuracy and distance in activities 1.8-15.1 Strikes, with an implement, a stationary object for accuracy, distance, and power | 6-7 M: 8 A: striking | Croquet; shuffleboard; and golf |
| Games and Sports: Fielding/Striking Games <i>Striking</i> | 1.6-16.1 Strikes a pitched ball with an implement with force in a variety of practice tasks 1.7-16.1 Strikes a pitched ball with an implement for power to open space in a variety of practice tasks 1.8-16.1 Strikes pitched ball with an implement for power to open space in a variety of small-sided games | 6-8 A: striking | Baseball; softball; kickball; cabbage ball; and cricket |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|--|---|--|
| <p>Games and Sports: Fielding/Striking Games</p> <p><i>Catching</i></p> | <p>1.6-17.1 Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks</p> <p>1.7-17.1 Catches, with a mature pattern, from different trajectories in a small-sided game play</p> <p>1.8-17.1 Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or in small-sided game play</p> | <p>6-8 A: striking</p> | <p>Pass routes in football; fielding with a glove; baseball; softball; and kickball</p> |
| <p>Individual or Group</p> <p>Lifetime Activities</p> | <p>1.6-18.1 Demonstrates correct technique for basic skills in at least one self-selected individual or group lifetime activity.</p> <p>1.7-18.1 Demonstrates correct technique for a variety of skills in at least one self-selected individual or group lifetime activity</p> <p>1.8-18.1 Demonstrates correct technique for basic skills on at least two self- selected individual or group lifetime activities</p> | <p>6 E: 7 M: 8 A: individual and lifetime activities</p> | <p>Outdoor pursuits, aquatics; rock climbing; bocce ball; orienteering; golf; tennis; paddleball; horseshoes; and hiking</p> |

Standard 2. The physically 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 learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills they then transfer the knowledge learned for a higher performance and skill level.

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 | 6-8 GLEs | Performance Indicators | Examples |
|---|---|---|---|
| Games and Sports: Invasion Games <i>Offensive Tactics</i> | 2.6-1.1 Demonstrates creating open space moving to open space without the ball and/or using a variety of passes, pivots, and fakes 2.7-1.1 Demonstrates creating open space by staying spread out on offense and cutting and passing quickly 2.8-1.1 Demonstrates creating open space by using a give-and-go and using fakes off the ball | 6 E: 7 M: 8 A: creating open space | 3 vs 2 keep away in any invasion game; small-sided team handball, ultimate frisbee, rugby, basketball, soccer, hockey or lacrosse |
| Games and Sports: Invasion Games <i>Defensive Tactics</i> | 2.6-2.1 Demonstrates reducing open space on defense by crashing the passer to reduce passing angles 2.7-2.1 Demonstrates reducing open space on defense by staying within arms-length of the opponent between the opponent and the goal 2.8-2.1 Demonstrates reducing open space on defense by anticipating the speed of the object or person for the purpose of interception or deflection | 6 E: 7 M: 8 A: reducing open space on defense | 3 vs 2 keep away in any invasion game; 3 vs 2 on goal games; small-sided team handball, ultimate frisbee, rugby, basketball, soccer, hockey or lacrosse |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|---|---|--|
| Games and Sports: Net/Wall Games <i>Creating Space</i> | 2.6-3. Demonstrates creating open space by moving opponent more than one step in either direction 2.7-3.1 Demonstrates creating open space by moving opponent from side to side and/or forward and backward 2.8-3.1 Demonstrates creating open space by varying force while moving opponent from side to side and/or forward and backward | 6 E: 7 M: 8 A: creating open space | Small-sided volleyball; deck tennis; quickstart tennis; pickle ball; singles and doubles tennis; badminton; squash |
| Games and Sports: Net/Wall Games <i>Tactics and Shots</i> | 2.6-4.1 Demonstrates the ability to return to a home or center position to reduce offensive options for opponents 2.7-4.1 Demonstrates one or more offensive shots based on an opponent's location 2.8-4.1 Demonstrates one or more offensive shots using placement, force, or timing to win a rally | 6 E: 7 M: 8 A: tactics and shot selection | Returning to center in deck or quickstart tennis; returning to home position in volleyball; uses a spike or a tip in volleyball depending on where the defense is; uses the lob, volley, smash or drop shot in games like pickle ball, singles tennis, doubles tennis, badminton, or squash to win the point |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|--|---|---|
| <p>Games and Sports: Fielding/Striking Games</p> <p><i>Offensive Tactics</i></p> | <p>2.6-5.1 Identifies open spaces. Demonstrates the ability to strike an object into an open space</p> <p>2.7-5.1 Demonstrates a variety of shots to open space</p> <p>2.8-5.1 Demonstrates a variety of shots to open space during small-sided game play.</p> | <p>6 E: 7 M: 8 A: striking to open space</p> | <p>Kick a kickball to static fielders; kick a grounder, fly ball, or bunt in small-sided kickball; bat from a tee to stationary fielders; hit a grounder, fly ball, or bunt from a tee or in small-sided softball or baseball; use a grounder, fly ball, or bunt from a tee or pitched ball in small-sided softball or baseball to advance a runner</p> |
| <p>Games and Sports: Fielding/Striking Games</p> <p><i>Defensive Tactics</i></p> | <p>2.6-6.1 Identifies a defensive play based on a game situation/scenario</p> <p>2.7-6.1 Demonstrates a defensive play when put in a game situation/scenario</p> <p>2.8-6.1 Demonstrates a defensive play during small-sided game play</p> | <p>6 E: 7 M: 8 M: defense in game play situation</p> | <p>kickball, baseball, or softball base running scenarios; small-sided baseball, softball, or cricket</p> |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|--|---|---|--|
| <p>Games and Sports: Target Games</p> <p><i>Shot Selection</i></p> | <p>2.6-7.1 Identifies an appropriate shot or club based on location of the target or the score of the game</p> <p>2.7-7.1 Describes an appropriate shot based on the location of the target or the score of the game by varying the speed, force, or trajectory of the object</p> <p>2.8-7.1 Demonstrates an appropriate shot based on the location of the target or the score of the game by varying the speed, force, or trajectory of the object</p> | <p>6-7 E: 8 M: shot selection</p> | <p>Archery; golf; disk golf; bocce ball; kan jam; horse shoes; cornhole; bowling</p> |
| <p>Individual Performance</p> <p><i>Movement Concepts</i></p> | <p>2.6-8.1 Demonstrates a varied application of force during individual performance activities</p> <p>2.7-8.1 Describes Newton’s first law of motion in one or more individual performance activities</p> <p>2.8-8.1 Evaluates the mechanical principles for a variety of movement patterns and skills to improve performance of self or others</p> | <p>6-7 E: 8 M: individual performance movement concepts</p> | <p>Develops dance or gymnastics sequences including criteria of demonstrating varied force; identifies Newton’s first law in bocce ball or bowling; completes a self or peer evaluation of the use of critical skill cues for any skill to improve performance</p> |
| <p>Individual or Group Lifetime Activities</p> <p><i>Decision Making</i></p> | <p>2.6-9.1 Makes appropriate decisions based on weather, level of difficulty due to conditions, or ability to ensure safety of self and others</p> <p>2.7-9.1 Analyzes the situation and makes adjustments to ensure safety of self and others</p> <p>2.8-9.1 Implements safe protocols in self-selected activities</p> | <p>6-7 E: 8 M: lifetime activities, movement concepts</p> | <p>Describes procedures for safe participation in heat; suggests alternate activities/modifies activities based on specific unsafe scenarios; develops and implements (practices) a safety plan</p> |

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

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. 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. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

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| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|--------------------------------------|--|---|---------------------------------------|
| Benefits of Physical Activity | 3.6-1.1 Describes how being physically active leads to positive physical health benefits 3.7-1.1 Analyzes the relationship between physical activity levels and mental health 3.8-1.1 Explains the connections between the 5 health-related fitness components (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) and overall physical, mental, and emotional health | 6-7 M: 8 A: knowledge of physical activity benefits | Advocacy poster; newsletter; brochure |
| Evaluates Physical Activity | 3.6-2.1 Collects and reflects on personal physical activity assessment data | 6 E: physical activity assessment | PA/fitness/exercise log; PA plan |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|--|---|--|
| Evaluates Physical Activity | <p>3.7-2.1 Collects and analyzes personal physical activity assessment data to develop a plan to improve or maintain physical activity levels</p> <p>3.8-2.1 Implements a plan to improve or maintain physical activity levels based on personal physical activity assessment data</p> | <p>7 M: physical activity assessment plan development</p> <p>8 A: physical activity plan implementation</p> | PA/fitness/exercise log; PA plan |
| Health and Skill Related Fitness | <p>3.6-3.1 Identifies the components of health-related (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) and skill-related fitness (balance, coordination, reaction time, agility, power, speed)</p> <p>3.7-3.1 Describes the health-related and skill-related fitness components</p> <p>3.8-3.1 Compares and contrasts the health-related and skill-related fitness components</p> | <p>6 E:</p> <p>7-8 M: health and skill related fitness knowledge</p> | Matching components to fitness assessments (FitnessGram); provide example activities that match each component and describe why; compare two different physical activities and the components that target each |
| Principles of Training | <p>3.6-4.1 Identifies the principles of training (specificity, overload, and progression)</p> <p>3.7-4.1 Describes the principles of training</p> <p>3.8-4.1 Analyzes a fitness plan for the principles of training</p> | <p>6 E:</p> <p>7-8 M: principles of training knowledge</p> | Identifies each principle based on a scenario; provides example scenarios for each principle. Describes how it meets the principle; breaks down a fitness plan for its use of the principles of training |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---------------------------|--|--|---|
| FITT Principle | <p>3.6-5.1 Identifies each of the components of the FITT Principle (frequency, intensity, time and type)</p> <p>3.7-5.1 Describes the FITT Principle for the following components of health-related fitness: cardiovascular endurance, muscular endurance, muscular strength and flexibility</p> <p>3.8-5.1 Develops a personal workout plan using the FITT Principle for one of the health-related fitness components</p> | <p>6 E: 7 M: 8 A: FITT Principle knowledge</p> | <p>Identifies each of the components based on a given scenario; chooses self-selected activities and describes how to implement the FITT Principle; creates a personal workout plan</p> |
| Phases of Exercise | <p>3.6-6.1 Describes the role of a warm-up and cool-down regimens used for participation in physical activity</p> <p>3.7-6.1 Designs a warm up and cool down routine for a class or self-selected physical activity</p> <p>3.8-6.1 Implements a personal or group warm up or cool down routine for a class or self-selected physical activity</p> | <p>6 E: 7 M: 8 A: warm-up & cool-down knowledge</p> | <p>Advocacy poster; warm-up and cool-down class booklet; student lead warm-up or cool-down</p> |
| Heart Rate | <p>3.6-7.1 Describes the differences between active and resting heart rate</p> <p>3.7-7.1 Calculates/Finds pulse and uses the rating of perceived exertion (RPE) for activities of different intensities</p> <p>3.8-7.1 Analyzes the relationship between pulse and RPE for activities of different intensities</p> | <p>6 E: 7 M: 8 A: heart rate knowledge</p> | <p>Locates carotid and radial pulse; monitors pulse during various activities; develops a relationship table with pulse and RPE for various activities</p> |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---------------------|--|---|---|
| Body Systems | <p>3.6-8.1 Identifies major muscle groups used in selected physical activities. Identifies the role of major body systems (respiratory, muscular, and skeletal)</p> <p>3.7-8.1 Describes the mechanisms behind movement of large muscle groups</p> <p>3.8-8.1 Explains the role of the respiratory, muscular, and skeletal systems and their interactions during physical activity</p> | 6-8 M: body systems knowledge | Draw muscle groups on t-shirts; describes relaxation and contraction; concentric vs eccentric contractions; oxygenating muscles |
| Technology | <p>3.6-9.1 Identifies and/or uses technology to monitor fitness</p> <p>3.7-9.1 Describes the benefits of and/or uses technology to monitor fitness</p> <p>3.8-9.1 Applies the use of various forms of technology to the concept of monitoring fitness and/or uses various forms of technology to monitor fitness</p> | 6 E: 7 M: 8 A: Monitoring fitness | Pedometers; heart rate monitors; PA apps |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|--|--|---|--|
| Assessment and Program Planning | <p>3.6-10.1 Develops SMART (specific, measurable, attainable, realistic and timely) goals for improving or maintaining all areas of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition) based on fitness assessment results</p> <p>3.7-10.1 Uses SMART goals to design a personal workout plan based on results of at least two health-related fitness assessments</p> <p>3.8-10.1 Designs and implements a personal workout plan based on results of at least two health-related fitness assessments</p> | <p>6-7 M: 8 A: fitness assessment, program planning</p> | <p>Goal setting; creates a personal workout plan; implements a personal workout plan</p> |

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 towards 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 safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to; characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

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 | 6-8 GLEs | Performance Indicators | Examples |
|---------------------------------------|--|--|--|
| <p>Personal Responsibility</p> | <p>4.6-1.1 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors</p> <p>4.6-2.1 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk</p> <p>4.7-1.1 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates</p> <p>4.7-2.1 Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class</p> | <p>6-7 A: personal responsibility</p> | <p>Staying on task, following teacher or leader directions and class rules; on task without teacher monitoring, positive attitude toward others; completes tasks to improve physical, emotional, and social well-being.</p> <p>Journaling PA during recess time/home play; pedometers; PA Apps</p> |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|--|---|---|---|
| Personal Responsibility | <p>4.8-1.1 Accepts responsibility for individual improvement of levels of physical activity and fitness</p> <p>4.8-2.1 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school</p> | 8 A: personal responsibility | Journaling PA during recess time/home play; pedometers; PA Apps |
| Providing and Receiving Feedback | <p>4.6-3.1 Demonstrates self-responsibility by modifying performance utilizing specific corrective feedback to improve execution</p> <p>4.7-3.1 Observe and analyze the performance of other students to provide corrective feedback using teacher-generated guidelines</p> <p>4.8-3.1 Demonstrates the ability to provide positive encouragement and corrective feedback to peers without prompting from the teacher</p> | 6-8: accepting feedback | Peer observation; teacher observation of student's tone and communication skills; feedback checklist |
| Working with Others <i>Conflict Resolution</i> | <p>4.6-4.1 Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback</p> <p>4.7-4.1 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts</p> <p>4.8-4.1 Responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution</p> | 6-8 A: working with others, conflict resolution | Rock, Paper, Scissors; Decision Making Process (1. Identify Problem, 2. List Possible Solutions, 3. Select Best Solution) |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---|--|--|--|
| Working with Others <i>Cooperation and Accepting Others</i> | 4.6-5.1 Cooperates with others of different genders, cultures, ethnicities, abilities, and skill levels in physical activity settings 4.7-5.1 Participate in a sport, game, and/or dance as a means to interact with individuals of diverse backgrounds 4.8-5.1 Positively contributes to team building and/or problem solving activities | 6-8 A: working with others, cooperation | Participates in cultural activities(games, dances); Dances with various genre; Parachute/Tarp Activities; Cooperative Games |
| Rules and Etiquette | 4.6-6.1 Demonstrates basic rules and etiquette during individual and group physical activities (dance, individual, team & lifetime) 4.7-6.1 Demonstrates understanding of rules and etiquette by self-directing physical activities (dance, individual, team & lifetime) 4.8-6.1 Applies rules and etiquette by acting as an official for physical activities (dance, individual, team & lifetime) | 6 M: 7-8 A: following rules, fair play | Comparing noise levels during basketball vs tennis and golf; following simple rules of game, officiating small-sided games; follow parameters to create or modify a dance; fair play |
| Safety | 4.6-7.1 Uses physical activity and fitness equipment appropriately and safely, and follows safety protocols with the teacher’s guidance 4.7-7.1 Independently uses physical activity and fitness equipment appropriately, and independently follows safety protocols 4.8-7.1 Identifies specific safety concerns associated with physical activity and fitness equipment | 6-7 A: safety | Proper use of equipment; class procedures revisited; correct weight and height of equipment for student’s size |

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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

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| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|-----------------------------------|--|--|---|
| Challenge | 5.6-1.1 Identifies a specific activity that is played because he or she finds it challenging 5.7-1.1 Develops solutions and strategies for overcoming challenges faced in physical activity settings 5.8-1.1 Apply strategies for overcoming individual or group challenges in a physical activity setting | 6-8 M: physical activity for challenge | Ample practice opportunities; working as a team; strategizing game play |
| Self-Expression /Enjoyment | 5.6-2.1 Describes how physical activity provides the opportunity for enjoyment and self-expression, and identifies strategies that can be used to increase enjoyment and/or self-expression 5.7-2.1 Explains the relationship between self-expression and lifelong enjoyment through physical activity 5.8-2.1 Selects to participate in an enjoyable activity that prompts individual self-expression | 6-8 M: physical activity for self-expression and enjoyment | Becoming knowledgeable of a game; participate with friends; Self-interpretation of dance patterns |

| Skill/Knowledge | 6-8 GLEs | Performance Indicators | Examples |
|---------------------------|---|---|---|
| Social Interaction | <p>5.6-3.1 Identifies a specific physical activity that a student participates in because of the opportunity for social interaction</p> <p>5.7-3.1 Analyze specific physical activities for their opportunity for social interaction</p> <p>5.8-3.1 Discuss the social benefits of participating in a self-selected physical activity</p> | 6-8 M: physical activity for social interaction | Square dance, small-sided game play, and officiating; writing prompt – complete a five to six sentence paragraph on how dance provides the opportunity for social interaction |

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 |
|--------------------------------------|---|--|
| 1. Games and Sports | 1. HS1-1 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.) | 1. HS2-1 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.) |
| 2. Lifetime Activity Pursuits | 1. HS1-2 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.) | 1. HS2-2 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.) |
| 3. Health-Related Fitness | 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. HS2-3 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.

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 |
|--------------------------------------|---|---|
| 1. Games and Sports | 2. HS1-1 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.) | 2. HS2-1 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.) |
| 2. Lifetime Activity Pursuits | 2. HS1-2 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.) | 2. HS2-2 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.

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 |
|--|--|---|
| 1. Fitness in Games and Sports | 3. HS1-1 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.) | 3. HS2-1 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.) |
| 2. Individual Health-Related Fitness | 3. HS1-2 Analyze current physical fitness levels and develop goals to improve or maintain a physically healthy lifestyle | 3. HS2-2 Evaluate the goals to improve or maintain a physical healthy lifestyle after graduating from high school |
| 3. Lifetime Activity Pursuits | 3. HS1-3 Evaluate safety and risks of lifetime activities one could pursue for fitness throughout the lifespan | 3. HS2-3 Evaluate barriers to pursuing lifetime activities through the lifespan and strategies to overcome them |
| 4. Physical Activity and Fitness in the Community | 3. HS1-4 Identify physical activities and facilities in the community that one can pursue to meet fitness goals | 3. HS2-4 Develop a physical fitness and/or health plan using community resources (facilities, programs, etc.) to maintain or improve one's fitness goals |

| | | |
|-----------------------------------|--|--|
| <p>5. Fitness Planning</p> | <p>3. HS1-5 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</p> | <p>3. HS2-5 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</p> |
|-----------------------------------|--|--|

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.

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

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

Physical Education Glossary

Note: This glossary provides definitions for some of the terms used in the physical education standards and grade-level outcomes. The terms and definitions included here are not meant to be a comprehensive list of essential concepts and ideas in physical education. Further information may be found in a variety of places, including the online sources listed at the end of this glossary.

Aerobic Activity: Any sustained exercise that stimulates and strengthens the heart and lungs, thereby improving the body's use of oxygen. Examples of aerobic exercise include jogging, rowing, swimming, or cycling.

Aerobic Capacity: The maximum rate at which the body or an individual muscle can take up and use oxygen from the air; also known as maximal oxygen consumption (uptake) or VO_2 max.

Affective: Traits and feelings associated with social, personal and emotional development.

Agility: The ability to change direction quickly while the body is in motion.

Anaerobic Activity: Any short-duration exercise that is powered primarily by metabolic pathways that do not use oxygen. Examples of anaerobic exercise include sprinting and weight lifting.

Body Composition: The proportion of fat-free mass (e.g., muscle, bone, organs, and tissues) to fat mass in the body.

Body Mass Index (BMI): Formula used to assess body fat based on a ratio between height and weight

Cardiovascular Endurance: A component of health-related fitness that describes the ability of the heart, blood vessels, and respiratory system to supply oxygen and nutrients to the muscles during exercise.

Circuit Training: Training that involves several different exercises or activities. This type of training allows variation in the intensity or type of activity from station to station.

Closed Skills: Motor skills that are performed in an environment that is stable and predictable.

Competency: The development of sufficient skill and knowledge to enjoy participation in the activity at a recreational level: a person is considered competent in performing psycho-motor skills when he/she can perform them consistently with good technique.

Complex Movement Sequences: Movements that require a combination of motor skills.

Components of Health-Related Fitness: Aspects of physical fitness that help one stay healthy. Examples include:

- *Body Composition:* All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.

- **Cardiovascular Endurance:** The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues enduring long periods of moderate-to-vigorous activity.
- **Flexibility:** The ability to move the joints through a full range of motion.
- **Muscular Skeletal Endurance and Strength:** The ability of the muscles to perform physical tasks over a period of time without becoming fatigued and the amount of force a muscle can exert.

Components of Skill-Related Fitness: Aspects of physical fitness that help one perform well in sports and other activities that require certain physical skills. Examples include:

- **Agility:** The ability to change body position quickly and to control one's physical movements.
- **Balance:** The ability to keep an upright posture while stationary or moving.
- **Coordination:** The ability to use one's senses together with one's body parts, or to use two or more body parts together.
- **Power:** The ability to use strength quickly.
- **Reaction Time:** The ability to react or respond quickly to what one hears, sees, or feels.
- **Speed:** The ability to perform a movement or cover a distance in a short period of time.

Cool-Down: A period of light activity following exercise that allows the body to return to near resting.

Cooperative: Working or acting together for a common purpose.

Coordination: The ability to use different parts of the body together smoothly and efficiently.

Defense: A means or method of defending or protecting.

Developmentally Appropriate Activities: Activities that are appropriately based on a student's developmental level, age, ability level, interests, and previous experience and knowledge.

Directions: Refers to movement concepts of forward, backward, sideways, right, left, up, down, clockwise and counter clockwise.

Effort: This concept defines how the body moves. It consists of three components: *time* (faster or slower), *force* (harder or softer), and *flow* (bound or free).

Emerging Pattern: The beginning stage of acquiring motor skills and knowledge.

Exercise: Physical activity that is planned, structured, repetitive, and results in the improvement or maintenance of personal fitness.

Fine Motor Skills: Small muscle group movements used for accuracy.

Fitness Plan: A plan developed after a self-assessment of the health related components of fitness. The plan should include the principles of overload, progression, specificity, regularity and individuality along with the FITT guidelines.

FITT: Frequency, Intensity, Time and Type. Four key ways that activity can be manipulated to create a desired health related fitness outcome.

Fleeing: Traveling quickly away from a pursuing person or object.

Flexibility: The ability to move the joints through the full range of motion.

Flow: Indicates a constant movement arte (slow, medium or fast).

Force: The effort or tension generated through muscle contraction during a push or pull action.

Formative Assessment: An initial or intermediate evaluation that occurs throughout an instructional process in the forms of teacher observation, peer observation, rating, checklists and so forth. It involves both the teacher and the students in reflection and review of progress. It is used to improve learning and performance and to provide feedback. It also enables students to target weaknesses.

Fundamental Motor Skills: Foundation movements that are precursor patterns to the more specialized, complex skills (body management skills, locomotor skills, and manipulative skills) that are used in play, games, sports, dance, gymnastics, outdoor education, and physical recreation.

Games:

1. *Invasion Games:* Games in which teams score by moving an object into another team's territory and either shooting into a fixed target (a goal or basket) or moving the object across an open-ended target (a line).
2. *Net/Wall Games:* Team or players score by hitting a ball into open court space with accuracy so the opponent cannot return it back before bouncing once (i.e. volleyball or badminton) or twice (i.e. tennis or racquetball).
3. *Striking/fielding Games:* Games in which players on the batting team must strike an object with accuracy to elude players on the fielding team (i.e. baseball, cricket), which provides the hitter time to run between safe destinations (i.e. bases or wickets).

4. *Target Games*: Games in which players score by throwing or striking an object to a target, which can be opposed (i.e. shuffleboard) or unopposed (i.e. golf).

General Space: All the area outside of someone’s personal space and within the boundaries of movement. For instance, in a classroom, field or gym.

GLE: Grade Level Expectation

Health-Enhancing Physical Activity: Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity.

Health Related Fitness: Level of physiological functioning in:

1. *Cardiovascular endurance*;
2. *Strength*;
3. *Muscular endurance*;
4. *Flexibility*; and
5. *Body composition*.

HFZ: Healthy Fitness Zone

Heart Rate: The number of heartbeats occurring within a specified length of time

Implement: Device used in the performance of a manipulative task.

Indicators of Health: Physical, mental, emotional, and social functioning.

Individuality: The training principle that takes into account that each person begins at a different level of fitness, each person has personal goals and objectives for physical activity and fitness, and each person has different genetic potential for change.

Individual-Performance Activities: Activities that do not involve teamwork.

Intrinsic Motivation: A desire to seek out new things and new challenges that is driven by one’s interest or enjoyment in the task itself and does not rely on external pressures or a desire for reward.

Isokinetic: For relating to muscular action with a constant rate of movement.

Isometric Exercise: An action in which a muscle generates tension without changing length.

Isotonic Contraction: An action in which tension remains constant, despite a change in muscle length.

Lifetime Activity: An activity that is suitable for participation at any time across the life span.

Leading Pass: A throw in which a manipulative is thrown ahead of the intended receiver so that the receiver can catch the manipulative while in motion.

Lead-up Activity/Game: An activity or modified game developed to limit the number of skills needed for successful participation.

Levels: Refers to the movement concepts of high, medium and low.

Lifestyle Activities: Physical activities that a person carries out in the course of daily life and that can contribute to sizeable energy expenditure.

Locomotor Skill/Movements: Basic movements performed while moving the body from place to place.

Manipulative: An object designed to be moved by hand as a means of developing motor skills.

Manipulative Movements: Basic motor skills involving handling an object. Examples include throwing, catching, kicking, rolling, dribbling, trapping, striking, and volleying.

Manipulative Skill: Movement done to or with objects with hands or involving the feet, hands or other parts of the body.

Mastery: Showing great skill or knowledge.

Mature Form: Performance of critical elements of a skill in a smooth and continuous motion.

Maximum Heart Rate: The fastest rate at which your heart will beat in 1 minute.

Modified Games: Games in which the rules have been modified to emphasize use of specific skills, maximize physical activity and /or practice opportunities.

Motor Skill Combinations: Actions involving two or more different motor skills, including gross motor skills and fine motor skills.

Continuous skills - Repeated one after another such as basketball dribble and do not have a clearly defined beginning and end.

Discrete Skills - Unconnected to other skills such as the volleyball pass and have a clear beginning and end.

Movement Challenge: A movement task that involves problem solving.

Movement Concepts: Knowledge and understanding of movement such as body awareness (what the body can do), space awareness (where does the body move), qualities of movement (how does the body move), and relationships (with whom and what does the body move).

Muscular Endurance: The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular Strength: The maximal force that you can exert when you contract your muscles.

Musculoskeletal Fitness: A combination of muscular strength, muscular endurance, and power.

MVPA: Moderate to vigorous physical activity

MyPlate: A food guidance system that translates nutritional recommendations into the kinds and amounts of food to eat each day; a widely recognized nutrition education tool. See ChooseMyPlate.gov.

Non-Locomotor Skill: Movement of the body around an axis or joint (e.g., bend, stretch, twist, and reach).

Norm-Referenced Standards: Making an evaluative decision based on how a performance compares with that of others, typically of the same gender, age, or class.

Offense: A means or methods of attacking or attempting to score.

Open Skills: Motor skills that are performed in a changing environment.

Open space: A space where there are no defenders/opponents.

Overloading: Increasing the work done by muscles to above normal levels, but below the loads that would cause injury or distress, to improve fitness.

PACER: Progressive Aerobic Cardiovascular Endurance Run, which is a test for cardiorespiratory fitness.

Pacing: An established rate of locomotion.

Pathways: Refers to movement patterns of curved, zig zag, or straight locomotion.

Personal Space: The area immediately surrounding a person.

Physical Activity (PA): Bodily activity that enhances or maintains physical fitness and overall health and wellness.

Physical Education: “A planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.” (SHAPE America, 2017).

Physical Fitness: The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies.

Physical Literacy: “The ability, confidence, and desire to be physically active for life.” (Aspen Institute, 2015).

Power: The ability to move your body parts swiftly while at the same time applying the maximum force on your muscles.

Proficiency: The ability of the individual to demonstrate the criteria of a given task has been met.

Progression: The process of increasing the intensity, duration, frequency, or amount of activity or exercise as the body adapts to a given activity pattern.

Protocol: A system of rules or directions that explain the correct conduct and the procedures to be followed in formal situations.

Range of Motion (ROM): Varying degrees of motion around a joint.

Reaction Time: The ability to react or respond quickly to what one hears, sees, or feels.

Recess: A temporary break from structured learning where children can choose to be physically active or engage in social interactions.

Recovery Time: Time or rest between exercises.

Regularity: Principle that states physical activity must be performed on a regular basis to be effective and that long periods of inactivity can lead to loss of the benefits achieved during the training period.

Repetition: The number of times that an exercise is performed during one set.

Respiratory (System): Relating to breathing (system in the body that takes in and distributes oxygen).

Rhythmic Skills: Movement that aligns to a steady pulse or musical beat. Examples include creative movement to music, multicultural dance, and jump rope.

Scoring Rubric: Scoring rubrics are descriptive scoring schemes developed by educators to guide the analysis of student work (i.e. the products or processes of their efforts).

Self-Assessment:

1. The student assesses personal progress as opposed to being assessed by the teacher or by other students. Self-assessments include:
 - a. rating scales for levels of performance;
 - b. participation;
 - c. recording performance scores (e.g., distance, accuracy);
 - d. summary reports after a series of assessment tasks (e.g., dribbling, throwing for accuracy and distance, jump shooting, physical fitness profiles); and
 - e. questionnaires of likes and dislikes in activities.
2. *Self-assessment* is a part of logs, journals and portfolios as students evaluate personal performance or progress toward goals.

Self-Space: The space that one's body or body parts can reach without traveling away from a starting location.

Set: A set is usually 8-12 repetitions of a given exercise.

Situational Context Clues: Awareness of surroundings. For example, awareness of being followed by someone.

Skill Themes: A way of teaching children how to participate effectively in various activities by focusing on the development of the necessary skills. Skill themes include locomotor skills, non-manipulative skills, and manipulative skills.

Skill Related Fitness: Those components of physical fitness that relate to an enhanced performance in sports: agility, balance, coordination, power, speed, and reaction time.

Skills Performance: Demonstrating ability to do a specific task well; improves with practice.

Small-Sided Games: Games consisting of 3-6 people per team. This allows more practice time and more physical movement for each student compared to the full version of the game. Examples include 2v2 basketball, 3v3 volleyball, and 6v6 lacrosse.

SMART Goals: Criteria for setting useful objectives. SMART goals are:

- Specific
- Measurable
- Attainable/Achievable
- Realistic/Relevant
- Timely/Time bound/Timeline

Spatial Awareness: The relation of objects in relation to one's own body

Specificity: The training principle that states, improvement in personal fitness will occur in the particular muscles that are overloaded during physical activity or exercise. Examples: by working on a certain component of fitness, such as flexibility exercises directly improve flexibility.

Speed: The ability to perform a movement or cover a distance in a short period of time.

Sportsmanship: Fairness, conduct and attitude befitting participants in sports, especially fair play, courtesy, respect for one's opponent, and graciousness in winning or losing.

Static Balance: State of equilibrium, without movement or the ability to retain one's center of mass above one's base of support in a stationary position.

Strategy: A careful plan or method for achieving a particular goal, usually over a period of time.

Strike: To come into contact with an object via hand or handled implement. To perform various striking skills. For example, to place ball away from opponent in a racket sport, to place an overhead volleyball serve, or to punt a football.

Stretch:

- *Dynamic stretching:* A form of stretching beneficial in sports using momentum from form, and the momentum from static-active stretching strength, in an effort to propel the muscle into an extended range of motion not exceeding one's static-passive stretching ability.
- *Static stretch:* A slow sustained stretch of a muscle for 10-30 seconds. This static stretch should be performed after warming up the body.

Student Project: Students engage in building a scenario, determining goals, planning a program of participation to achieve outcomes, and implementing the plan to the completion of the goals. Student projects provide for a range of strategies and results including the following: the application of the processes of data collection, goal setting, planning, analysis, decision making, problem solving; development and application of skill and knowledge to real-life situations to solve problems or create "new" interventions to reach personal goals. These may include:

1. Multiple objectives or outcomes;
2. Combine multiple assessment options (e.g., logs, journals, and reports);
3. Student autonomy in choosing procedures and reaching conclusions;
4. Solo or multiple students;
5. Multiple resources;
6. Changes in status, behaviors or conditions;
7. Authenticity;
8. Performance products;
9. Flexibility of time (complexity of task determines time); and
10. Integration of multiple content areas, concepts and applications.

Summative Assessment: A final evaluation that typically come at the end of key stages, units or the year in the use of standardized tests or evaluation instruments. It provides a summary of student learning or attainment at a particular point in time. It is used to make judgments about a student's performance. It also provides quality assurance to courses.

Tactics: The art or skill of employing available means to accomplish an end.

Tagger: A person who safely and appropriately touches a person or object.

Tagging: Traveling quickly toward a person or object for a safe touch.

Target Games: Games in which players score by throwing or striking an object to a target.

Target Heart Rate (THR): Also known as training heart rate, THR is the range of heart rate desired during aerobic exercise to enable one's heart and lungs to receive the most benefit from the workout. Calculation of THR is based mostly on age; however, physical condition, sex, and previous training also are used in the calculation. The THR can be calculated as percent intensity.

Target Heart Rate Zone: The range of above-normal activity that optimizes an increase in fitness usually between 60-80 percent of maximum heart rate.

Teamwork: A cooperative effort by the members of a group or team to achieve a common goal.

Training Principles:

- *Overload*
- *Specificity*
- *Progression*
- *Reversibility*
- *Diminishing return*

Transition: An act or process of passing from one state, stage, or place to another.

Trajectory: The path followed by an object moving through space.

Vigorous Activity: Activity full of physical or mental strength or active force carried out forcefully and energetically.

Volley: A shot or kick made by hitting an object before it touches the ground.

Warm-up: A variety of low intensity activities designed to prepare your body for more vigorous activities.

Weight-Bearing Exercise: Any activity done while on one's feet and legs that works the muscles and bones against gravity.

Weight Transfer: Movement of body weight from one body part to another.

Wellness: An overall state of being in good health-physical, mental, emotional, spiritual, and social health.

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- Erica Gilliam - Alliance for a Healthier Generation, Healthy Schools and Communities Program Manager
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Department of Education:

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- Janice Zube - Healthy Communities Section

Resources

PHYSICAL EDUCATION RESOURCES

Websites

Society of Health and Physical Educators
(SHAPE)

www.shapeamerica.org

Louisiana Association for Health, Physical Education, Recreation and Dance
(LAHPERD)

www.lahperd.org

President's Council on Fitness, Sports and Nutrition
(PCFSN)

www.hhs.gov/fitness

Institute for Aerobic Research-Fitness Gram Resource

www.cooperinstitute.org/fitnessgram

Alliance for a Healthier Generation

www.healthiergeneration.org

Publications

Graham, G. (2008). Teaching children physical education: Becoming a master teacher (3rd ed.).
Champaign, IL: Human Kinetics.

Graham, G., Holt-Hale, S.A., Parker, M. (2010). Children moving: A reflective approach to teaching
physical education (8th ed.). New York, NY: McGraw-Hill.

Lund, J., & Tannehill, D. (2015). Standards-based physical education curriculum development (3rd
ed.). Burlington, MA: Jones & Bartlett Learning.

*Shape America- Society of Health and Physical Educators. (2014). National standards & grade-
level outcomes for K-12 physical education.

Fronske, H.A., & Wilson, R. (2002). Teaching cues for basic sport skills for elementary and middle
school students. San Francisco, CA: Benjamin Cummings.

Fronske, H.A. (2012). Teaching cues for sport skills for secondary school students (5th ed.). San Francisco, CA: Benjamin Cummings.

Hasty, Peter. (2003). Teaching for a lifetime: Physical activity through quality high school physical education, San Francisco: Benjamin Cummings.

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2006). Teaching sport concepts and skills: A tactical games approach (2nd ed). Champaign, IL: Human Kinetics.

Siedentop, D., Hastie, P. A., & Van Der Mars, H. (2011). Complete guide to sport education (2nd ed.). Champaign, IL: Human Kinetics.

Activities/Curriculum/Assessment Materials

Activities

Us Games

www.usgames.com

PE Central

www.pecentral.com

SPARK

www.sparkpe.org

Great Activities

www.greatactivitiesonline.com

The Physical Educator

www.thephysicaleducator.com

PE Games.org

www.digitalcatch.org

Curriculum and Assessment

Us Games

Online Physical Education Network (OPEN)

www.usgames.com/open

SPARK

www.sparkpe.org

Coordinated Approach to Child Health (CATCH)

<http://catchinfo.org/>

Resources for Further Exploration

ChooseMyPlate.gov. Alexandria, VA: United States Department of Agriculture (USDA), Center for Nutrition Policy and Promotion, www.choosemyplate.gov

Medical Dictionary Online at The Free Dictionary by Farlex. Medical Dictionary.thefreedictionary.com/

National Center for Health Statistics, Centers for Disease Control and Prevention (CDC). www.cdc.gov/nchs

National PE Standards. Reston, VA: SHAPE America (Society of Health and Physical Educators) www.shapeamerica.org/standards/pe

PE Central. Blacksburg, VA: PE Central, 2015. www.pecentral.org

p.e.links4u: Promoting Active and Healthy Lifestyles. Ellensburg: Central Washington University, 2016. www.pelinks4u.

Lesson Plan Template

K-12th Grade Physical Education Lesson Plan Format

School _____

Teacher _____ Grade(s) _____ Period(s) _____ Date _____

Lesson Title/Activity _____

| Benchmark/ GLE | Content Standards |
|-------------------|-------------------|
| | |
| | |
| | |
| | |
| | |

UNIT OBJECTIVE: Students will be able to:

LESSON OBJECTIVE: Students will be able to:

| |
|--|
| |
| |
| |

Assessment/Evaluation:

| |
|--|
| |
| |
| |

Integration of Skills with Core Area Subjects: _____

LESSON PROCEDURES/ACTIVITIES:

| Time | Instant Activity/Task | Skill/Teacher Cues |
|----------------|------------------------------|---------------------------|
| 30 sec. | | |

Transition:

| Time | Introduction Task/Skill | Skill/Teacher Cues |
|-------------|--------------------------------|---------------------------|
| min. | Introduction: | Cues: |
| | | Goal: |

Transition:

| Time | Task/Skill | Skill/Teacher Cues |
|-------------|-------------------|---------------------------|
| min. | | |

Transition:

| Time | Task/Skill | Skill/Teacher Cues |
|-------------|-------------------|---------------------------|
| min. | | |

Transition:

| Time | Culminating/Group Activity | Skill/Teacher Cues |
|-------------|-----------------------------------|---------------------------|
| min. | | |

Transition:

| Time | Closure: | Cool down |
|-------------|-----------------|------------------|
| min. | | |

Transition to Leave:

Equipment/Teacher material needed for lesson/activity:

| | | |
|----------------------------|--------------|----------------|
| Location | Gym | |
| Equipment/Materials | Item: | Amount: |
| | | |
| | | |
| | | |
| Teaching Aids | | |

Activity set up: Gymnasium/Football Field/Baseball Field/Soccer Field