

Table of Contents

Title 28 EDUCATION

Part LIII. Bulletin 102—Louisiana Physical Education Student Standards

Chapter 1.	General Provisions	1
§101.	Introduction	1
§103.	Louisiana Physical Education Standards to Promote Physical Literacy	1
Chapter 3.	Grades K-2 Cluster Level	2
§301.	Introduction	2
§303.	Standard 1	2
§305.	Standard 2	3
§307.	Standard 3	4
§309.	Standard 4	5
§311.	Standard 5	5
Chapter 5.	Grades 3—5 Cluster Level	6
§501.	Introduction	6
§503.	Standard 1	7
§505.	Standard 2	8
§507.	Standard 3	8
§509.	Standard 4	9
§511.	Standard 5	10
Chapter 7.	Grades 6—8 Cluster Level	10
§701.	Introduction	10
§703.	Standard 1	11
§705.	Standard 2	13
§707.	Standard 3	14
§709.	Standard 4	15
§711.	Standard 5	16
Chapter 9.	Grades 9—12 Cluster Level	17
§901.	Introduction	17
§903.	Standard 1	17
§905.	Standard 2	18
§907.	Standard 3	18
§909.	Standard 4	19
§911.	Standard 5	19
Chapter 11.	Glossary	20
§1101.	Definitions	20

Title 28

EDUCATION

Part LIII. Bulletin 102—Louisiana Physical Education Student Standards

Chapter 1. General Provisions

§101. Introduction

A. 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.

B. 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.

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

1. has learned the skills necessary to participate in a variety of physical activities;
2. knows the implications and the benefits of involvement in various types of physical activities;
3. participates regularly in physical activity;
4. is physically fit; and
5. values physical activity and its contributions to a healthful lifestyle.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2105 (November 2017).

§103. Louisiana Physical Education Standards to Promote Physical Literacy

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

1. Intent. The intent of this standard is to provide students with a broad base of skills and movement patterns that will enhance the 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 the hands, feet, and other body parts), and non-locomotor/stability (movements of the body and its parts in a relatively stable position).

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

1. Intent. This standard addresses 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 the body as one grows, stress related to expectation of others and self. 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 that students are taught.

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

1. Intent. 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. frequency of activity, intensity of activity, time spent in activity, and type of activity (FITT)]. Each student will have different interests and abilities that dictate the need for teachers to individualize activities, i.e. various levels of intensity and ways to enhance fitness.

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

1. Intent. 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 one's best effort.

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

1. Intent. The intent of this standard is to help students learn more about personal values and the importance of daily physical activity. Students who do not recognize the value of being physically active 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2105 (November 2017).

Chapter 3. Grades K-2 Cluster Level

§301. Introduction

A. 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 the 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 personal 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.

B. Standards provide criteria for all students, and other stakeholders that represent what students should know and be able to do.

C. 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.

D. Reading the Standards. In the standards below, the first number listed is the number of the corresponding standard. The second letter or number identifies the grade level to which the statement pertains. Directly following the hyphen, the number listed states to which component within that standard the statement refers. Lastly, the final number recognizes the grade level expectation (GLE). The following is a guide to interpret each coded outcome:

1. example: [1.K-2.4] Kick a stationary ball:

a. 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.);

b. K = the number or letter listed provides the level targeted; in this case, kindergarten;

c. 2 = the number or letter listed provides the component being targeted within the standard; in this case, the second component related to the standard;

d. 4 = this number listed provides the expectation within that component; in this case, the fourth expectation a student should be able to complete;

2. the following terms are used through the standards as performance indicators:

a. E = emerging—students participate in deliberate practice tasks that will lead to skill and knowledge acquisition;

b. 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;

c. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2106 (November 2017).

§303. Standard 1

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

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

B. Grade Level Expectations for Grades K-2

1. Locomotor and Non-Locomotor

a. Kindergarten

i. [1.K-1.1] Demonstrate walk, run, and slide locomotor skills.

ii. [1.K-1.2] Explore locomotor skills of jump, gallop, skip, hop, and leap in a closed environment.

iii. [1.K-1.3] Use non-locomotor skills in closed and open environment.

iv. [1.K-1.4] Balance using a variety of body parts and body shapes.

v. [1.K-1.5] Transfer weight by rocking and rolling.

vi. [1.K-1.6] Move in time with a changing beat.

b. First Grade

i. [1.1-1.1] Demonstrate gallop and hop locomotor skills.

ii. [1.1-1.2] Perform locomotor skills while changing pathway, direction, and/or speed.

iii. [1.1-1.3] Use non-locomotor skills in closed and open environments and in response to verbal and nonverbal stimuli.

iv. [1.1-1.4] Balance in a variety of ways using equipment and/or apparatus.

v. [1.1-1.5] Perform a variety of different rocking and rolling skills.

vi. [1.1-1.6] Move to a rhythmic beat or pattern.

c. Second Grade

i. [1.2-1.1] Demonstrate all fundamental locomotor skills.

ii. [1.2-1.2] Perform combinations of locomotor, non-locomotor, weight transfer, and static and dynamic balance skills.

iii. [1.2-1.3] Perform combinations of non-locomotor and locomotor skills in a movement pattern.

iv. [1.2-1.4] Demonstrate static and balance skills as part of a movement pattern.

v. [1.2-1.5] Perform combinations of rolling and balance skills.

vi. [1.2-1.6] Perform rhythmic dance steps and sequences.

2. Manipulative

a. Kindergarten

i. [1.K-2.1] Throw objects in a variety of ways to oneself.

ii. [1.K-2.2] Catch a bounced ball.

iii. [1.K-2.3] Use different body parts to strike a lightweight object and keep it in the air.

iv. [1.K-2.4] Kick a stationary ball.

v. [1.K-2.5] Dribble objects with the hand in a closed or open environment.

vi. [1.K-2.6] Roll a ball underhand.

b. First Grade

i. [1.1-2.1] Throw using variations in time/force.

ii. [1.1-2.2] Catch a self-tossed object with hands or an implement.

iii. [1.1-2.3] Strike an object using different body parts.

iv. [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.

v. [1.1-2.5] Dribble an object with hands and feet in a closed environment through personal and general space.

vi. [1.1-2.6] Roll a ball to a specified target.

c. Second Grade

i. [1.2-2.1] Throw overhand a variety of objects. Demonstrate a side orientation with critical elements.

ii. [1.2-2.2] Catch objects coming from different directions and heights.

iii. [1.2-2.3] Strike a variety of objects with the hand or an implement with purpose to control force/direction.

iv. [1.2-2.4] Kick a rolled or moving ball with the top of shoes.

v. [1.2-2.5] Dribble a ball with hands and feet using variations of controlled speed, direction, and pathway, and in relationship to objects.

vi. 1.2-2.6 Roll a ball or object to a moving target or partner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2106 (November 2017).

§305. Standard 2

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

1. Intent. 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.

B. Grade Level Expectations K-2

1. Movement Concepts

a. Kindergarten

i. [2.K-1.1] Establish a movement vocabulary through exploration of body, space, effort, flow, and relationships.

ii. [2.K-1.2] Recall pathways, direction, levels, and relationships.

- iii. [2.K-1.3] Distinguish between different degrees of effort.
- iv. [2.K-1.4] Identify boundaries for personal and general space.

b. First Grade

- i. [2.1-1.1] Describe movement vocabulary terms in body, space, effort, flow, and relationships.
- ii. [2.1-1.2] Demonstrate an understanding of relationships in a variety of physical activities.
- iii. [2.1-1.3] Apply different degrees of force, speed, and direction when directed by the teacher.
- iv. [2.1-1.4] Apply concepts of personal and general space to accomplish movement tasks.

c. Second Grade

- i. [2.2-1.1] Apply movement vocabulary of body, space, effort, flow, and relationships to complete movement tasks.
- ii. [2.2-1.2] Apply movement concepts to modify performance.
- iii. [2.2-1.3] Apply different degrees of effort, force, speed, and direction to accomplish a task.
- iv. [2.2-1.4] Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games, and tasks.

2. Knowledge and Skill Cues

a. Kindergarten

- i. [2.K-2.1] Differentiate among locomotor skills.
- ii. [2.K-2.2] Repeat cue words for fundamental motor skills.

b. First Grade

- i. [2.1-2.1] Differentiate among non-locomotor and manipulative skills.
- ii. [2.1-2.2] Repeat cue words for fundamental motor skills and apply them to improve performance.

c. Second Grade

- i. [2.2-2.1] Differentiate between locomotor, non-locomotor, and manipulative skills.
- ii. [2.2-2.2] Identify and perform locomotor, non-locomotor, and manipulative skills.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2107 (November 2017).

§307. Standard 3

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

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

B. Grade Level Expectations K-2

1. Physical Activity Knowledge

a. Kindergarten

- i. [3.K-1.1] Recognize and differentiate between physical activity and inactivity.
- ii. [3.K-1.2] Recognize the amount of physical activity within physical education.
- iii. [3.K-1.2] Recognize that food provides energy for physical activity.

b. First Grade

- i. [3.1-1.1] Identify opportunities for physical activity during the school day.
- ii. [3.1-1.2] Track the amount of physical activity within the school day.
- iii. [3.1-1.3] Differentiate between healthy and unhealthy food and beverage choices for physical activity.

c. Second Grade

- i. [3.2-1.1] Identify opportunities for physical activity at school, home, and in the community.
- ii. [3.2-1.2] Track the amount of physical activity within the school day.
- iii. [3.2-1.3] Suggest alternatives to unhealthy food and beverage choices related to physical activity.

2. Cardio, Flexibility, Muscular Strength, and Endurance

a. Kindergarten

- i. [3.K-2.1] Recognize activities that could be used to improve each component of health-related fitness.
- ii. [3.K-2.2] Recognize that when one moves fast, the heart beats faster and breathing becomes faster.
- iii. [3.K-2.3] Recognize the importance of muscular strength to support body weight.

- iv. [3.K-2.4] Identify ways to stretch muscles in the body.

b. First Grade

- i. [3.1-2.1] Identify activities that align with each component of health-related fitness.
- ii. [3.1-2.2] Identify the heart as a muscle that grows stronger with exercise and physical activity.
- iii. [3.1-2.3] Identify ways to strengthen muscles.

iv. [3.1-2.4] Identify ways to stretch muscles in the upper and lower body.

c. Second Grade

i. [3.2-2.1] Demonstrate activities that align with each component of health-related fitness.

ii. [3.2-2.2] Identify activities that increase heart rate.

iii. [3.2-2.3] Identify activities to improve muscular strength.

iv. [3.2-2.4] Identify ways to stretch muscles in various parts of the body.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2108 (November 2017).

§309. Standard 4

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

1. Intent. 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 willing 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.

B. Grade Level Expectations K-2

1. Self-Direction and Safety

a. Kindergarten

i. [4.K-1.1] Respond positively to reminders of appropriate safety procedures.

ii. [4.K-1.2] Follow directions and handle equipment safely.

iii. [4.K-1.3] Work independently and safely in personal and shared space.

iv. [4.K-1.4] Explain rules related to safety and activity-specific procedures.

b. First Grade

i. [4.1-1.1] Respond positively to reminders of appropriate safety procedures.

ii. [4.1-1.2] Follow directions and handle equipment safely.

iii. [4.1-1.3] Demonstrate individual work safety around others and in a shared space.

iv. [4.1-1.4] Explain rules related to safety and activity-specific procedures.

c. Second Grade

i. [4.2-1.1] Respond positively to reminders of appropriate safety procedures.

ii. [4.2-1.2] Follow directions and handle equipment safely.

iii. [4.2-1.3] Participate and assess one's behavior in physical activities.

iv. [4.2-1.4] Explain rules related to safety and activity-specific procedures.

2. Cooperation and Respect

a. Kindergarten

i. [4.K-2.1] Follow instructions while participating in physical education activities.

ii. [4.K-2.2] Demonstrate cooperation and consideration of others in partner and group physical activities.

iii. [4.K-2.3] Demonstrate willingness to work with a variety of partners in physical education activities.

b. First Grade

i. [4.1-2.1] Follow instructions and class procedures while participating in physical education activities.

ii. [4.1-2.2] Describe examples of cooperation and sharing in a variety of physical activities.

iii. [4.1-2.3] Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.

c. Second Grade

i. [4.2-2.1] Apply proper class procedures while participating in physical education activities.

ii. [4.2-2.2] Demonstrate cooperation with others when resolving conflicts in physical education activities.

iii. [4.2-2.3] Interact positively with others in partner and small group activities respecting individual differences.

iv. [4.2-2.4] Take turns using equipment or performing a task.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2108 (November 2017).

§311. Standard 5

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

1. Intent. 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.

B. Grade Level Expectations K-2**1. Health Reasons to be Physically Active****a. Kindergarten**

i. [5.K-1.1] Recognize physical activity has positive health benefits.

b. First Grade

i. [5.1-1.1] Recognize more physical activity leads to additional health benefits.

c. Second Grade

i. [5.2-1.1] Identify specific health benefits from participation in daily physical activity.

2. Enjoyment**a. Kindergarten**

i. [5.K-2.1] Participate in physical activity outside of class time or during their leisure time.

b. First Grade

i. [5.1-2.1] Attempt new activities presented in class.

c. Second Grade

i. [5.2-2.1] Discuss personal choices for enjoying various types of physical activities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2109 (November 2017).

Chapter 5. Grades 3—5 Cluster Level**§501. Introduction**

A. 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.

B. 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 school curriculum. Activities for class are chosen based on student 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:

1. teaching games for understanding;
2. skills-theme approach;
3. social and personal responsibility model.

C. 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 by graduation from high school.

D. Physical education classes support students by 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.

E. Reading the Standards. There are five standards listed for elementary physical education (K-5). Elementary requirements for Louisiana students 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 to which grade level the statement pertains. 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). Here is how to interpret each coded outcome:

1. example: [1.K-2.4] Kick a stationary ball:

a. 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).

b. K = the number or letter listed provides the level targeted, in this case kindergarten.

c. 2 = the number or letter listed provides the component being targeted within the standard, in this case the second component related to the standard.

d. 4 = the 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.

2. The following terms are used throughout the standards as performance indicators:

a. E = emerging—students participate in deliberate practice tasks that will lead to skill and knowledge acquisition;

b. 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;

c. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2109 (November 2017).

§503. Standard 1

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

1. Intent. The intent of this standard is to ensure that upon exiting the fifth 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.

B. Grade Level Expectations Grades 3-5

1. Combine Skills

a. Third Grade

i. [1.3-1.1] Perform a sequence of movements with a beginning, middle and end.

ii. [1.3-1.2] Jump rope demonstrating a variety of footwork skills.

iii. [1.3-1.3] Balance on different bases of support and on apparatus demonstrating different levels, shapes, and patterns.

iv. [1.3-1.4] Perform teacher-selected and developmentally appropriate dance steps and movement patterns.

b. Fourth Grade

i. [1.4-1.1] Perform a movement sequence comprised of both basic and intermediate skills.

ii. [1.4-1.2] Jump rope demonstrating a variety of footwork and arm action skills.

iii. [1.4-1.3] Combine balance and weight transfer skills in a movement sequence.

iv. [1.4-1.4] Combine locomotor movement patterns and dance steps to create and perform a dance.

c. Fifth Grade

i. [1.5-1.1] Perform a movement sequence comprised of both basic and intermediate skills with smooth transitions between those movements.

ii. [1.5-1.2] Jump rope demonstrating a variety of footwork, arm action skills, and/or tricks of choice.

iii. [1.5-1.3] Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.

iv. [1.5-1.4] Combine skills in dances with correct rhythm and pattern.

2. Application of Skills

a. Third Grade

i. [1.3-2.1] Throw overhand with force using appropriate critical elements.

ii. [1.3-2.2] Catch a variety of objects in dynamic conditions using the critical elements.

iii. [1.3-2.3] Strike an object with an implement using the critical elements.

iv. [1.3-2.4] Kick a ball with the inside of the foot to a target using the critical elements.

v. [1.3-2.5] Dribble and maintain control while moving through space using the critical elements.

vi. [1.3-2.6] Send an object to a target using critical elements in a stable environment.

b. Fourth Grade

i. [1.4-2.1] Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.

ii. [1.4-2.2] Catch two-handed during a game or game-like situation using the critical elements.

iii. [1.4-2.3] Strike an object with an implement using the critical elements.

iv. [1.4-2.4] Kick a ball to targets with the inside of the foot using the critical elements.

v. [1.4-2.5] Dribble with control while moving through space to avoid stationary objects using the critical elements.

vi. [1.4-2.6] Send an object to a target using critical elements while varying space, distance, location, and relationship to objects.

c. Fifth Grade

i. [1.5-2.1] Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.

ii. [1.5-2.2] Catch with an implement (e.g., glove, scoop) using the critical elements.

iii. [1.5-2.3] Strike an object with an implement using critical elements in relation to distance, space, and direction demands.

iv. [1.5-2.4] Receive a kick, dribble and then kick a ball to a target using the critical elements.

v. [1.5-2.5] Dribble under control during a game or game-like situation using the critical elements.

vi. [1.5-2.6] Send an object using critical elements while varying body, space, effort, and relationship to defenders.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2110 (November 2017).

§505. Standard 2

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

1. Intent. 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.

B. Grade Level Expectations Grades 3-5

1. Strategies and Tactics

a. Third Grade

i. [2.3-1.1] Modify movement to meet the demands of a task.

ii. [2.3-1.2] Explain how the characteristics of an object affect performance of manipulative skills.

iii. [2.3-1.3] Recognize offensive and defensive situations.

iv. [2.3-1.4] Identify the choices necessary to score a goal or point.

b. Fourth Grade

i. [2.4-1.1] Explain the importance of weight transfer in object propulsion skills.

ii. [2.4-1.2] Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task and/or environment.

iii. [2.4-1.3] Identify open space and areas of space to defend in a dynamic environment.

iv. [2.4-1.4] Select correct decision when presented with a tactical problem to score.

c. Fifth Grade

i. [2.5-1.1] Identify similar patterns/concepts across related activities.

ii. [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.

iii. [2.5-1.3] Demonstrate offensive and defensive positioning in simple game settings.

iv. [2.5-1.4] Demonstrate basic decision-making capabilities in simple performance settings.

2. Principles and Critical Elements

a. Third Grade

i. [2.3-2.1] Describe the critical elements of the manipulative skills and activity-specific skills.

ii. [2.3-2.2] Explain how appropriate practice improves performance.

b. Fourth Grade

i. [2.4-2.1] Identify correct and incorrect aspects of skill performance using critical elements.

ii. [2.4-2.2] Explain how to improve performance of a movement or skill.

c. Fifth Grade

i. [2.5-2.1] Apply critical elements to analyze and provide feedback on motor-skill performance of others.

ii. [2.5-2.2] Suggest ways to improve skill performance using the principles of practice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2111 (November 2017).

§507. Standard 3

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

1. Intent: The intent of this standard is that students will be able to analyze physical activity outside of physical education class for fitness benefits and differentiate between skill and health-related fitness.

B. Grade Level Expectations Grades 3-5

1. Physical Activity Knowledge

a. Third Grade

i. [3.3-1.1] Identify school, home, and community physical activity opportunities to meet physical activity guidelines.

ii. [3.3-1.2] Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.

iii. [3.3-1.3] Identifies foods that are beneficial for before and after physical activity.

b. Fourth Grade

i. [3.4-1.1] Analyze opportunities for participating in physical activity outside of physical education class.

ii. [3.4-1.2] Track and chart physical activity minutes or steps to determine progress toward daily recommendation.

iii. [3.4-1.3] Discuss the importance of hydration and dehydration choices relative to physical activities.

c. Fifth Grade

i. [3.5-1.1] Identify school, home, and community physical activity opportunities to meet physical activity guidelines.

ii. [3.5-1.2] Track and chart physical activity minutes to determine progress toward daily recommendation.

iii. [3.5-1.3] Analyze the impact of food choices relative to physical activity, youth sports, and personal health.

2. Health Related Fitness Knowledge

a. Third Grade

i. [3.3-2.1] Describe the concept of fitness and provide examples of heart rate evaluation methods.

ii. [3.3-2.2] Assess heart rate during physical activity and exercise.

iii. [3.3-2.3] Identify activities to improve muscular strength and endurance in the core area.

iv. [3.3-2.4] Recognize the importance of warm-up and cool-down activities.

v. [3.3-2.5] Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).

vi. [3.3-2.6] Identify the frequency and type of exercise in relationship to the FITT principle.

b. Fourth Grade

i. [3.4-2.1] Complete fitness assessments (pre and post).

ii. [3.4-2.2] Link specific activities to the appropriate health-related fitness component.

iii. [3.4-2.3] Evaluate heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.

iv. [3.4-2.4] Identify activities to improve muscular strength and endurance in the upper and lower body.

v. [3.4-2.5] Demonstrate warm-up and cool down relative to cardiorespiratory fitness assessment.

vi. [3.4-2.6] Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement.

vii. [3.4-2.7] Identify strategies for progress in fitness.

c. Fifth Grade

i. [3.5-2.1] Identify and apply frequency, intensity, time, and type (FITT) to a fitness plan.

ii. [3.5-2.2] Identify specific activities that could improve each health-related fitness component.

iii. [3.5-2.3] Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.

iv. [3.5-2.4] Identify specific activities to improve muscular strength and endurance throughout the body.

v. [3.5-2.5] Identify warm-up and cool-down activities.

vi. [3.5-2.6] Perform a nationally recognized fitness assessment (pre and post) comparing results to fitness components for good health.

vii. [3.5-2.7] Identify strategies for progress in fitness areas.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2111 (November 2017).

§509. Standard 4

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

1. Intent. The intent of this standard is that the student 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 student will demonstrate appropriate etiquette and safety principles in a variety of physical activity settings.

B. Grade Level Expectations Grades 3-5

1. Self-Direction and Safety

a. Third Grade

i. [4.3-1.1] Exhibit personal responsibility in teacher-directed physical activities.

ii. [4.3-1.2] Identify and follow equipment-specific safety rules.

b. Fourth Grade

i. [4.4-1.1] Exhibit responsible behavior in small sided game activities.

ii. [4.4-1.2] Adjust performance to characteristics of the environment to ensure safe play.

iii. [4.4-1.3] Participate in team activities and stay on task with prompts and encouragement from others.

c. Fifth Grade

i. [4.5-1.1] Assess adherence to rules, etiquette, and fair play of various games and activities.

ii. [4.5-1.2] Model good sportsmanship to ensure safe play in team activities.

iii. [4.5-1.3] Demonstrate proper decision making skills while engaged in game activities.

2. Cooperation, Respect, and Resolving Conflict

a. Third Grade

i. [4.3-2.1] Work cooperatively with a partner or small group during class activities.

ii. [4.3-2.2] Cooperate with a partner or small group by taking turns and sharing equipment while participating in physical activities.

iii. [4.3-2.3] Demonstrate acceptance of the skill and ability of others through verbal and non-verbal communication during activities.

iv. [4.3-2.4] Demonstrate cooperation with others when resolving conflict during game play and sharing equipment.

b. Fourth Grade

i. [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 activity.

ii. [4.4-2.2] Participate with a group in cooperative problem-solving activities while participating in physical activities.

iii. [4.4-2.3] Demonstrate cooperation with and respect for peers different from oneself during skills practice and within game play during physical activities.

iv. [4.4-2.4] Demonstrate cooperation with others when resolving conflict during skill practice and game play.

c. Fifth Grade

i. [4.5-2.1] Lead, follow, and support group members to improve play in cooperative activities and competitive settings.

ii. [4.5-2.2] Evaluate personal behavior during activities to ensure positive effects on others and increase cohesion of teams.

iii. [4.5-2.3] Demonstrate respectful and responsible behavior toward peers different from oneself during activity practices.

iv. [4.5-2.4] Demonstrate cooperation with others when resolving conflict during skills practice and game play.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2112 (November 2017).

§511. Standard 5

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

1. Intent: 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.

B. Grade Level Expectations Grades 3-5

1. Health Reasons to be Physically Active

a. Third Grade

i. [5.3-1.1] Discuss the relationship between physical activity and good health.

b. Fourth Grade

i. [5.4-1.1] Examine the health benefits of participating in physical activity.

c. Fifth Grade

i. [5.5-1.1] Compare the health benefits of participation in selected physical activities.

2. Values Physical Activity through Various Means

a. Third Grade

i. [5.3-2.1] Identify reasons for enjoying a selected physical activity.

ii. [5.3-2.2] Verbalize the positive and negative aspects related to learning a new physical activity.

iii. [5.3-2.3] Describe the positive social interactions that comes when engaging with others in physical activity.

b. Fourth Grade

i. [5.4-2.1] Examine the health benefits of participating in physical activity.

ii. [5.4-2.2] Identify aspects of a physical activity that are challenging and mastered.

iii. [5.4-2.3] Describe and compare positive social interactions when engaged in partner, small group, and large group activities.

c. Fifth Grade

i. [5.5-2.1] Compare the health benefits of participation in selected physical activities.

ii. [5.5-2.2] Analyze the personal benefits of participation in an activity that is challenging.

iii. [5.5-2.3] Analyze the positive impact of verbal and non-verbal encouragement in physical activity.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2113 (November 2017).

Chapter 7. Grades 6—8 Cluster Level

§701. Introduction

A. By the end of grade 8, the learner will:

1. apply tactics and strategies to modified game play;

2. demonstrate fundamental movement skills in a variety of contexts;
3. design and implement a health-enhancing fitness program;
4. participate in self-selected physical activity;
5. cooperate with and encourage classmates;
6. accept individual differences;
7. demonstrate inclusive behaviors; and
8. engage in physical activity for enjoyment and self-expression.

B. Physical education classes support student development of 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.

C. Reading the Standards: There are five standards listed for middle school (grades 6-8) requirements for Louisiana students including 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 to which grade level the statement pertains. 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). Here is how to interpret each coded outcome:

1. example: [1.6-1.3] Perform simple dance sequences:
 - a. 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);
 - b. 6 = the number or letter listed provides the level targeted; in this case, sixth grade;
 - c. 1 = the number or letter listed provides the component being targeted within the standard; in this case, the first component related to the standard;
 - d. 3 = this number listed provides the expectation within that component; in this case, the third expectation a student should be able to complete.

2. 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.

3. The following terms are used throughout the standards as performance indicators:

- a. E = emerging—students participate in deliberate practice tasks that will lead to skill and knowledge acquisition;
- b. 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;

c. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2113 (November 2017).

§703. Standard 1

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

1. Intent. The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establish a foundation to facilitate the development of continued motor skill acquisition at all levels.

B. Grade Level Equivalents

1. Specialized Skills and Movement Patterns

- a. [1.6-1.1] Demonstrate simple movement patterns in dance, gymnastics, or fitness.
- b. [1.6-1.2] Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms in controlled settings.
- c. [1.6-1.3] Perform simple dance sequences.
- d. [1.7-1.1] Exhibit command of rhythm and timing by creating a movement sequence to music as an individual, with a partner, or in a small group.
- e. [1.7-1.2] Demonstrate a routine that includes a variety of movement patterns in dance, gymnastics or fitness with an individual, with a partner or small group.
- f. [1.8-1.1] Exhibit command of rhythm and timing by creating a movement sequence to music in a group by traveling, balance, and weight transfer into a smooth, flowing, coordinated sequence.

2. Invasion Games

- a. Passing
 - i. [1.6-2.1] Demonstrate a mature passing pattern using hand, foot, or implement for accuracy during practice tasks.
 - ii. [1.7-2.1] Demonstrate a mature passing pattern using hand, foot, or implement for distance and accuracy in small-sided games.
 - iii. [1.8-2.1] Demonstrate sending an object to a target in controlled practice to achieve successful game-related outcomes.
- b. Receiving
 - i. [1.6-3.1] Receive with a mature pattern using hand, foot, or implement in practice tasks.

ii. [1.7-3.1] Receive with a mature pattern using hand, foot, or implement in small-sided games.

iii. [1.8-3.1] Receive with a mature receiving pattern using an implement in small sided games.

c. Offensive Skills

i. [1.6-4.1] Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings.

ii. [1.6-4.2] Identify and perform offensive strategies while playing a modified version of a game or sport in small group activities.

iii. [1.7-4.1] Create space and position self in space to create scoring opportunities.

iv. [1.7-4.2] Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, and jab steps.

v. [1.7-4.3] Demonstrate offensive strategies used while playing a basic version of a team or individual sport.

vi. [1.8-4.1] Execute 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.

vii. [1.8-4.2] Applies basic offensive strategies in a modified version of a team or individual sport.

d. Dribbling and Ball Control with Hands

i. [1.6-5.1] Dribble with dominant hand using a change of speed and direction in a variety of practice tasks.

ii. [1.7-5.1] Dribble with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks.

iii. [1.8-5.1] Dribble with dominant and non-dominant hand using a change of speed and direction in small-sided game play.

e. Dribbling and Ball Control with Feet

i. [1.6-6.1] Foot-dribble or dribble with an implement with control, changing speed and direction in a variety of practice tasks.

ii. [1.7-6.1] Foot-dribble or dribble with an implement combined with passing in a variety of practice tasks.

iii. [1.8-6.1] Foot dribble or dribble with an implement with control, changing speed and direction during small-sided game play.

f. Shooting on Goal

i. [1.6-7.1] Shoot on goal with power in a dynamic environment as appropriate to the activity.

ii. [1.7-7.1] Shoot on goal with power and accuracy in a variety of practice tasks.

iii. [1.8-7.1] Shoot on goal with or without an implement with power and accuracy during small-sided game play.

g. Defensive Skills

i. [1.6-8.1] Demonstrate the skill cues for the defensive ready position (weight on balls of feet, arms extended, and eyes on midsection of the offensive player).

ii. [1.7-8.1] Slide in all directions while on defense without crossing feet.

iii. [1.8-8.1] Maintain defensive ready position appropriate to the sport in a small-sided invasion game.

3. Net/Wall Games

a. Serving

i. [1.6-9.1] Perform a legal underhand serve with control for net/wall games.

ii. [1.7-9.1] Execute consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net/wall games.

iii. [1.8-9.1] Execute consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net/wall games.

b. Striking

i. [1.6-10.1] Strike with a mature overarm pattern in a net/wall game during practice tasks.

ii. [1.7-10.1] Strike with a mature overarm pattern in a net/wall game during singles, doubles, and small-sided games.

iii. [1.8-10.1] Strike with a mature overarm pattern in a net/wall game during singles, doubles, and small-sided games.

c. Forehand and Backhand

i. [1.6-11.1] Demonstrate the mature form of forehand and backhand strokes with a short-handled implement in net games in practice task.

ii. [1.7-11.1] Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games in singles or doubles.

iii. [1.8-11.1] Demonstrate 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.

d. Weight Transfer

i. [1.6-12.1] Transfer weight with correct timing for the striking pattern.

ii. [1.7-12.1] Transfer weight with correct timing using a low-to-high striking pattern with a short-handled implement on the forehand/backhand side.

iii. [1.8-12.1] Transfer weight with correct timing using low to high striking pattern with a short- or long-handed implement on the forehand or backhand side.

e. Volley

i. [1.6-13.1] Volley with mature form and control using a body part or a short-handed implement during practice task.

ii. [1.7-13.1] Volley with a mature form and control using a body part or a short-handed implement during singles, doubles, or a small-sided game.

iii. [1.8-13.1] Volley with a mature form and control using a body part or a short-handed implement during singles, doubles, or a small-sided game.

4. Target Games

a. Underhand Pattern

i. [1.6-14.1] Demonstrate a mature underhand pattern for modified target games.

ii. [1.7-14.1] Execute consistently (70 percent of the time) a mature underhand pattern for target games.

iii. [1.8-14.1] Perform consistently (70 percent of the time) a mature underhand pattern with accuracy and control for target games.

b. Striking

i. [1.6-15.1] Strike, with an implement, a stationary object for accuracy in activities.

ii. [1.7-15.1] Strike, with an implement, a stationary object for accuracy and distance in activities.

iii. [1.8-15.1] Strike, with an implement, a stationary object for accuracy, distance, and power.

5. Fielding and Striking Games

a. Striking

i. [1.6-16.1] Strike a pitched ball with an implement with force in a variety of practice tasks.

ii. [1.7-16.1] Strike a pitched ball with an implement for power to open space in a variety of practice tasks.

iii. [1.8-16.1] Strike pitched ball with an implement for power to open space in a variety of small-sided games.

b. Catching

i. [1.6-17.1] Catch, with mature pattern, from different trajectories using a variety of objects in varying practice tasks.

ii. [1.7-17.1] Catch, with a mature pattern, from different trajectories in a small-sided game play.

iii. [1.8-17.1] Catch, with or without an implement, from different trajectories and speeds in a dynamic environment or in small-sided game play.

6. Lifetime Activities

a. [1.6-18.1] Demonstrate correct technique for basic skills in at least one self-selected individual or group lifetime activity.

b. [1.7-18.1] Demonstrate correct technique for a variety of skills in at least one self-selected individual or group lifetime activity.

c. [1.8-18.1] Demonstrate correct technique for basic skills on at least two self-selected individual or group lifetime activities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2114 (November 2017).

§705. Standard 2

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

1. Intent. The intent of this standard is the facilitation of student ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase cognitive understanding of a skill as well as to improve performance. Students learn more complex motor skills and transfer the knowledge learned for a higher performance and skill level.

B. Grade Level Equivalents

1. Invasion Games

a. Offensive Tactics

i. [2.6-1.1] Demonstrate creating open space moving to open space without the ball and/or using a variety of passes, pivots, and fakes.

ii. [2.7-1.1] Demonstrate creating open space by staying spread out on offense and cutting and passing quickly.

iii. [2.8-1.1] Demonstrate creating open space by using a give-and-go and using fakes off the ball.

b. Defensive Tactics

i. [2.6-2.1] Demonstrate reducing open space on defense by crashing the passer to reduce passing angles.

ii. [2.7-2.1] Demonstrate reducing open space on defense by staying within arms-length of the opponent between the opponent and the goal.

iii. [2.8-2.1] Demonstrate reducing open space on defense by anticipating the speed of the object or person for the purpose of interception or deflection.

2. Net and Wall Games

a. Creating space

i. [2.6-3.1] Demonstrate creating open space by moving opponent more than one step in either direction.

ii. [2.7-3.1] Demonstrate creating open space by moving opponent from side to side and/or forward and backward.

iii. [2.8-3.1] Demonstrate creating open space by varying force while moving opponent from side to side and/or forward and backward.

b. Tactics and Shots

i. [2.6-4.1] Demonstrate the ability to return to a home or center position to reduce offensive options for opponents.

ii. [2.7-4.1] Demonstrate one or more offensive shots based on an opponent's location.

iii. [2.8-4.1] Demonstrate one or more offensive shots using placement, force, or timing to win a rally.

3. Fielding and Striking Games

a. Offensive Tactics

i. [2.6-5.1] Identify open spaces and demonstrate the ability to strike an object into an open space.

ii. [2.7-5.1] Demonstrate a variety of shots to open space.

iii. [2.8-5.1] Demonstrate a variety of shots to open space during small-sided game play.

b. Defensive Tactics

i. [2.6-6.1] Identify a defensive play based on a game situation/scenario.

ii. [2.7-6.1] Demonstrate a defensive play when put in a game situation/scenario.

iii. [2.8-6.1] Demonstrate a defensive play during small-sided game play.

4. Target Games

a. Shot Selection

i. [2.6-7.1] Identify an appropriate shot or club based on location of the target or the score of the game.

ii. [2.7-7.1] Describe 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.

iii. [2.8-7.1] Demonstrate 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.

5. Individual Performance

a. Movement Concepts

i. [2.6-8.1] Demonstrate a varied application of force during individual performance activities.

ii. [2.7-8.1] Describe Newton's first law of motion in one or more individual performance activities.

iii. [2.8-8.1] Evaluate the mechanical principles for a variety of movement patterns and skills to improve performance of self or others.

6. Individual and Lifetime Activities

a. Decision-Making

i. [2.6-9.1] Make appropriate decisions based on weather, level of difficulty due to conditions, or ability to ensure safety of self and others.

ii. [2.7-9.1] Analyze the situation and make adjustments to ensure safety of self and others.

iii. [2.8-9.1] Implement safe protocols in self-selected activities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2115 (November 2017).

§707. Standard 3

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

1. Intent. The intent of this standard is the development of student 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 student fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, a student becomes more skilled in the ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

B. Grade Level Equivalents

1. Benefits of Activity

a. [3.6-1.1] Describe how being physically active leads to positive physical health benefits.

b. [3.7-1.1] Analyze the relationship between physical activity levels and mental health.

c. [3.8-1.1] Explain the connections between the five health-related fitness components (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) and overall physical, mental, and emotional health.

2. Evaluates Physical Activity

a. [3.6-2.1] Collect and reflect on personal physical activity assessment data.

b. [3.7-2.1] Collect and analyze personal physical activity assessment data to develop a plan to improve or maintain physical activity levels.

c. [3.8-2.1] Implement a plan to improve or maintain physical activity levels based on personal physical activity assessment data.

3. Health and Skill Related Fitness

a. [3.6-3.1] Identify 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).

b. [3.7-3.1] Describe the health-related and skill-related fitness components.

c. [3.8-3.1] Compare and contrast the health-related and skill-related fitness components.

4. Principles of Training

a. [3.6-4.1] Identify the principles of training (specificity, overload, and progression).

b. [3.7-4.1] Describe the principles of training.

c. [3.8-4.1] Analyze a fitness plan for the principles of training.

5. Frequency, Intensity, Time, and Type (FITT) Principles

a. [3.6-5.1] Identify each of the components of the FITT Principle (frequency, intensity, time and type)

b. [3.7-5.1] Describe the FITT Principle for the following components of health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

c. [3.8-5.1] Develop a personal workout plan using the FITT Principle for one of the health-related fitness components.

6. Phases of Exercise

a. [3.6-6.1] Describe the role of warm-up and cool-down regimens used for participation in physical activity.

b. [3.7-6.1] Design a warm up and cool down routine for a class or self-selected physical activity.

c. [3.8-6.1] Implement a personal or group warm up or cool down routine for a class or self-selected physical activity.

7. Heart Rate

a. [3.6-7.1] Describe the differences between active and resting heart rate.

b. [3.7-7.1] Calculate/Find pulse and use the rating of perceived exertion (RPE) for activities of different intensities.

c. [3.8-7.1] Analyze the relationship between pulse and RPE for activities of different intensities.

8. Body Systems

a. [3.6-8.1] Identify major muscle groups used in selected physical activities. Identify the role of major body systems (respiratory, muscular, and skeletal).

b. [3.7-8.1] Describe the mechanisms behind movement of large muscle groups.

c. [3.8-8.1] Explain the role of the respiratory, muscular, and skeletal systems and the interactions during physical activity.

9. Technology

a. [3.6-9.1] Identify and/or use technology to monitor fitness.

b. [3.7-9.1] Describe the benefits of and/or uses technology to monitor fitness.

c. [3.8-9.1] Apply the use of various forms of technology to the concept of monitoring fitness and/or use various forms of technology to monitor fitness.

10. Assessment and Program Planning

a. [3.6-10.1] Develop 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.

b. [3.7-10.1] Uses SMART goals to design a personal workout plan based on results of at least two health-related fitness assessments.

c. [3.8-10.1] Design and implement a personal workout plan based on results of at least two health-related fitness assessments.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2116 (November 2017).

§709. Standard 4

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

1. Intent. 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, and also include 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.

B. Grade Level Equivalents

1. Personal Responsibility

a. [4.6-1.1] Exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors in a physical education setting.

b. [4.7-1.1] Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates in physical education activities.

c. [4.8-1.1] Accept responsibility for individual improvement of levels physical activity and fitness.

d. [4.6-2.1] Identify and use appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

e. [4.7-2.1] Demonstrate both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.

f. [4.8-2.1] Use effective self-monitoring skills to incorporate opportunities for physical activity in and out of school setting.

2. Providing and Receiving Feedback

a. [4.6-3.1] Demonstrate self-responsibility by modifying performance utilizing specific corrective feedback to improve execution during skill practice.

b. [4.7-3.1] Observe and analyze the performance of other students to provide corrective feedback using teacher-generated guidelines while practicing a variety of skills.

c. [4.8-3.1] Demonstrate the ability to provide positive encouragement and corrective feedback to peers without prompting from the teacher during play, practice, or discussions in a physical activity setting.

3. Working with Others

a. Conflict Resolution

i. [4.6-4.1] Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback during skill practice, game play, and dance activities.

ii. [4.7-4.1] Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts during physical education activities.

iii. [4.8-4.1] Respond appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution as established by the teacher.

b. Cooperation and Accepting Others

i. [4.6-5.1] Cooperate with others of different genders, cultures, ethnicities, abilities, and skill levels in physical activity settings.

ii. [4.7-5.1] Participate in a sport, game, and/or dance as a means to interact with individuals of diverse backgrounds.

iii. [4.8-5.1] Contribute positively to team building and/or problem solving activities.

4. Rules and Etiquette

a. [4.6-6.1] Demonstrate basic rules and etiquette during individual and group physical activities (dance, individual, team, and lifetime).

b. [4.7-6.1] Demonstrate understanding of rules and etiquette by self-directing physical activities (dance, individual, team, and lifetime).

c. [4.8-6.1] Apply rules and etiquette by acting as an official for physical activities (dance, individual, team, and lifetime).

5. Safety

a. [4.6-7.1] Use physical activity and fitness equipment appropriately and safely, and follow safety protocols with teacher guidance.

b. [4.7-7.1] Use independently physical activity and fitness equipment appropriately, and independently follow safety protocols.

c. [4.8-7.1] Identify specific safety concerns associated with physical activity and fitness equipment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2117 (November 2017).

§711. Standard 5

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

1. Intent. 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.

B. Grade Level Equivalents

1. Challenge

a. [5.6-1.1] Identify a specific activity that is played because the student finds it challenging.

b. [5.7-1.1] Develop solutions and strategies for overcoming challenges faced in physical activity settings.

c. [5.8-1.1] Apply strategies for overcoming individual or group challenges in a physical activity setting.

2. Self-Expression and Enjoyment

a. [5.6-2.1] Describe how physical activity provides the opportunity for enjoyment and self-expression, and identify strategies that can be used to increase enjoyment and/or self-expression.

b. [5.7-2.1] Explain the relationship between self-expression and lifelong enjoyment through physical activity.

c. [5.8-2.1] Select to participate in an enjoyable activity that prompts individual self-expression.

3. Social Interaction

a. [5.6-3.1] Identify a specific physical activity in which a student participates because of the opportunity for social interaction.

b. [5.7-3.1] Analyze specific physical activities for the opportunity for social interaction.

c. [5.8-3.1] Discuss the social benefits of participating in a self-selected physical activity.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2118 (November 2017).

Chapter 9. Grades 9—12 Cluster Level

§901. Introduction

A. 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. 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).

B. Standards provide criteria for 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 by graduation from high school.

C. 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.

D. Reading the Standards. There are 5 standards listed for high school physical education (grades 9-12). High school requirements for Louisiana students 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:

1. 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:

a. 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);

b. HS1 = the number listed provides the level or semester of required physical education targeted. In this case, high school level 1 is represented, as is the first required semester of physical education standards and outcomes. Other possible codes could be HS2, meaning the outcomes represented at the component level for each standard in the level 2 category;

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

d. 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);

e. If another number is listed on the right side of the dash (-) following the component (e.g. 3.2), that indicates 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2118 (November 2017).

§903. Standard 1

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

1. Intent. 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 high school student's foundational movement. Continued skill acquisition is encouraged in a variety of activities that may be new to students, who will be expected to gain proficiency in those targeted skills.

B. Grade Level Expectations High School

1. Level 1

a. Games and Sports

i. [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 sport, respectively (invasion, net/wall, field/striking, target, track and field, etc.).

b. Lifetime Activity Pursuits

i. [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.).

c. Health Related Fitness

i. [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.

2. Level 2

a. Games and Sports

i. [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.).

b. Lifetime Activity Pursuits

i. [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.).

c. Health Related Fitness

i. [1.HS 2-3] 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2119 (November 2017).

§905. Standard 2

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

1. Intent. The intent of this standard is the facilitation of the student ability to use cognitive information to enhance motor skill acquisition and performance experienced in the grade levels leading up to high school. 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 knowledge and cognitive skills for performance outside of school.

B. Grade Level Expectations High School

1. Level 1

a. Games and Sports

i. [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.).

b. Lifetime Activity Pursuits

i. [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. Level 2

a. Games and Sports

i. [2.HS2-1] Apply tactics and strategies (offense, defense, etc.) in at least one team and one individual sports, respectively (invasion, net/wall, field/striking, target, track and field, etc.).

b. Lifetime Activity Pursuits

i. [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.).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2119 (November 2017).

§907. Standard 3

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

1. Intent. The intent of this standard is the development of student knowledge, skills, and willingness to accept responsibility for personal fitness. Health-relating fitness components, FITT, and training principles will guide student ability to plan and execute goals for active and healthy living. Expectations for student 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 the ability to self-assess, plan, perform, interpret, and monitor physical activity decisions for appropriate health-enhancing levels of physical fitness.

B. Grade Level Expectations High School

1. Level 1

a. Fitness in Games and Sports

i. [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.).

b. Individual Health Related Fitness

i. [3.HS1-2] Analyze current physical fitness levels and develop goals to improve or maintain a physically healthy lifestyle.

c. Lifetime Activity Pursuits

i. [3.HS1-3] Evaluate safety and risks of lifetime activities one could pursue for fitness throughout the lifespan.

d. Physical Activity and Fitness in the Community

i. [3.HS1-4] Identify physical activities and facilities in the community that one can pursue to meet fitness goals.

e. Fitness and Planning

i. [3.HS1-5] Design and implement a personal fitness plan to maintain or improve ones' personal fitness using fitness assessment scores, health-related fitness principles, FITT principle, and basic training principles.

2. Level 2

a. Fitness in Games and Sports

i. [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.

b. Individual Health Related Fitness

i. [3.HS2-2] Evaluate goals to improve or maintain a physically health lifestyle after graduating from high school.

c. Lifetime Activity Pursuits

i. [3.HS2-3] Evaluate barriers to pursuing lifetime activities through the lifespan and strategies to overcome them.

d. Physical Activity and Fitness in the Community

i. [3.HS2-4] Develop a physical fitness and/or health plan using community resources (facilities, clubs, programs, etc.) to maintain or improve one's fitness goals.

e. Fitness and Planning

i. [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 health and active lifestyle after graduation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2120 (November 2017).

§909. Standard 4

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

1. Intent. 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.

B. Grade Level Equivalents

1. Level 1

a. Personal Responsibility

i. [4.HS1-1] Identify benefits and barriers of activities and modify physical activity patterns as needed.

b. Social Responsibility

i. [4.HS1-2.1] Demonstrate skills such as communication, problem solving, and critical thinking while working with others in a physical activity setting.

ii. [4.HS1-2.2] Accept other values, ideas, skill level, body type, and cultural diversity while engaging with others in the physical activity setting.

c. Safety and Etiquette

i. [4.HS1-3.1] Apply safe practices that best fit the physical activity or exercise.

ii. [4.HS1-3.2] Apply proper etiquette required for the environment of a specialized activity setting.

2. Level 2

a. Personal Responsibility

i. [4.HS2-1] Demonstrate self-direction and management through records of in class and out of class physical activity choices.

b. Social Responsibility

i. [4.HS2-2] Identify ways to modify group physical education activities or behaviors to accommodate for individuals with lessor or greater skills or special needs.

c. Safety and Etiquette

i. [4.HS2-3.1] Identify unsafe practices and offer appropriate alternatives in physical activity settings.

ii. [4.HS2-3.2] Examine moral and ethical conduct in cooperative and/or competitive situations in physical education settings.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2120 (November 2017).

§911. Standard 5

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

1. Intent. 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, and fun, and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote positive self-image, and continue toward 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 individual needs.

B. Grade Level Expectations High School

1. Level 1

a. Health

i. [5.HS1-1] Analyze the value and benefits of a self-selected physical activity to physical health.

b. Challenge

i. [5.HS1-2.1] Identify the challenges of learning a new activity.

ii. [5.HS1-2.2] Choose an appropriate level of challenge to experience success in a physical activity.

c. Self-Expression and Enjoyment

i. [5.HS1-3] Select an activity that meets the need for self-expression.

d. Social Interaction

i. [5.HS1-4] Identify the benefits of social groups and interactions while participating in physical activities.

2. Level 2

a. Health

i. [5.HS2-1] Analyze the value and benefits of a self-selected physical activity to mental and emotional health.

b. Challenge

i. [5.HS2-2] Express the feelings associated with participating in physical activities that are optimally challenging.

c. Self-Expression and Enjoyment

i. [5.HS2-3] Explain activities that would be enjoyable for lifetime physical activity pursuits.

d. Social Interaction

i. [5.HS2-4] Evaluate opportunities for social interaction and social support in self-selected physical activities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2121 (November 2017).

Chapter 11. Glossary

§1101. Definitions

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 VO₂ 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. For example, a person is considered competent in performing psycho-motor skills when he/she can perform the task 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:

1. *body composition*—all of the tissues that together make up the body: bone, muscle, skin, fat, and body organs;

2. *cardiovascular endurance*—the ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity;

3. *flexibility*—the ability to move the joints through a full range of motion;

4. *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:

1. *agility*—the ability to change body position quickly and to control one's physical movements;

2. *balance*—the ability to keep an upright posture while stationary or moving;

3. *coordination*—the ability to use senses together with body parts, or to use two or more body parts together;

4. *power*—the ability to use strength quickly;

5. *reaction time*—the ability to react or respond quickly to what one hears, sees, or feels;

6. *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—defines how the body moves and 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, and repetitive, and results in the improvement or maintenance of personal fitness.

FITT—frequency, intensity, time, and type. Four key ways that activity can be manipulated to create a desired health related fitness outcome.

Field/Striking Games—games in which one team occupies positions throughout the space (field) and the other team tries to score by batting or striking an object into open space, with enough time for the hitter to run between bases (or wickets).

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.

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 rate (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, and involves both the teacher and the student in reflection and review of progress. The evaluation is used to improve learning and performance and to provide feedback and enables a student to target weaknesses.

Fundamental Motor Skill—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.

GLE—grade level expectation.

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—the area outside of an individual's personal space and within the boundaries of movement, such as in a classroom, field, or gym.

HFZ—healthy fitness zone.

Health-Enhancing Physical Activity—activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, tennis, 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.

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 personal interest or enjoyment in the task and does not rely on external pressures or a desire for reward.

Isokinetic—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.

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.

Level—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.

Lifetime Activity—an activity that is suitable for participation across the lifespan.

Locomotor Skill/Movements—basic movements performed while moving the body from place to place.

MVPA—moderate to vigorous physical activity.

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 (MHR)—the fastest rate at which a heart will beat in one 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:

1. *continuous skills*—actions repeated one after another such as basketball dribble, and do not have a clearly defined beginning and end;

2. *discrete skills*—actions 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 with 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 one can exert when contracting muscles.

Musculoskeletal Fitness—a combination of muscular strength, muscular endurance, and power.

MyPlate—a food guidance system that translates nutritional recommendations into the types 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 Skill—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. 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—an education course that helps students develop the knowledge, fitness levels, motor skills, and personal/social skills to obtain the ultimate goal of a lifetime of physical activity and health.

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—a disposition acquired by individuals encompassing the motivation, confidence, physical competence, knowledge, and understanding that establishes purposeful physical pursuits as an integral part of a lifestyle.

Power—the ability to move body parts swiftly while at the same time applying the maximum force on 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.

SMART Goals—criteria for setting useful objectives. SMART goals are:

1. specific;
2. measurable;
3. attainable/achievable;
4. realistic/relevant; and
5. timely/time bound/timeline.

Scoring Rubric—descriptive scoring schemes developed by educators to guide the analysis of student work (i.e. the products or processes of student 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); and
- d. summary report after a series of assessment tasks (e.g., dribbling, throwing for accuracy and distance, jump shooting, physical fitness profiles), and questionnaire 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—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.

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. For example: working on a certain component of fitness, such as flexibility exercises, directly improves 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.

Stretch—

1. 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;

2. static stretch—a slow sustained stretch of a muscle for 10-30 seconds. This static stretch should be performed after warming up the body.

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.

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 and 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/or
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, and provides a summary of student learning or attainment at a particular point in time. The tool is used to make judgments about student performance, and 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 the heart and lungs to receive the most benefit from the workout. Calculation of THR is based primarily 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 Principle—

1. overload;
2. specificity;
3. progression;
4. reversibility; and
5. diminishing return.

Trajectory—the path followed by an object moving through space.

Transition—an act or process of passing from one state, stage, or place to another.

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 the object touches the ground.

Warm-up—a variety of low intensity activities designed to prepare the body for more vigorous activities.

Weight-Bearing Exercise—any activity done while on one's feet and legs, and 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:2121 (November 2017).