

Physical Education HANDBOOK

Grade-Level Expectations

Louisiana Department of Education
Paul G. Pastorek, State Superintendent of Education



Louisiana Department of
EDUCATION

State Board of Elementary and Secondary Education

Mr. Keith Guice*President*

5th BESE District

Mr. Charles E. Roemer

6th BESE District

Mr. Walter Lee*Vice President*

4th BESE District

Mr. Dale Bayard

7th BESE District

Ms. Louella Givens*Secretary/Treasurer*

2nd BESE District

Mr. John L. Bennett

Member-at-Large

Mr. James D. Garvey, Jr.

1st BESE District

Ms. Penny Dastugue

Member-at-Large

Ms. Glenny Lee Buquet

3rd BESE District

Ms. Tammie A. McDaniel

Member-at-Large

Ms. Linda Johnson

8th BESE District

Ms. Jeanette Vosburg

Acting Executive Director

For further information, contact:

Michael Coburn
Division of Student Learning and Support
(225)-342-3338
Michael.Coburn@la.gov

The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDE's Title IX Coord. is Patrick Weaver, Deputy Undersecretary, LDE, Exec. Office of the Supt.; PO Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. All inquiries pertaining to LDE's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick Weaver or to the USDE, Asst. Sec. for Civil Rights.



OVERVIEW

Grade-Level Expectations



Louisiana Department of
EDUCATION

LOUISIANA PHYSICAL EDUCATION GRADE-LEVEL EXPECTATIONS HANDBOOK OVERVIEW

INTRODUCTION

Through legislative requirements of Act 180 (2007), The Louisiana Department of Education (LDOE) was given the responsibility to coordinate the development and implementation of physical education (PE) curricula in all public elementary and secondary schools. Also in 2007, coordinated school health stakeholders recommended the development of grade-level expectations (GLEs) for PE. GLEs have been developed for core content subjects to develop grade-by-grade standards to guide the development of curriculum, instruction, and assessment and to provide uniformity in subject content taught across Louisiana. Therefore, the Department of Education chose to develop GLEs to achieve the charge of developing curricula in PE.

PURPOSE OF THE GLE HANDBOOK

The Louisiana Grade-Level Expectations handbook includes grade-specific information about the GLEs. The handbook includes introductory information, standards, benchmarks, GLEs, assessment strategies, glossary, references, and resources.

GRADE-LEVEL EXPECTATIONS DEVELOPMENT GUIDELINES

Each grade-level expectation is meant to further define a content standard and benchmark(s). There is a progression of specificity; the standards represent broad statements, benchmarks are more specific, and GLEs provide the most detail. Grade-level expectations have been developed from Kindergarten through grade 12.

GLEs do not represent the entire curriculum for a given grade or course. Rather, they represent the core content that should be mastered by the end of a given year by all students. For mastery to be achieved at a given level, it may be necessary for those skills to be introduced at an earlier grade. Similarly, skills will need to be maintained after mastery has occurred.

The GLEs were developed with the following goals in mind:

- to articulate learning from K-12
- to be appropriate for the developmental or grade level of students
- to move from the concrete to the abstract
- to attend to prerequisite skills and understandings
- to be specific

The GLEs were developed with an effort to avoid:

- statements of curricular activities or instructional strategies
- value-laden concepts and understandings

LOUISIANA PHYSICAL EDUCATION GRADE-LEVEL EXPECTATIONS HANDBOOK OVERVIEW

SUMMARY OF GLE DEVELOPMENT PROCESS

1. Convening GLE Development Committee

In February 2008, nineteen health and physical education professionals from around Louisiana, chosen for their knowledge of standards and curriculum, were convened by the Division of Student Learning and Support, Safe and Healthy Schools Section, to assist with the development of GLEs for physical education.

2. Completing Initial Drafts

Although the development committee was organized into grade cluster levels of K-2, 3-5, 6-8, and 9-12, the GLEs were written specifically for each grade level. Throughout 2008, the development committee met face-to-face on three occasions and spent numerous hours reviewing and modifying the GLEs. The draft GLEs were completed and prepared for further review

3. Conducting an Online/Electronic Public Review

An online/electronic public review and feedback system was developed for the GLEs and made available on the LDOE Web site. The purpose of this review was to solicit a broad range of feedback on the GLEs from parents, teachers, and other stakeholders.

4. Identifying National Consultants

With the assistance of the National Association of Sport and Physical Education (NASPE), the Division of Student Learning and Support, Safe and Healthy Schools Section was able to identify three national consultants to provide an external review of the GLEs and assist with GLE implementation strategy development.

5. Completing an External Review

The national consultants conducted a thorough review of the GLEs and each provided the DOE and the development committee with a report of suggested GLE revisions.

6. Conducting Final Committee Meeting

The GLE development committee was reconvened to review public comments and feedback from the external review consultants. The committee made final edits to the documents for presentation to the Louisiana State Board of Elementary and Secondary Education.

7. Obtaining BESE Approval of the GLEs

In June 2009, the LDOE staff presented the GLEs to the Louisiana State Board of Elementary and Secondary Education for review and approval.

8. Conducting Implementation Strategic Planning Session

In July 2009, the Safe and Healthy Schools Section of the LDOE convened a strategic planning session with the GLE development committee and the three national consultants to develop a GLE implementation plan for Louisiana schools.

LOUISIANA PHYSICAL EDUCATION GRADE-LEVEL EXPECTATIONS HANDBOOK OVERVIEW

CONCLUSION

Louisiana's content standards and benchmarks have guided the Louisiana education reform program for several years. As an extension of the content standards and benchmarks, the GLEs provide a link among instruction, curriculum, and assessment. The primary goal is a common understanding among parents, students, teachers, and the general public about what is expected of Louisiana students as they progress from grade to grade.



CONTENTS



Louisiana Department of
EDUCATION

**LOUISIANA PHYSICAL
EDUCATION
CONTENT STANDARDS,
BENCHMARKS
and
GRADE-LEVEL
EXPECTATIONS**

**STATE STANDARDS FOR
CURRICULUM
DEVELOPMENT**

TABLE OF CONTENTS

	PAGE
SECTION I: INTRODUCTION	1
LOUISIANA STANDARDS FOUNDATION SKILLS	2
LOUISIANA PHYSICAL EDUCATION CONTENT STANDARDS	3
NEED FOR REFORM: A CALL TO ACTION	6
SECTION II: THE TEACHING AND LEARNING OF PHYSICAL EDUCATION	9
THE NATURE OF PHYSICAL EDUCATION	9
UNIFYING CONCEPTS AND PROCESSES	9
INSTRUCTIONAL ISSUES AND PROCESSES	9
TECHNOLOGY, MATERIALS AND EQUIPMENT.....	10
EQUALITY/EQUITY	11
SAFETY	12
SECTION III: THE NEW VISION OF ASSESSMENT	13
SECTION IV: LOUISIANA PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS, AND GRADE-LEVEL EXPECTATIONS	15
KINDERGARTEN.....	16
GRADE 1	22
GRADE 2	28
GRADE 3	34
GRADE 4	41
GRADE 5	49
GRADE 6	57
GRADE 7	65
GRADE 8	72
GRADES 9-12 PE 1	79
GRADES 9-12 PE 2	84
ASSESSMENT	89
INTRODUCTION	89
ASSESSMENT OPTIONS	93
GLOSSARY	115
REFERENCES	120
PHYSICAL EDUCATION LESSON PLAN FORMAT	127
ACKNOWLEDGEMENTS	129



INTRODUCTION

Grade-Level Expectations



Louisiana Department of
EDUCATION

SECTION I: INTRODUCTION

Louisiana State Physical Education Standards are based on the National Physical Education Standards developed by the National Association for Sport and Physical Education. This standards document is not a state curriculum or a predetermined course of study; rather, it speaks of competencies, defining what a student should know and be able to do. Teachers in the state of Louisiana are encouraged and empowered to create their own physical education curriculum that would best help their students meet these standards.

Standards-based reform seeks to establish clear, attainable standards at internationally competitive levels for all students. Because the standards are consensus statements about what a student should “know and be able to do,” they provide a basis for student assessment and for evaluating programs at national, state, and local levels.

A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an “academically soft” area of study. The standards ascribe academic standing to physical education. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education.

Educational reform initiatives include aligning assessment to a program with a fully integrated teaching process which provides meaningful information about student learning and achievement. The transformation of assessment programs is moving toward performance-based assessments that focus on high-priority objectives and significant outcomes for students. The primary goal of assessment should be the enhancement of learning, rather than the documentation of learning for the purpose of determining a grade.

The Louisiana State Content Standards are presented in grade clusters (K-2, 3-5, 6-8, and 9-12) representing the configuration of most Louisiana school systems and developmentally appropriate physical education.

LOUISIANA STANDARDS FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all disciplines:

1. **Communication:** A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.
2. **Problem Solving:** The identification of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. **Resource Access and Utilization:** The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential in all learning processes. These resource tools include pen or pencil and paper; audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. **Linking and Generating Knowledge:** The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continued improvement, students must be able to transfer and elaborate on these processes. “Transfer” refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. “Elaboration” refers to monitoring, adjusting, and expanding strategies into other contexts.
5. **Citizenship:** The application of an understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

Note: These foundation skills are listed numerically in parentheses at the end of each benchmark.

LOUISIANA PHYSICAL EDUCATION STANDARDS

1. Demonstrates competency in many movement forms and proficiency in a few movement forms (1,2,5)

The intent of this standard is the development of movement competence and proficiency. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove), are used in increasingly more complex movement environments (more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

2. Applies movement concepts and principles to the learning and development of motor skills (1,2,4)

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically, this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and, therefore, more regular and effective participation in physical activity. During the lower elementary years, emphasis is placed on establishing a movement vocabulary and the initial application of introductory concepts (e.g., for absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years, an emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress and the effect of growth spurt on movement performance). During the high school years, the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation, the

student should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

3. Exhibits a physically active lifestyle (1,2,3,4,5)

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop movement competence, and they should be encouraged to participate in vigorous and unstructured play. As students get older, the structure of activity tends to increase, and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being. This yields a comprehensive perspective on maintaining the idea of a healthy lifestyle.

4. Achieves and maintains a health-enhancing level of physical fitness (2,3,4,5)

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels rather than setting a single set of standards for all children at a given grade level. For elementary children, the emphasis is on promoting an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. Thus, students should have both the ability and willingness to accept responsibility for personal fitness which fosters an active, healthy lifestyle.

5. Demonstrates responsible personal and social behavior in physical activity settings (1,2,5)

The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity-oriented settings. These include safe practices, adherence to rules and procedure, etiquette, cooperation, teamwork, ethical behavior in sport, and positive social interaction. Achievement of this standard in the lower

elementary grades begins with recognition of classroom rules and procedures, as well as a focus on safety. In the upper elementary levels, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior and function independently and responsibly, while positively influencing the behavior of others in physical activity settings.

6. Demonstrates understanding and respect for differences among people in physical activity settings (1,5)

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons with diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction (1,4)

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout their life span. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

NEED FOR REFORM: A CALL TO ACTION

Quality Physical Education:

Physical education is at the core of a comprehensive approach to promoting physical activity through schools. All children, from pre-kindergarten through grade 12, should participate in quality physical education classes every school day with a qualified and appropriately trained physical education specialist. Physical education has the potential to help students develop the knowledge, attitude, skills, behavior, and confidence needed to be physically active for life. Leading professionals in the field of physical education have developed a “new” kind of physical education that is fundamentally different from the stereotypical “four-sport curriculum” or the “roll out the balls and play” classes of decades past. These featured little meaningful instruction, lots of humiliation, and little to no participation for students who were not athletically gifted. Professional associations, academic experts, and many teachers across the country are promoting and implementing quality physical education programs that emphasize participation in **lifelong physical activity** using a skill theme teaching strategy. This pedagogical approach enables students to become competent in a variety of locomotor, non-manipulative and manipulative skills that students can use enjoyably and confidently to play a sport, perform a dance, or participate in gymnastics.

Quality physical education is not a specific curriculum or program; it reflects, instead, an instructional philosophy that emphasizes:

- Providing intensive instruction in the motor and self-management skills needed to enjoy a wide variety of physical activity experiences, including dance, gymnastics, competitive and noncompetitive activities.
- Keeping all students actively engaged in skill practice for most of the class period.
- Building students’ confidence in their physical abilities.
- Influencing moral development by providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Providing students with the knowledge and tools to achieve and maintain their own level of personal physical fitness.
- Integrating classroom content into the physical education curriculum.
- Having fun.

Never before has there been a greater need for quality, daily physical education in our schools. Our young people today are in large measure, inactive, unfit, and increasingly overweight. Research indicates:

- Physical inactivity has contributed to an unprecedented epidemic of childhood obesity that is currently plaguing the United States.

- Percentage of young people who are overweight has doubled since 1980.
- When physical inactivity is combined with poor diet, the impact on health is devastating, accounting for an estimated 300,000 deaths per year.

The Surgeon General's report made clear that the health benefits of physical activity are not limited to adults. Regular participation in physical activity during childhood and adolescence:

- Helps build and maintain healthy bones, muscles and joints.
- Helps control weight, build lean muscle and reduce fat.
- Prevents or delays the development of high blood pressure and helps reduce blood pressure in some adolescents with hypertension.
- Reduces feelings of depression and anxiety.

Purpose:

This framework document articulates, organizes, and integrates the content and processes of physical education. It serves as a bridge between classroom practice and national standards established by the physical education community. The standards define what a physically educated person should know and be able to do. It reflects research in physical education as it outlines instructional content, teaching methodologies, and assessment strategies.

These content standards are designed to guide the process of reforming physical education in this state. They provide the following:

- Master plan for developing physical education literacy in Louisiana's students as they progress from kindergarten through grade 12.
- Design for physical education that meets Louisiana's specific needs.
- Catalyst for insightful discussion of the fundamental nature of physical education.
- Guide for evaluating progress and achieving physical education literacy among the students of Louisiana.
- Vision of physical education for the state and a tool to enable local districts, schools, and educators to grasp the nature, purpose, and role of physical education.

Intended Audiences:

This document is intended for use mainly by kindergarten through grade 12 teachers of physical education and curriculum developers to plan curriculum, instruction, and assessment for teachers and students in local districts.

Intended Use:

Intended uses for this framework include the following:

1. For teachers and curriculum developers, a guide for planning curriculum, instruction and assessment;
2. For parents, a means for assessing the effectiveness of their children's physical education program;
3. For administrators and school board members, a vision for physical education and a basis for planning resource allocations, material purchases, local curriculum development and teachers' professional development;
4. For policy makers and state education staffs, a basis for developing laws, policies and funding priorities to support local reforms;
5. For staff developers, a basis for creating professional development materials and strategies designed to increase teachers' knowledge of physical education content, teaching methodologies and assessment strategies;
6. For assessment specialists and test developers, a guide for the development of an assessment framework to assess students' physical education understanding and ability more effectively;
7. For colleges and universities, a guide for content and design of teacher preparation programs; and
8. For business and industry leaders and government agencies, a basis for developing effective partnerships and local reforms for funding instructional materials and professional development.

SECTION II: THE TEACHING AND LEARNING OF PHYSICAL EDUCATION

NATURE OF PHYSICAL EDUCATION

Physical education is the content area that teaches learners about movement. It is an essential academic component in the school curriculum that emphasizes learning in the psychomotor domain and guides learners in the process of becoming physically active for a lifetime. Physical education is distinctively different from recess, free play, recreational sports, and athletics. Rather, it is a comprehensive instructional program that provides developmentally appropriate activities while meeting the needs of all learners.

UNIFYING CONCEPTS AND PROCESSES

Physical education is a cumulative process with wellness as the end result. To achieve this goal, physical education teachers must develop and implement a quality program that is hierarchical in nature. This includes instruction in the fundamental motor skills, dance and rhythms, sport skills, recreational activities, individual and team sports, and health-related fitness. A quality physical education program develops the total person by providing unique content in all three learning domains. In addition, novel and innovative games and activities are appropriate and provide other ways for learners to be successful in physical activity.

While physical education encompasses its own unique content, it also offers an opportunity to reinforce other content areas such as math, science, language arts, and social studies. The development of critical and higher order thinking skills, a continuous educational objective, is also facilitated through physical education. In fact, no other content area addresses the psychomotor development of learners while also offering unlimited opportunities to develop the cognitive and affective domains.

INSTRUCTIONAL ISSUES AND PROCESSES

It is important to remember that the purpose of physical education is to develop individuals who become lifelong movers. Research findings have consistently shown that individuals who are physically active three to five times per week are healthier and less prone to disease and injury. Therefore, the majority of each physical education class should be dedicated to *physical movement*. Teachers of physical education must plan their instruction to optimize physical movement opportunities for *all* students. For example, elimination games should be modified to allow for students' quick return to the game; waiting time in lines can be reduced by more effective planning and distribution of equipment; and teachers can increase active participation of all students by using more effective grouping strategies.

Lifelong movement can and should take many forms in modern physical education programs. For individuals to be physically active, they must value movement, have the skills to participate in movement, understand the importance and potential impact of being physically active, and have the knowledge to be physically active in a safe manner. To that end, some antiquated practices in physical education need to be changed. For example:

- Physical exercise should not be used as punishment.
- Knowledge and skills (needed for active, effective participation in movement) must be taught and practiced before students can be expected to apply these in game situations.
- Cognitive content of physical education should go beyond game rules, history, and court dimensions.
- Overemphasis on competition needs to be tempered by activities that teach social responsibility and cooperation.

During the school years, teachers have numerous opportunities to influence their students. This may include engaging in practices such as matching teaching styles with learning styles, providing diverse opportunities for students to learn, showing a genuine interest in all students, and modeling an enjoyment of physical movement, exercise, and other sound health practices.

Effective teachers have many important opportunities to influence students while those students are directly learning in their class. This influence often remains with students well into their adulthood. Through their instruction, teachers can influence a student's lifespan movement by matching their teaching style with student learning styles, selecting developmentally appropriate activities, using effective teaching strategies through modeling an enjoyment of physical movement, and by providing students with diverse opportunities to move.

Physical education teachers should initially have a broad base of knowledge and skills. To maintain effectiveness in their teaching, they have a responsibility to expand their "base" by attending workshops and conferences, and engaging in partnerships with other educational leaders in their community.

TECHNOLOGY, MATERIALS AND EQUIPMENT

Teachers of physical education can also facilitate student learning through the use of a variety of technology, materials, and equipment. Physical education is an "equipment intensive" content area, as physical activity is usually facilitated by equipment. Furthermore, many games require equipment that can stimulate creativity and make movement safer for participants. The materials and equipment used in physical education should be developmentally appropriate, safe, varied and plentiful.

Technology can be used as one of the tools to improve the quality of physical education programs. There are many forms of technology used in physical education. Students monitor fitness and analysis of movement skills with monitoring instruments. These tools allow students and teachers to keep records, graph progress, create simulations, and compare performances to national standards. On-line services provide added information about health-related issues and fitness. Using the appropriate instruments will give the students an opportunity to assess information, process ideas, and communicate results.

Both teaching and student learning can be enhanced through the use of technology such as:

Fitness software	Videos
Presentation software	Pedometers
Web sites	Electronic notebooks
Laptop computers	Heart rate monitors
Palm pilots	Nutrition software
Physical activity software	Camcorders
Fitness testing equipment	Digital cameras
Laser discs	Internet access

In order to be fully included in the general curriculum, students with physical or visual disabilities often require unique or specific types of adaptive equipment. These might include a wheelchair, a communication device, or a cane for orientation and mobility. With few exceptions, these students can successfully participate and acquire the skills necessary for a healthy lifestyle.

EQUALITY/EQUITY

Two Federal laws that continue to have profound effects on physical education curriculum and instruction are Public Law 94-142, Education for All Handicapped, and Title IX of the Educational Amendments Act of 1972.

Public Law 94-142 (amended in 1990 as the Individual with Disabilities Education Act – IDEA) includes physical education as part of the federal mandate to meet the educational needs of children with disabilities. The law issues explicit guidelines that have a significant impact on physical education and the efforts of those responsible for implementing the programs. All teachers of physical education must be prepared to teach students with disabilities who are integrated in regular physical education classes. Louisiana’s statute R.S. 17:1941, Education of All Handicapped Children Act, mirrors the federal language and specifically states that educational placement and procedures, including physical education, must be based on individual student needs. To the maximum extent possible, students with disabilities must be provided instruction in the general physical education program with their non-disabled peers.

Title IX prohibits the separation of sexes and mandates that all offerings be coeducational. It is landmark legislation that bans sex discrimination in schools, whether it is in academics or athletics. Title IX states:

"No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid."

Athletics has created the most controversy regarding Title IX, but its gains in education and academics are notable. The law clearly applies to all operations and instructional activities of a local educational agency. In effect, the physical education programs provided by the school system and individual school must meet all applicable Title IX guidelines.

SAFETY

Although safety is an important part of every educational environment, it is paramount to effective physical education. Safety management should be included in every lesson plan and is most effective when it is developed from a proactive perspective. Safety management should include a preventive component, a crisis management component, and an instructional component. The preventive component of safety management includes systematic inspection of facilities and equipment, appropriate supervision of students at all times, age appropriate activities, sound teaching progressions, and contingency plans. Crisis management includes correct implementation of contingency plans and appropriate first aid. The instructional component requires teachers to instruct students on the correct ways to perform skills and activities. Teachers must also teach students to be responsible class members by participating in each class in a safe manner.

Protection of students should go beyond their physical well-being to include emotional safety. By providing success-oriented activities and maintaining a positive learning environment, physical education teachers can best nurture a learner's self-concept. Ensuring emotional safety of learners may be addressed by developing appropriate effective objectives in lesson planning.

SECTION III: THE NEW VISION OF ASSESSMENT

Standards are consensus statements about what a student *should know and be able to do*. They provide a basis for student assessment, and a basis for evaluating programs at national, state, and local levels. **Assessment** is the process of gathering evidence about a student's level of achievement in a specified subject area and of making inferences based on that evidence for a variety of purposes. **The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning.** Educators must be able to assess individual achievement; otherwise, it will be impossible to know whether the standards are being reached. Whereas a broad range of assessment techniques (measures) could well be used to determine whether a given standard is being met, such assessment should:

- Reflect the subject content that is most important for students to learn.
- Enhance learning through a connection with instruction.
- Provide consistent (reliable) evidence of student performance.
- Yield valid inferences about student learning.

In effect, assessment serves to undergird the standards movement. It is the “glue” that holds the standards framework together.

A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an “academically soft” area of study. The standards essentially state that physical education has academic standing. They state that there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education. They affirm that discipline and rigor are essential to achievement. They further state that all behaviors associated with physical education can in some way be measured, if not always on a numerical scale, then by informed critical judgment.

At a time in which greater demands are likely to be placed on assessment than at any other time in the history of American education, there is growing dissatisfaction with the traditional forms of assessment - whether it is the use of multiple-choice, machine-scored tests, or the use of standardized sport skill or physical fitness tests. Although many physical education teachers use a variety of tests to measure attributes such as physical fitness or sport skill competency, they frequently feel dissatisfied with what these tests reflect. They know that students are learning, yet the use of these tests do not seem to facilitate learning nor provide a very good indicator of what was learned. Furthermore, many of the available techniques and tests are impractical to use in the typical physical education class setting and are not conducive to enhancing instruction. Perhaps no other element of the instructional process is so often abused as the assessment process.

Amid the dissatisfaction and controversy over assessment procedures, the reform movement in education includes changing assessment to a program that is more fully integrated with the teaching process and provides meaningful information about student learning and achievement. The transformation of assessment programs, especially the day-to-day teacher initiated assessment, is moving toward performance-based assessments that focus on high-priority objectives and significant outcomes for students. Such performance assessment usually refers to assessment tasks in which students demonstrate skills and competencies rather than selecting one of several predetermined answers to an exercise. Furthermore, assessments that are “**authentic**” in nature, that is, designed to take place in a real-life setting rather than in an artificial or contrived setting, are being advocated. While this movement towards authentic assessment is being heralded as innovative, in reality many of these assessment techniques have been used in physical education for years. The very nature of the content of physical education frequently manifests itself in directly observable behavior. As a result, observational analysis and subjective methods of assessment have frequently been used by physical education teachers. The current interest in performance-based authentic assessment seems to provide legitimacy to many of these methods.

Although the assessment process may be utilized by teachers and school officials for many discrete tasks, too often assessment is seen solely for the purpose of determining a student’s grade. To narrowly identify grading as the singular purpose of assessment is a significant factor contributing to inappropriate assessment practices and poor instruction in general. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning. The assessment model therefore becomes formative in nature, placing teachers’ professional judgments at the center of the process. The process itself may be more informal, practical, and expedient, as well as more relaxed in terms of psychometric standards. It is within this context that the various assessment options presented herein have been developed.

For all students to become physically educated, assessment practices must support the instruction of physical education and the learning of each student. This is the primary goal of assessment of physical education. When done equitably, assessment of student progress will further learning. Assessment should be a dynamic process that continuously yields information about student progress toward the achievement of the content standards in physical education. The process of gathering evidence to make inferences about student learning communicates to students and all of those concerned with their learning what is valued in physical education and how students are progressing toward specific goals. When the information gathered is consistent with learning goals and is used appropriately to guide teaching, it can enhance learning as well as document it. Unless we embrace a new philosophy of assessment and implement new assessment activities geared to high-priority objectives, physical education will fall short of achieving new visions of excellence as sought in educational reform.

SECTION IV

LOUISIANA PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND GRADE- LEVEL EXPECTATIONS (GLEs)

Coding Key for GLEs

Standards are broad goals for student achievement in a content area. Each standard is followed by a set of benchmarks. The benchmarks state what a student should know and be able to do in order to reach the standard. The GLEs are more specific statements regarding what students should know and be able to do at the end of each grade level. The key below will explain the coding used for the GLEs contained in this document.

The first number indicates the standards number. The capital letter represents the cluster level. The third symbol is a second number, which represents the benchmark number. The number following the decimal point is the GLE number for the benchmark. The letters for each grade cluster level are below:

P represents the primary cluster level, grades K-2.

E represents the elementary cluster level, grades 3-5.

M represents the middle school cluster level, grades 6-8.

H represents the high school cluster level, grades 9-12.

Example:

2-E-4.1 would represent the first GLE for benchmark **four** for standard **two** on the **Elementary** Level (grades 3-5).



KINDERGARTEN

Grade-Level Expectations



Louisiana Department of
EDUCATION

Kindergarten

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to enable students to demonstrate mature locomotor and non-locomotor skills and combine these movements into smooth and rhythmical sequences in a variety of conditions.

Benchmark 1-P-1: Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.

GLEs

- 1-P-1.1 Demonstrate an awareness of personal and general space while moving in different directions.
- 1-P-1.2 Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallop.
- 1-P-1.3 Demonstrate selected elements of space awareness movement concepts for levels and directions, such as low, medium, high, up/down, forward/backward, right/left, clockwise/counter-clockwise.

Benchmark 1-P-2: Demonstrates ways to manage body weight in a variety of situations alone or within a group

GLEs

- 1-P-2.1 Maintain balance on preferred and non-preferred leg in a variety of positions and levels for a minimum of five seconds.
- 1-P-2.2 Walk forward and sideways (feet should not cross) on a two inch line for a distance of ten feet.
- 1-P-2.3 Demonstrate climbing up and down steps using alternating feet.
- 1-P-2.4 Demonstrate the ability to support body weight while hanging, without feet touching the ground.

Benchmark 1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.

GLEs

- 1-P-3.1 Demonstrate the ability to strike an object using a variety of body parts.
- 1-P-3.2 Demonstrate the ability to roll a ball.
- 1-P-3.3 Demonstrate the ability to catch a tossed ball using the hands and/or body.
- 1-P-3.4 Demonstrate the ability to kick a stationary object.
- 1-P-3.5 Demonstrate the ability to throw an object underhand.
- 1-P-3.6 Demonstrate the ability to bounce a ball continuously using two hands.

Benchmark 1-P-4: Performs basic rhythmic skills alone, with a partner, or within a group.

GLEs

1-P-4.1 Perform locomotor and non-locomotor movements to a steady beat.

1-P-4.2 Clap hands to a simple, rhythmic beat.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

Benchmark 2-P-1: Integrates other content areas through movement.

GLEs

2-P-1.1 Identify parts of the body (e.g. head, knee, shoulder, back, elbow, hips, and ankle)

2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements).

Benchmark 2-P-2: Demonstrates and uses a variety of relationships with objects.

GLEs

2-P-2.1 Understand and respond appropriately to the terms of over, under, behind, next to, through, right, left, up, down, forward, backward, and in front of using the body and other objects.

2-P-2.2 Demonstrate the ability to move directionally upon verbal cue (forward, backward, sideways, around).

Benchmark 2-P-3: Identifies fundamental movement patterns.

GLEs

2-P-3.1 Recognize the locomotor skills of walk, run, jump, hop, gallop, levels and pathways when demonstrated.

2-P-3.2 Identify non-locomotor skills of push, pull, bend, twist, stretch, and turn when demonstrated.

Benchmark 2-P-4: Establishes a beginning movement vocabulary.

GLE

2-P-4.1 Demonstrate the ability to follow directions given the following movement vocabulary: slow/fast, forward/backward, sideways, up/down, straight

Benchmark 2-P-5: Applies appropriate concepts to performance

GLE

2-P-5.1 Demonstrate ability to change movement patterns of walk, run, jump, hop and gallop on command.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well being.

Benchmark 3-P-1: Participates regularly in vigorous activities outside of physical education class.

GLE

3-P-1.1 Participate regularly in a variety of non-structured and minimally organized physical activities outside of physical education class (e.g., at home, recess, before school and after school). Record using teacher/parent log.

Benchmark 3-P-2: Acknowledges that physical activity is good for personal well-being.

GLE

3-P-2.1 Explain how physical activity can improve one's health.

Benchmark 3-P-3: Experiences and expresses satisfaction from participation in physical activity.

GLE

3-P-3.1 Willingly participate in and attempt new physical activities during free time.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

Benchmark 4-P-1: Sustains activity from moderate to vigorous intensity levels while participating in physical activity.

GLE

4-P-1.1 Participate for short periods of time (10 minutes) in moderate to vigorous physical activities that cause increased heart rate and respiration.

Benchmark 4-P-2: Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).

GLE

4-P-2.1 Observe and describe the relationship and immediate effect of physical activity on the heart, respiration, and perspiration.

Benchmark 4-P-3: Demonstrates activities that increase muscular strength and endurance.

GLE

4-P-3.1 Demonstrate sufficient muscular strength by supporting body weight in various activities (bear walk, crab walk, seal walk).

Benchmark 4-P-4: Demonstrates moving each joint through a full range of motion.

GLE

4-P-4.1 Demonstrate the ability to correctly perform a variety of teacher-led flexibility activities regularly during physical education.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to enable students to demonstrate safe practices, rules, and procedures with little or no reinforcement.

Benchmark 5-P-1: Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).

GLE

5-P-1.1 Follow rules, directions, and procedures from the instructor with reinforcement.

Benchmark 5-P-2: Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.

GLE

5-P-2.1 Demonstrate self-discipline and responsibility while actively participating in group, individual and partner activities.

Benchmark 5-P-3: Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.

GLE

5-P-3.1 Cooperate with another student or small group in sharing equipment and space to complete a task.

Benchmark 5-P-4: Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).

GLEs

5-P-4.1 Demonstrate the characteristics of sharing and positive interaction during physical activity.

5-P-4.2 Resolve conflicts with others in socially acceptable ways.

Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.

The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing, and consideration regardless of differences.

Benchmark 6-P-1: Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

GLE

6-P-1.1 Choose partners or playmates without regard to physical differences.

Benchmark 6-P-2: Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).

GLE

6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.

Benchmark 6-P-3: Demonstrates a willingness to help a fellow student who has difficulty completing a skill.

GLE

6-P-3.1 Demonstrate a willingness to encourage and help others in the physical activity setting through actions and words.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

Benchmark 7-P-1: Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.

GLE

7-P-1.1 Communicate likes and dislikes of activities when given an opportunity to share (thumbs up, thumbs down, raising of hands, verbal responses).

Benchmark 7-P-2: Distinguishes feelings about and during physical activity.

GLEs

7-P-2.1 Express positive feelings when describing activities.

7-P-2.2 Develop and demonstrate positive attitudes towards physical activity.

Benchmark 7-P-3: Displays a willingness to participate in new activities.

GLE

7-P-3.1 Willingly choose new activities in which to participate when given several options.



GRADE ONE

Grade-Level Expectations



Louisiana Department of
EDUCATION

Grade 1

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to enable students to demonstrate mature locomotor and non-locomotor skills and combine these movements into smooth and rhythmical sequences in a variety of conditions.

Benchmark 1-P-1: Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.

GLEs

- 1-P-1.1 Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, and skip).
- 1-P-1.2 Demonstrate clear contrasts between slow and fast movements traveling in different directions and in personal and general space without bumping into others or falling.
- 1-P-1.3 Demonstrate selected non-locomotor skills (push, pull, bend, twist, stretch, turn).
- 1-P-1.4 Distinguish between straight, curved, and zigzag pathways while traveling in various ways.
- 1-P-1.5 Roll sideways, right or left, without hesitating (e.g., log roll).
- 1-P-1.6 Demonstrate the following body shapes: narrow, round, wide, and twisted body shapes.

Benchmark 1-P-2: Demonstrates ways to manage body weight in a variety of situations alone or within a group.

GLEs

- 1-P-2.1 Jump and land using a combination of one and two-footed takeoffs and landings
- 1-P-2.2 Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.
- 1-P-2.3 Demonstrate control in balancing and locomotor movement activities.

Benchmark 1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.

GLEs

- 1-P-3.1 Demonstrate the underhand and overhand throw patterns.
- 1-P-3.2 Demonstrate the two-handed overhead throw pattern.
- 1-P-3.3 Catch and gently throw an object from self or another person.
- 1-P-3.4 Move to approach a stationary ball and kick it.
- 1-P-3.5 Strike an object upward continuously while using a variety of body parts and/or equipment.
- 1-P-3.6 While stationary, dribble a ball continuously using the preferred hand.

Benchmark 1-P-4: Performs basic rhythmic skills alone, with a partner, or within a group

GLEs

1-P-4.1 Create or imitate movement in response to rhythmic patterns and music.

1-P-4.2 Combine locomotor patterns in time to music.

1-P-4.3 Perform rhythmic patterns using body movements and manipulatives (e.g., parachute, balls, sticks, ribbons).

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

Benchmark 2-P-1: Integrates other content areas through movement.

GLEs

2-P-1.1 Identify the right and left sides of the body and movement from right to left and left to right (dance).

2-P-1.2 Identify various body parts and levels in performing physical activities.

2-P-1.3 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (alphabetize letters, counting, mass and weight, folk/line dance).

Benchmark 2-P-2: Demonstrates and uses a variety of relationships with objects.

GLEs

2-P-2.1 Identify and demonstrate selected elements of relationship movement concepts of objects, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting surrounding, around, and alongside in isolated settings.

2-P-2.2 Demonstrate the ability to move directionally upon verbal and rhythmic cues.

Benchmark 2-P-3: Identifies fundamental movement patterns.

GLEs

2-P-3.1 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide.

2-P-3.2 Recognize levels and pathways when demonstrated.

2-P-3.3 Identify major characteristics of the basic manipulative skills of throw (using underhand, sidearm, or overhand), catch, kick, and strike (using underhand, sidearm, or overhand).

2-P-3.4 Apply movement concepts of walk, jog, and run to a variety of basic skills (e.g., throw, catch, strike)

Benchmark 2-P-4: Establishes a beginning movement vocabulary.

GLE

2-P-4.1 Demonstrate the ability to follow directions given the following movement vocabulary: high/low, close/far, alone/partner, curved, zigzag, right/left, clockwise/counter/clockwise.

Benchmark 2-P-5: Applies appropriate concepts to performance.

GLE

2-P-5.1 Demonstrate the ability to combine any locomotor skills with concepts of space and direction.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well being.

Benchmark 3-P-1: Participates regularly in vigorous activities outside of physical education class.

GLE

3-P-1.1 Participate regularly in a variety of physical activities outside of physical education class (e.g., playing, bicycling, sport teams, gymnastics, and/or dance). Record using teacher/parent log.

Benchmark 3-P-2: Acknowledges that physical activity is good for personal well-being.

GLEs

3-P-2.1 Identify the location of the heart and lungs and explain what happens during physical exercise.

3-P-2.2 Distinguish between active and inactive lifestyles.

Benchmark 3-P-3: Experiences and expresses satisfaction from participation in physical activity.

GLEs

3-P-3.1 Willingly attempt new physical activities when presented with a variety of options.

3-P-3.2 Exhibit both verbal and non-verbal indicators of enjoyment of, or satisfaction with, physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

Benchmark 4-P-1: Sustains activity from moderate to vigorous intensity levels while participating in physical activity.

GLEs

4-P-1.1 Participate in sustained moderate to vigorous physical activities that cause increased heart rate and respiration for a period of 15 minutes.

4-P-1.2 Identify changes in the body that occur during vigorous activity.

Benchmark 4-P-2: Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).

GLEs

4-P-2.1 Describe and participate in a variety of physical activities that promote positive gains in health-related fitness.

4-P-2.2 Identify that moderate levels of physical activity increase heart rate, respirations and perspiration, etc. (e.g., running, galloping, and hopping).

Benchmark 4-P-3: Demonstrates activities that increase muscular strength and endurance.

GLEs

4-P-3.1 Demonstrate the ability to correctly perform a variety of teacher-led exercises for muscular strength and endurance (crunches, squats, lunges, push-up choices, dyna bands, musical activities).

4-P-3.2 Demonstrate sufficient muscular strength to bear body weight for climbing, hanging, and momentary body support of the hands.

Benchmark 4-P-4: Demonstrates moving each joint through a full range of motion.

GLE

4-P-4.1 Demonstrate and identify flexibility activities for shoulders, legs, and trunk.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to enable students to demonstrate safe practices, rules, and procedures with little or no reinforcement.

Benchmark 5-P-1: Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).

GLE

5-P-1.1 Follow rules, directions, and procedures from the instructor with little reinforcement.

Benchmark 5-P-2: Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.

GLE

5-P-2.1 Engage in activity in a diverse group setting without interfering with others.

Benchmark 5-P-3: Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.

GLE

5-P-3.1 Demonstrate cooperation and consideration of others in group activities (sharing and taking turns).

Benchmark 5-P-4: Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).

GLEs

5-P-4.1 Exhibit behavior which exemplifies responsibility to avoid conflict, best effort, cooperation, and compassion/empathy in a controlled setting.

5-P-4.2 Demonstrate socially acceptable conflict resolution during class activity.

Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.

The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing, and consideration regardless of differences.

Benchmark 6-P-1: Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

GLE

6-P-1.1 Positively interacts with others regardless of physical abilities.

Benchmark 6-P-2: Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).

GLE

6-P-2.1 Show appropriate sportsmanship and sensitivity to diversity and gender issues.

Benchmark 6-P-3: Demonstrates a willingness to help a student who has difficulty completing a skill.

GLE

6-P-3.1 Encourage fellow students who experience difficulty with a task by giving verbal cues, visual cues, or demonstrations.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

Benchmark 7-P-1: Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.

GLE

7-P-1.1 Identify and demonstrate acceptable responses to challenges, successes, and failures during physical activity.

Benchmark 7-P-2: Distinguishes feelings about and during physical activity.

GLEs

7-P-2.1 Looks forward to participating in physical activity.

7-P-2.2 Identify a limited number of emotions related to how the student feels while participating in physical activity.

Benchmark 7-P-3: Displays a willingness to participate in new activities.

GLE

7-P-3.1 Show signs of excitement and willingly participate when exposed to new activities, skills, and movements.



GRADE TWO

Grade-Level Expectations



Louisiana Department of
EDUCATION

Grade 2

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to enable students to demonstrate mature locomotor and non-locomotor skills and combine these movements into smooth and rhythmical sequences in a variety of conditions.

Benchmark 1-P-1: Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.

GLEs

- 1-P-1.1 Demonstrate mature form for locomotor skills (walk, run, jog, leap, jump, hop, slide, gallop, and skip).
- 1-P-1.2 Demonstrate locomotor skills combining two or more while using different levels, tempo, directions, and pathways.
- 1-P-1.3 Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others, individually and with a partner.

Benchmark 1-P-2: Demonstrates ways to transfer body weight in a variety of situations alone or within a group.

GLEs

- 1-P-2.1 Balance on one, two, three, and four body parts on the ground and on objects.
- 1-P-2.2 Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support.
- 1-P-2.3 Jump from a variety of elevations and land using mature form (balanced knees and ankles flexed, absorbing force).
- 1-P-2.4 Demonstrate control in traveling, weight bearing, weight transfer, and balancing activities.
- 1-P-2.5 Demonstrate simple stunts that exhibit personal agility such as jumping, one and two foot takeoffs, and landing with good control.

Benchmark 1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.

GLEs

- 1-P-3.1 Roll a ball to a target using proper form.
- 1-P-3.2 Throw a ball overhand for distance using proper form.
- 1-P-3.3 Catch an object above and below the waist using proper form.
- 1-P-3.4 Kick a rolling ball using a smooth, continuous running approach.
- 1-P-3.5 Strike an object upward continuously while using a short handed paddle or racket.
- 1-P-3.6 Strike an object using a long-handled implement (e.g., underhand, sidearm, or overhand)
- 1-P-3.7 Dribble a ball continuously while moving using dominant and non-dominant hand.

1-P-3.8 Dribble a ball continuously while moving both feet.

Benchmark 1-P-4: Performs basic rhythmic skills alone, with a partner, or within a group.

GLEs

1-P-4.1 Demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat.

1-P-4.2 Combine locomotor patterns in time to music while changing directions.

1-P-4.3 Perform rhythmic sequences related to simple folk dance or ribbon routines.

1-P-4.4 With a partner, demonstrate rhythmic sequences related to simple folk dance or ribbon routines.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

Benchmark 2-P-1: Integrates other content areas through movement.

GLEs

2-P-1.1 Combine movement patterns and body planes (front, back, side).

2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (word analysis, math concepts such as addition and subtraction facts, science of spin, and geography).

Benchmark 2-P-2: Demonstrates and uses a variety of relationships with objects.

GLEs

2-P-2.1 Manipulate an object using hands or feet through a series of cones or other objects.

2-P-2.2 Identify and demonstrate selected relationship movement concepts of objects and/or people while maneuvering through a student- or teacher-made obstacle course.

Benchmark 2-P-3: Identifies fundamental movement patterns.

GLEs

2-P-3.1 Distinguish between a leap, gallop, and skip and explain key differences and similarities of movement.

2-P-3.2 Recognize combined locomotor skills, levels, and pathways.

2-P-3.3 Identify major characteristics of the basic manipulative skills of bouncing and dribbling and explain the key difference and similarities of those movements.

Benchmark 2-P-4: Establishes a beginning movement vocabulary.

GLE

2-P-4.1 Demonstrate the ability to follow directions given the following movement vocabulary: light/heavy, balance, twist, kick, strike.

Benchmark 2-P-5: Applies appropriate concepts to performance.

GLE

2-P-5.1 Demonstrate the ability to combine locomotor and non-locomotor skills into complex movement sequence (e.g., dribble while running, rope jumping)

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well-being.

Benchmark 3-P-1: Participates regularly in vigorous activities outside of physical education class.

GLE

3-P-1.1 Keep a log of participation in a variety of unstructured or structured and/or organized physical activities outside of physical education class.

Benchmark 3-P-2: Acknowledges that physical activity is good for personal well-being.

GLEs

3-P-2.1 Recognize and identify the health related physical fitness components.

3-P-2.2 Identify at least one activity associated with each component of health-related physical activity.

Benchmark 3-P-3: Experiences and expresses satisfaction from participation in physical activity.

GLE

3-P-3.1 Identify positive feelings that result from participation in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

Benchmark 4-P-1: Sustains activity from moderate to vigorous intensity levels while participating in physical activity.

GLEs

- 4-P-1.1 Identify and participates in sustained moderate to vigorous physical activities that promote cardiovascular, muscular, and flexibility benefits for a minimum of 50% of class time.
- 4-P-1.2 Identify changes in the body that occur during vigorous activity.

Benchmark 4-P-2: Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).

GLE

- 4-P-2.1 Compare and contrast changes in heart rate and perspiration before, during, and after physical activity by counting heart rate for six seconds and adding a zero.

Benchmark 4-P-3: Demonstrates activities that increase muscular strength and endurance.

GLEs

- 4-P-3.1 Perform numerous repetitions of activities involving strength and muscular endurance (crunches, push-ups, pull-ups).
- 4-P-3.2 Lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

Benchmark 4-P-4: Demonstrates moving each joint through a full range of motion.

GLEs

- 4-P-4.1 Demonstrate and explain flexibility and its importance for injury prevention during physical activity.
- 4-P-4.2 Perform appropriate exercises for flexibility in shoulders, legs, and trunk.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to enable students to demonstrate safe practices, rules, and procedures with little or no reinforcement.

Benchmark 5-P-1: Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).

GLE

- 5-P-1.1 Follow rules, directions, and procedures from the instructor while participating in physical education.

Benchmark 5-P-2: Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.

GLEs

- 5-P-2.1 Demonstrate an ability to handle equipment safely and properly.

5-P-2.2 Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.

Benchmark 5-P-3: Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.

GLE

5-P-3.1 Demonstrate cooperative interaction in small and large group activities without teacher interaction.

Benchmark 5-P-4: Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).

GLE

5-P-4.1 Demonstrate socially acceptable behavior to resolve conflicts through successful communication with peers and teachers.

Standard 6: Demonstrates an understanding and respect for differences among people in physical activity settings.

The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing, and consideration regardless of differences.

Benchmark 6-P-1: Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

GLE

6-P-1.1 Willingly participate with students with varying skill and fitness levels in controlled settings.

Benchmark 6-P-2: Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).

GLE

6-P-2.1 Demonstrate respect for all students regardless of individual differences in skill or ability.

Benchmark 6-P-3: Demonstrates a willingness to help a fellow student who has difficulty completing a skill.

GLE

6-P-3.1 Acknowledge one's opponent or partner before, during, and after an activity and gives positive feedback on their performance.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

Benchmark 7-P-1: Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.

GLE

7-P-1.1 Accept personal responsibility for one's challenges, successes, and failures during physical activity.

Benchmark 7-P-2: Distinguishes feelings about and during physical activity.

GLEs

7-P-2.1 Demonstrate respect for self, others, and equipment during physical activity.

7-P-2.2 Identify emotions before, during and after participating in physical activity.

Benchmark 7-P-3: Displays a willingness to participate in new activities.

GLE

7-P-3.1 Identify a new activity and participate in it.



GRADE THREE

Grade-Level Expectations



Louisiana Department of
EDUCATION

GRADE 3

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to demonstrate refined fundamental movement patterns. Attainment of mature motor skills and combinations of skills are performed. In addition, students should be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

Benchmark 1-E-1: Demonstrates mature form in locomotor, non-locomotor, movement concepts and manipulative skills.

GLEs

- 1-E-1.1 Demonstrate and understand the spatial awareness movement concepts (e.g., personal space, general space and boundaries) in individual/partner activities and group.
- 1-E-1.2 Demonstrate directional awareness movement concepts and pathways (e.g., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, and straight) in individual/partner, and group settings.
- 1-E-1.3 Demonstrate the ability to combine directional awareness, movement, and pathways (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, and straight) in individual/partner, and group activities.

Benchmark 1-E-2: Combines a variety of motor skills for specific sports with a stationary and/or moving partner.

GLEs

- 1-E-2.1 Demonstrate a combination of two movement concepts while performing various skills (e.g., sliding while dribbling a ball in a curved pathway in general space, trap and pass, catch, pivot, and dribble a ball, volley ball with racquet/paddle while moving)
- 1-E-2.2 Demonstrate chasing, dodging and fleeing skills from an individual during low organizational games.

Benchmark 1-E-3: Exhibits ability to manipulate objects in games and lead-up activities (e.g., engages in simple games requiring manipulative skills).

GLEs

- 1-E-3.1 Identify and demonstrate the critical elements for manipulative skills. (i.e. catch, kick, dribble, strike, volley, and, throw).
- 1-E-3.2 Manipulate a variety of objects with different sizes, shapes and weights. (i.e.; dribbling/throwing a tennis ball or. dribbling/throwing a basketball; volleying with a beach ball or. a volleyball; catching a football or. a yarn ball) with control (correct force, opposition).

1-E-3.3 Individually develop combinations of movements into sequences while manipulating a variety of objects.

1-E-3.4 Balance on a variety of objects (e.g., balance boards, skates, scooters, beams, exercise balls, hoppity-hop).

1-E-3.5 When using catching and throwing skills, demonstrate the ability to change directions and maintain balance, while the body is in motion with an object.

Benchmark 1-E-4: Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music).

GLEs

1-E-4.1 Demonstrate a simple repeating rhythmic sequence by combining a variety of locomotor skills.

1-E-4.2 Performs simple rhythmic patterns using body movements and manipulative skills (balls, ribbons, Lummi sticks)

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is for students to use critical elements to refine personal performance of fundamental motor skills and selected specialized motor skills. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations.

Benchmark 2-E-1: Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).

GLEs

2-E-1.1 Demonstrate fundamental motor skills and movement concepts through grade appropriate language arts. (e.g., action stories, movement vocabulary, body spelling)

2-E-1.2 Demonstrate fundamental motor skills movement concepts through grade appropriate math (e.g., skip counting, time, clock skills, addition, subtraction, multiplication, division)

Benchmark 2-E-2: Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw).

GLEs

2-E-2.1 Identify critical elements/mechanics for manipulative skills of throwing and catching (e.g., step forward opposite foot, arm position, step and follow through).

2-E-2.2 Recognize proper techniques for a variety of fundamental skills while practicing with a partner.

Benchmark 2-E-3: Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height).

GLEs

- 2-E-3.1 Assess one's own performance, while throwing and catching, using a checklist/rubric.
- 2-E-3.2 Assess peer's performance, when performing movement patterns (i.e., throw underhand; overhand throw; chest pass; overhead throw/pass; catching high, rolled and low ball) using a checklist/rubric.
- 2-E-3.3 Illustrate correct movement patterns for complex movement activities. (e.g., draw a picture, find pictures in magazines, and use technology to locate diagrams)

Benchmark 2-E-4: Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting).

GLEs

- 2-E-4.1 Identify two key components for improving skills.
- 2-E-4.2 Identify inefficient movement for running, throwing, and catching. (e.g., arm/leg movement pattern)
- 2-E-4.3 Practice skills for which improvement is needed in isolated settings.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits.

Benchmark 3-E-1: Describes the physical benefits of participation in health-related activities.

GLEs

- 3-E-1.1 Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
- 3-E-1.2 Identify the impact of short-term physical activity on one's physical health.

Benchmark 3-E-2: Identifies several moderate to vigorous physical activities that provide personal pleasure and participates in them (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball).

GLEs

- 3-E-2.1 Students will name types of moderate and vigorous activity (e.g., journal, discussion, illustrations of contrasting pictures).
- 3-E-2.2 Identify opportunities for physical activity within the school and community.

Benchmark 3-E-3: Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness).

GLEs

3-E-3.1 Participate in physical activities that are moderate in intensity level outside of physical education for 30 minutes per day most days of the week and document (i.e.; activity log, journal).

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to match different types of physical activity with underlying physical fitness components including moderate to vigorous physical activities in a variety of settings.

Benchmark 4-E-1: Identifies several activities related to each component of health-related fitness.

GLEs

4-E-1.1 Describe and identify aerobic and anaerobic activities (e.g., 50 yard dash vs. 1 mile race, push-ups vs. swimming laps, bowling vs. bicycling)

4-E-1.2 Describe and identify flexibility activities (e.g., yoga, Dance, gymnastics, martial arts)

4-E-1.3 Describe and identify muscular strength and endurance activities (e.g., push-ups, pull-ups, crunches, changing a tire, walking up a hill, rock climbing)

Benchmark 4-E-2: Participates in self-assessment for health-related fitness.

GLE

4-E-2.1 Participate in health-related fitness assessments.

Benchmark 4-E-3: Selects an activity program that is designed to improve health-related fitness.

GLEs

4-E-3.1 Select, participate in, and log extra-curricular activity that improve health-related fitness either at school or in the community.

4-E-3.2 Identify health-related fitness components to enhance throughout the school year.

4-E-3.3 Perform and log activities or exercises that relate to one or more of the fitness components.

4-E-3.4 Students participate in, and log, games and activities that work towards improvement of age-appropriate levels of health-related fitness.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.

Benchmark 5-E-1: Demonstrates good sportsmanship and fair play in a variety of settings.

GLEs

- 5-E-1.1 Identify and model examples of good sportsmanship and fair play.
- 5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments)

Benchmark 5-E-2: Recognizes and avoids unsafe practices and situations.

GLEs

- 5-E-2.1 State safety rules and practice for participation in selected grade level activities.
- 5-E-2.2 Comply with rules and procedures during grade appropriate group and individual activities.
- 5-E-2.3 Remain on assigned task until directed by teacher.
- 5-E-2.4 Demonstrate understanding and concern for safety of self and others during games/activities.

Benchmark 5-E-3: Works cooperatively with teachers and peers to reach a common goal.

GLEs

- 5-E-3.1 Follow directions and rules during school hours. (e.g. line behavior, entering and exiting gym and play area)
- 5-E-3.2 Identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings
- 5-E-3.3 Demonstrate self-control in physical activity settings (e.g., good sportsmanship, teamwork, cooperation, diversity)

Benchmark 5-E-4: Exhibits independence and ability to succeed in groups.

GLEs

- 5-E-4.1 Cooperate with classmates by staying on task, taking turns, and sharing equipment.
- 5-E-4.2 Demonstrate responsible behavior in game/activity settings.
- 5-E-4.3 Utilize positive statements to encourage others in games and activities.

Benchmark 5-E-5: Accepts and gives constructive feedback.

GLEs

- 5-E-5.1 Apply critical elements from feedback to improve motor skills
- 5-E-5.2 Provide appropriate feedback from the teacher, partner or self in a positive manner.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

The intent of this standard is to build on the foundation laid in early grades that encourages students to develop cultural/ethnic self-awareness.

Benchmark 6-E-1: Displays positive attitudes toward self and others through physical activity.

GLEs

- 6-E-1.1 Recognize and understand disabilities that may affect one's participation in physical activity
- 6-E-1.2 Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately through physical activity.

Benchmark 6-E-2: Demonstrates tolerance for individual differences.

GLEs

- 6-E-2.1 Cooperate with any child, with or without disabilities, in the class, as a partner or in group settings.
- 6-E-2.2 Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.

Benchmark 6-E-3: Explores the role of history in physical activities/games, sports of United States and other countries.

GLEs

- 6-E-3.1 Participate in age appropriate activities/games and sports played by children in the United States
- 6-E-3.2 Participate in popular activities/games and sports played by children in other countries.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to identify activities that will challenge, encourage and promote the enjoyment and commitment to engaging in regular physical activities.

Benchmark 7-E-1: Exhibits positive feelings about participation in physical activity.

GLEs

7-E-1.1 Identify activities that are enjoyable and that provide success with students of similar skill levels.

7-E-1.2 Identify positive feelings experienced during physical activity.

Benchmark 7-E-2: Engages in the challenge of new activities.

GLEs

7-E-2.1 State personally challenging physical activity (ies).

7-E-2.2 Choose and participate in a new or different physical activity.

Benchmark 7-E-3: Participates enthusiastically in independent and interactive physical activities.

GLE

7-E-3.1 During physical education class, willingly participate in games and activities with peers.

Benchmark 7-E-4: Participates in and designs games, gymnastics, and/or dance to increase participation and enjoyment of activities.

GLE

7-E-4.1 Satisfactorily complete assignments for activities requiring game design, gymnastics and /or dance performance. (teacher will provide rubric for assignment.)

Benchmark 7-E-5: Acknowledges the role of games, sports, and dance in getting to know and understand self and others.

GLEs

7-E-5.1 Describe how cooperation, understanding strengths and weaknesses in self and others can be used in problem-solving strategies in order to achieve success.



GRADE FOUR

Grade-Level Expectations



Louisiana Department of
EDUCATION

GRADE 4

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to demonstrate refined fundamental movement patterns. Attainment of mature motor patterns and variations of skills and skill combinations are performed. In addition, students should be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

Benchmark 1-E-1: Demonstrates mature form in locomotor, non-locomotor movement concepts, and manipulative skills

GLEs

1-E-1.1 Demonstrate spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) individual/ partner, and group activities.

1-E-1.2 Apply space awareness movement concepts of direction and pathways (e.g., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, straight and) in individual/partner and group activities.

1-E-1.3 Apply combinations of directional awareness movement concepts and pathways (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, straight and) in individual/partner, and group activities

1-E-1.4 Apply all spatial awareness movement concepts for levels (i.e., low, medium, and high) with mature forms of selected fundamental motor skills.

1-E-1.5 Apply relationship awareness concepts (i.e., large/small, far/near, over/under, above/below, behind, in-front, in/out, between/through, front/back) in individual and small group settings using people and objects.

Benchmark 1-E-2: Combines a variety of motor skills for specific sports with a stationary and/or moving partner.

GLEs

1-E-2.1 Demonstrate a combination of movement concepts while performing various skills (e.g., sliding while dribbling a ball in a curved pathway in general space, trap and pass, catch and pivot, volley ball with racquet/paddle while moving)

1-E-2.2 Demonstrate chasing, dodging and fleeing skills from individuals and objects during games/activities.

Benchmark 1-E-3: Exhibits ability to manipulate objects with fundamental motor skills necessary to participate in games and lead-up activities (e.g., engages in simple games requiring manipulative skills).

GLEs

1-E-3.1 Apply knowledge of selected critical elements while performing movement concepts and selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, throw and volley in individual and group settings.

1-E-3.2 Manipulate a variety of objects with different sizes, shape and weights while in partners or small group settings.

1-E-3.3 Develop combinations of movements into sequences with a partner or small group.

1-E-3.4 Balance with control on a variety of objects (e.g., balance boards, skates, scooters, beams, exercise balls, hoppity-hop).

Benchmark 1-E-4: Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music).

GLEs

1-E-4.1 Demonstrate simple repeating rhythmic sequence, with a partner or small group, by combining a variety of mature movement skills.

1-E-4.2 Perform simple rhythmic patterns using body movements and manipulative skills with a partner or small group (e.g., balls, ribbons, Lummi sticks, parachute, panel chute).

1-E-4.3 Apply a variety of rhythmic beats while using different body parts (e.g. hand clapping, foot stomping, finger snapping, hands and legs) with a partner or small group.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is for students to use critical elements to refine personal performance of fundamental motor skills and selected specialized motor skills. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations.

Benchmark 2-E-1: Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).

GLEs

2-E-1.1 Participate in low organized games/activities that include movement concepts and integrate with grade-appropriate language arts (e.g., action stories, movement vocabulary, body spelling).

2-E-1.2 Participate in low organized games/activities that include movement and integrate with appropriate math skills (e.g., skip counting, time, clock skills, addition, subtraction, multiplication, division).

2-E-1.3 Participate in low organized games/activities that include movement concepts and integrate with grade appropriate science concepts (e.g., force, friction, heart rate, body parts, body systems, center of gravity, leverage, nutrition).

2-E-1.4 Participate in low organizational games/activities that include movement concepts and integrate with grade-appropriate social studies skills (e.g., states, capitols, land forms, longitude, latitude).

Benchmark 2-E-2: Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates correct body positions for each part of an overhand throw).

GLEs

2-E-2.1 Understand and demonstrate mature form for manipulative skills: throwing, catching, kicking, and dribbling with hands and feet (e.g., step forward opposite foot, arm position, step and follow through).

2-E-2.2 Understand and demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown).

2-E-2.3 Demonstrate transferring weight (e.g. hands to feet, feet to hands, foot to foot, hand to hand) while maintaining balance at fast and slow speeds.

Benchmark 2-E-3: Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height).

GLEs

2-E-3.1 Critique one's own strengths and weaknesses when performing complex movement patterns (e.g., kicking a stationary ball, kicking a moving ball, dribbling a ball with dominant and non-dominant hand, punting a football, kicking a soccer ball with the inside of the foot), using a checklist/rubric.

2-E-3.2 Critique a peer's strengths and weaknesses when performing movement patterns listed above, using a checklist/rubric.

2-E-3.3 Illustrate correct movement patterns for punting a football, kicking a stationary ball, dribbling a basketball while moving (e.g., draw a picture, find pictures in magazines, and use technology to locate graphics).

2-E-3.4 Record in journal about the student's observation of personal and classmate activity.

Benchmark 2-E-4: Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting).

GLEs

2-E-4.1 Identify three key components (e.g., self-discipline, determination,) for improving skills

2-E-4.2 Recognize and explain inefficient movement for specific kicking, throwing, catching, and dribbling skills (e.g., arm/leg movement pattern).

2-E-4.3 Identify and practice skills for which improvement is needed in lead-up game settings.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits.

Benchmark 3-E-1: Describes the physical benefits of participation in health-related activities.

GLEs

- 3-E-1.1 Discuss the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).
- 3-E-1.2 Identify the long-term impact of physical activity to one's physical health.
- 3-E-1.3 Identify the long-term impact of physical activity to one's emotional and psychological health (e.g., stress and mental health, depression, hurt feelings, anxiety, ability to concentrate).

Benchmark 3-E-2: Identifies several moderate to vigorous physical activities that provide personal pleasure

GLEs

- 3-E-2.1 Students will participate in moderate and vigorous activity (e.g., journal, discussion, illustrations of contrasting pictures).
- 3-E-2.2 Document positive and negative feelings that result from different levels of participation in physical activities.
- 3-E-2.3 Document opportunities for individual and group/team physical activity within the school and community.

Benchmark 3-E-3: Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness).

GLEs

- 3-E-3.1 Participate in physical activities that are moderate in intensity level outside of physical education for 30 minutes everyday of the week and document (activity log, journal).
- 3-E-3.2 Participate in, and log, games, sports, dance, and outdoor pursuits, both in and outside of school, based on individual interests and capabilities.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to match different types of physical activity with underlying physical fitness components including moderate to vigorous physical activities in a variety of settings.

Benchmark 4-E-1: Identifies several activities related to each component of health-related fitness.

GLEs

4-E-1.1 Distinguish between aerobic and anaerobic activities when given a list of selected activities (e.g., 50 yard dash vs. 1 mile run, diving in pool vs. swimming laps).

4-E-1.2 Identify flexibility activities when given a list of activities (e.g., yoga, dance, gymnastics, martial arts).

4-E-1.3 Distinguish between muscular strength and endurance activities when given a list of activities (e.g., push-ups, pull-ups, crunches, changing a tire, walking up a hill, rock climbing).

4-E-1.4 Identify factors that affect body composition when given a list (e.g., nutritional choices, physical activity, hereditary traits, culture).

Benchmark 4-E-2: Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

GLE

4-E-2.1 Participate in health-related fitness assessments and interpret personal results (i.e., Fitness gram/Activitygram or comparable assessment tool).

Benchmark 4-E-3: Selects an activity program that is designed to improve health-related fitness.

GLEs

4-E-3.1 Regularly participate in teacher designed physical education program.

4-E-3.2 Participate in and log extra-curricular activity either at school or in the community.

Benchmark 4-E-4: Adopts personal goals based upon results of fitness assessments.

GLEs

4-E-4.1 Identify health-related fitness components to enhance throughout the school year.

4-E-4.2 Perform and log activities or exercises that relate to one or more of the fitness components.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.

Benchmark 5-E-1: Demonstrates good sportsmanship and fair play in a variety of settings.

GLEs

- 5-E-1.1 Identify and model examples of good sportsmanship and fair play.
- 5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments).

Benchmark 5-E-2: Recognizes and avoids unsafe practices and situations.

GLEs

- 5-E-2.1 Remain on task and model responsible behavior in individual and group settings.
- 5-E-2.2 Use equipment properly and safely.
- 5-E-2.3 Play within the rules of the game or activity.
- 5-E-2.4 Model self-control by accepting controversial decisions.
- 5-E-2.5 Exhibit good sportsmanship and fair play during games/activities.

Benchmark 5-E-3: Works cooperatively with teachers and peers to reach a common goal.

GLEs

- 5-E-3.1 Follow directions and rules during school hours (e.g. line behavior, entering and exiting play area).
- 5-E-3.2 Describe key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings
- 5-E-3.3 Demonstrate self-control in physical activity settings (e.g., sportsmanship, cooperation, diversity).

Benchmark 5-E-4: Exhibits independence and ability to succeed in groups.

GLEs

- 5-E-4.1 Demonstrate a willingness to achieve success when participating in physical education class (gives best effort, displays enjoyment, improves skill development).
- 5-E-4.2 Demonstrate cooperation with a partner in order to achieve successful participation in a game or activity.
- 5-E-4.3 Apply problem-solving strategies to work with a group in order to achieve a pre-determined outcome.

Benchmark 5-E-5: Accepts and gives constructive feedback.

GLEs

- 5-E-5.1 Identify critical elements of a skill
- 5-E-5.2 Provide appropriate feedback of skill demonstration (e.g., throwing, catching kicking dribbling) to teacher or partner in a positive manner.
- 5-E-5.3 Apply feedback given by teacher or peer to a skill by practicing to improve skill.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

The intent of this standard is to build on the foundation laid in early grades that encourages students to develop cultural/ethnic self-awareness.

Benchmark 6-E-1: Displays positive attitudes toward self and others through physical activity.

GLEs

- 6-E-1.1 Demonstrate respect of classmates with or without disabilities that may affect one's participation in physical activity.
- 6-E-1.2 Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately.
- 6-E-1.3 Demonstrate responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge.

Benchmark 6-E-2: Demonstrates tolerance for individual differences.

GLEs

- 6-E-2.1 Cooperate with any child in the class as a partner or in group settings.
- 6-E-2.2 Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.
- 6-E-2.3 Continue to work willingly with a partner when initially unsuccessful.

Benchmark 6-E-3: Explores the role of history in physical activities/games, sports of United States and other countries.

GLEs

- 6-E-3.1 Report on the history and origin of games and activities played by children in the United States and other countries cooperatively share findings.
- 6-E-3.2 Research and report the history and origin of popular games played by children in other countries and report findings to a group.
- 6-E-3.3 Compare/contrast how games and activities are played by children in the United States and other countries (Use graphic organizer or thinking map).

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to identify activities that will challenge, encourage and promote the enjoyment and commitment to engaging in regular physical activities.

Benchmark 7-E-1: Exhibits positive feelings about participation in physical activity.

GLEs

- 7-E-1.1 Identify activities that are enjoyable and that provide success with students of similar skill levels.

7-E-1.2 Identify two positive feelings experienced during physical activity (e.g. satisfaction, enjoyment, happiness, energetic, etc.).

Benchmark 7-E-2: Engages in the challenge of new activities.

GLEs

7-E-2.1 Log and journal new and personal challenging physical activity.

Benchmark 7-E-3: Participates enthusiastically in independent interactive physical activities.

GLE

7-E-3.1 During physical education class, actively participates in individual and group games and activities.

Benchmark 7-E-4: Participates in and designs games, gymnastics, and/or dance to increase participation and enjoyment of activities.

GLE

7-E-4.1 Satisfactorily complete assignments for activities requiring game design, gymnastics performance (tumbling combination, series of 3 balances, partner balances), and dance (aerobic routine, student selected form of dance, line dance, etc.).

Benchmark 7-E-5: Acknowledges the role of games, sports, and dance in getting to know and understand self and others.

GLEs

7-E-5.1 Identify two things learned about oneself and two things learned about others during participation in games, sports, and dance.

7-E-5.2 Describe how cooperation, understanding strengths and weaknesses in self and others, can be used in problem-solving strategies in order to achieve success.



GRADE FIVE

Grade-Level Expectations



Louisiana Department of
EDUCATION

GRADE 5

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to demonstrate refined fundamental movement patterns. Attainment of mature motor patterns and variations of skills and skill combinations are performed. In addition, students should be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

Benchmark 1-E-1: Demonstrates mature forms in locomotor, non-locomotor and manipulative skills.

GLEs

- 1-E-1.1 Apply spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) while demonstrating basic game play strategies in individual and group activities.
- 1-E-1.2 Apply directional awareness movement concepts and pathways using strategies in individual and group activities.
- 1-E-1.3 Consistently apply mature form and function of all space awareness movement concepts and pathways using strategies in individual and group activities
- 1-E-1.4 Apply mature form and function to all space awareness movement concepts for levels, such as low, medium, and high with mature forms of selected fundamental motor skills in controlled settings.
- 1-E-1.5 Apply relationship awareness concepts using strategies in individual and group settings (i.e. 6-8) using people and objects.
- 1-E-1.6 Exhibit smooth transitions, while combining locomotor sequences and manipulative skills individually or group settings
- 1-E-1.7 Exhibit smooth transitions from locomotor to non-locomotor while combining fundamental skills and movement concepts).

Benchmark 1-E-2: Combines a variety of fundamental motor skills for specific sports.

GLEs

- 1-E-2.1 Demonstrate a combination of movement concepts while performing various skills
- 1-E-2.2 Demonstrate dodging and fleeing skills from individuals, multiple individuals, using a variety of locomotor and non-locomotor skills and strategies.

Benchmark 1-E-3: Exhibits ability to manipulate objects in games and lead up activities (e.g., engages in simple games requiring manipulative skills).

GLEs

- 1-E-3.1 Apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills using strategies

1-E-3.2 Manipulate a variety of objects using different sizes, shapes and weights using simple strategies while in game situations.

1-E-3.3 Working with a group, demonstrate combinations of movements into sequences while using simple strategies.

1-E-3.4 Demonstrate the ability to change directions while in motion and manipulating an object.

Benchmark 1-E-4: Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic movements and communicates ideas and feelings with and without music).

GLEs

1-E-4.1 Create and demonstrate a simple repeating rhythmic sequence by combining a variety of mature movement skills (e.g. marching, dancing).

1-E-4.2 Perform rhythmic patterns using body movements and manipulative skills in a large group setting.

1-E-4.3 Create and demonstrate a variety of rhythmic beats while using different body parts (e.g. hand clapping, foot stomping, finger snapping, hands and legs).

1-E-4.4 Demonstrate complex rhythmic patterns traveling along a specified pathway (e.g., circle, zigzag, straight line) using a variety of movement concepts, locomotor and non locomotor skills.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is for students to use critical elements to refine personal performance of fundamental motor skills and selected specialized motor skills. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations.

Benchmark 2-E-1: Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).

GLEs

2-E-1.1 Identify with a partner or group through cooperative learning, subjects integrated in a specific activity and explain how it is integrated (e.g., walking using pedometers, calculating steps/mile, time; measuring heart rate with monitor).

2-E-1.2 Create and present to the class or group a game/activity that integrates learning with math, language arts, science, art, and/or social studies.

Benchmark 2-E-2: Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw).

GLEs

2-E-2.1 Apply mature form for manipulative skills that include striking, volleying, dribbling, kicking, throwing, and catching (use critical elements).

2-E-2.2 Identify proper techniques for a variety of fundamental skills while practicing with a partner

2-E-2.3 Demonstrate weight transfer (e.g. hands to feet, feet to hands, foot to foot, hand to hand) and follow-thru while performing fundamental skills at fast and slow speeds.

Benchmark 2-E-3: Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height).

GLEs

2-E-3.1 Analyze one's own performance when performing specified striking, volleying, dribbling, kicking, throwing, and catching skills, using a checklist/rubric.

2-E-3.2 Analyze a peer's performance, when demonstrating specified movement skills, using a checklist/rubric.

Benchmark 2-E-4: Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting).

GLEs

2-E-4.1 Identify four key components (e.g., goal-setting, define objectives of practice) for improving skills

2-E-4.2 Recognize and record inefficient movement when performing movement skills involving striking, volleying, dribbling, kicking, jumping rope, throwing, and catching (e.g., arm/leg movement pattern). Choose to practice skills for which improvement is needed in controlled game settings.

2-E-4.3 Demonstrate how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits.

Benchmark 3-E-1: Describes the physical benefits of participation in health-related activities.

GLEs

3-E-1.1 Identify and provide examples of the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).

3-E-1.2 Identify examples of the impact from daily choices of physical activity on one's physical health.

3-E-1.3 Identify the impact of daily choices of physical activity to one's emotional and psychological health (e.g., stress and mental health, depression, hurt feelings, anxiety, ability to concentrate).

Benchmark 3-E-2: Identifies several moderate to vigorous physical activities that provide personal pleasure and participate in them (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball).

GLEs

3-E-2.1 When given a list of activities, students will identify moderate and/or vigorous activities that provide pleasure and engage in activities provided in the community.

Benchmark 3-E-3: Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness).

GLEs

3-E-3.1 Participate in physical activities that are moderate in intensity level outside of physical education for 30 minutes per day most or every day and document (log, journal).

3-E-3.2 Participate in, and log, games, sports, dance, and outdoor pursuits, both in and outside of school, based on individual interests and capabilities.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to match different types of physical activity with underlying physical fitness components including moderate to vigorous physical activities in a variety of settings.

Benchmark 4-E-1: Identifies several activities related to each component of health-related fitness.

GLEs

4-E-1.1 List separately those activities identified as aerobic and anaerobic activities

4-E-1.2 List flexibility exercises and describe how they are utilized in various types of games and/or activities.

4-E-1.3 Identify muscular strength and endurance activities and their relationship to improved performance in games and activities.

4-E-1.4 Identify factors that affect body composition

4-E-1.5 Identify and measure the physiological indicators associated with moderate physical activity and adjust participation/effort in isolated settings.

Benchmark 4-E-2: Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

GLE

4-E-2.1 Participate in health-related fitness assessments and interpret personal results (i.e.; Fitnessgram/Activitygram or comparable assessment tool).

Benchmark 4-E-3: Selects an activity program that is designed to improve health-related fitness.

GLEs

4-E-3.1 Regularly participate in physical education program

4-E-3.2 Participate in and log extra-curricular activity either at school or in the community.

Benchmark 4-E-4: Adopts personal goals based upon results of fitness assessments.

GLEs

4-E-4.1 Identify health-related fitness components to enhance throughout the school year.

4-E-4.2 Perform and log activities or exercises that relate to one or more of the fitness components.

Benchmark 4-E-5: Achieves reasonable levels in all components of health-related fitness.

GLE

4-E-5.1 Students participate in, and log, games and activities that work towards improvement of age-appropriate levels of health-related fitness.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.

Benchmark 5-E-1: Demonstrates good sportsmanship and fair play in a variety of settings.

GLEs

5-E-1.1 Identify and model examples of good sportsmanship and fair play.

5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities.

Benchmark 5-E-2: Recognizes and avoids unsafe practices and situations.

GLEs

- 5-E-2.1 State safety rules and practices for participation in selected grade-level activities.
- 5-E-2.2 Comply with rules and procedures during age-appropriate group and individual activities.
- 5-E-2.3 Use equipment properly and appropriately.
- 5-E-2.4 Reminds others to play safely.

Benchmark 5-E-3: Works cooperatively with teachers and peers to reach a common goal.

GLEs

- 5-E-3.1 Follow directions and rules during school hours. (e.g. line behavior, entering and exiting play area)
- 5-E-3.2 Demonstrate self-control in physical activity settings (e.g., sportsmanship, cooperation, diversity).
- 5-E-3.3 Distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

Benchmark 5-E-4: Exhibits independence and ability to succeed in groups.

GLEs

- 5-E-4.1 Identify and list a variety of ways one can achieve success in various games/activities.
- 5-E-4.2 Demonstrate cooperation with a partner or others in a group in order to achieve successful participation
- 5-E-4.3 Apply problem-solving strategies to work with a partner or group in order to achieve successful participation or resolve conflict.

Benchmark 5-E-5: Accepts and gives constructive feedback.

GLEs

- 5-E-5.1 Self-evaluate performance of critical elements of a skill.
- 5-E-5.2 Provide appropriate feedback on skill performance to a partner in a positive manner and apply to enhance performance.
- 5-E-5.3 Apply feedback given by teacher or peer to improve a skill.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

The intent of this standard is to build on the foundation laid in early grades that encourages students to develop cultural/ethnic self-awareness.

Benchmark 6-E-1: Displays positive attitudes toward self and others through physical activity.

GLEs

- 6-E-1.1 Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately.
- 6-E-1.2 Demonstrate responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge.
- 6-E-1.3 Demonstrate the ability to give and receive encouragement.

Benchmark 6-E-2: Demonstrates tolerance for individual differences.

GLEs

- 6-E-2.1 Encourage others to participate, despite knowledge of physical disabilities, in the class as a partner or in group settings.
- 6-E-2.2 Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity in individual or group settings.
- 6-E-2.3 Display a positive response to a partner or team when initially unsuccessful.

Benchmark 6-E-3: Explores the role of history in physical activities/games of the United States and other countries.

GLEs

- 6-E-3.2 Participate in games/activities played by children in other countries.
- 6-E-3.3 Compare differences in how games and activities are played by children in the United States and other countries.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to identify activities that will challenge, encourage and promote the enjoyment and commitment to engaging in regular physical activities.

Benchmark 7-E-1: Exhibits positive feelings about participation in physical activity.

GLEs

- 7-E-1.1 Identify activities that they enjoy and that provide success with students of similar skill levels.
- 7-E-1.2 Identify three positive feelings experienced during physical activity (e.g. satisfaction, enjoyment, happiness, energetic, etc.).

Benchmark 7-E-2: Engages in the challenge of new activities.

GLEs

- 7-E-2.2 Choose and participate in a new or different physical activity.

Benchmark 7-E-3: Participates enthusiastically in independent and interactive physical activities.

GLE

7-E-3.1 During physical education class, willingly participate in games and activities with peers.

Benchmark 7-E-4: Participates in and designs games, gymnastics, and dance to increase participation and enjoyment of activities.

GLE

7-E-4.1 Satisfactorily completes assignments for activities requiring game design, gymnastics performance and dance.

Benchmark 7-E-5: Acknowledges the role of games, sports, and dance in getting to know and understand self and others.

GLEs

7-E-5.1 Identify things learned about oneself and things learned about others during participation in games, sports, and dance.

7-E-5.2 Describe how cooperation, understanding strengths and weaknesses in self and others can be used in problem-solving strategies in order to achieve success.



GRADE SIX

Grade-Level Expectations



Louisiana Department of
EDUCATION

GRADE 6

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The middle school student is expected to demonstrate competence in a few movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual sports. To do this, students should demonstrate competence in the basic skills and their application to modified versions of these movement forms.

Benchmark 1-M-1: Demonstrates the ability to combine locomotor, non-locomotor, and manipulative skills.

GLEs

- 1-M-1.1 Perform locomotor and non-locomotor skills in dynamic fitness (e.g., group exercise, aerobics, and obstacle course).
- 1-M-1.2 Perform locomotor and non-locomotor skills in sport (e.g., running, faking, and manipulative).
- 1-M-1.3 Perform locomotor and non-locomotor in rhythmic activities (e.g., moving to the beat).
- 1-M-1.4 Consistently strike an object using a body part, so that the object travels in the intended direction at the desired height (e.g., soccer, volleyball).
- 1-M-1.5 Consistently strike an object, using an implement (e.g., racquet, hockey stick, golf club...) so it travels in an intended direction and height.
- 1-M-1.6 Keep an object continuously in the air while moving (e.g., ball, foot bag).
- 1-M-1.7 Demonstrate the mature form for the manipulative skills of catching, passing, hand dribbling, shooting, volleying, and punting in isolated settings.
- 1-M-1.8 Demonstrate a combination of specific sport skills focusing on moving, throwing, and catching.

Benchmark 1-M-2: Exhibits basic strategies related to specific lead-up games.

GLEs

- 1-M-2.1 Throw and catch a ball consistently while being guarded by an opponent in small-sided games.
- 1-M-2.2 Maximize involvement for the benefit of a group or team (e.g., everyone touching equipment during possessions/activities, everyone moving during possessions/activities).
- 1-M-2.3 Identify and use offensive strategies (e.g., evasive maneuvers, game plan, maintaining possession of the ball, advancement to make a play or score) while playing a modified version of a game or sport in small groups activities.
- 1-M-2.4 Identify and use defensive strategies (slow the advance of an opponent, regain possession of the ball) while playing a modified version of a game or sport in small group activities.

Benchmark 1-M-3: Demonstrates basic competency in complex motor skills and advanced specialized skills related to specific sports activities (e.g., modified versions of team sports or individual sports).

GLEs

- 1-M-3.1 Hand and foot dribble while preventing an opponent from stealing the ball.
- 1-M-3.2 Volley an object in the air, such as a volleyball, without catching it in a small group
- 1-M-3.3 Throw and catch a ball consistently while guarded by an opponent.
- 1-M-3.4 Hit a moving object such as a ball or shuttlecock.

Benchmark 1-M-4: Demonstrates the ability to create rhythmic movement patterns.

GLEs

- 1-M-4.1 Perform dance steps and movements of various dance forms (folk, square, and line).
- 1-M-4.2 Perform movement sequence with at least four different movements (e.g., simple rhythmic, aerobic, or tumbling activities) in a controlled setting.
- 1-M-4.3 Design and perform a short dance routine.

Benchmark 1-M-5: Demonstrates strategies for net and invasion games.

GLEs

- 1-M-5.1 Place or maneuver the ball away from an opponent in net or invasion games.
- 1-M-5.2 Place or maneuver the ball using offensive strategies in net or invasion games.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Middle school students' increasing competence affords them opportunities to develop more advanced knowledge and understanding. This is exemplified through their application of more advanced movement, knowledge of critical elements of advanced movement skills, and the identification of biomechanical principles important to highly skilled performance. Concepts of practice are indicative of the increasing complexity of discipline-specific knowledge can be identified and applied to movement.

Benchmark 2-M-1: Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced.

GLEs

- 2-M-1.1 Identify body parts and their actions when describing a movement (forearm lag in the overhand throw)
- 2-M-1.2 Practice and apply throwing and catching at different levels using a variety of force.
- 2-M-1.3 Identify the mechanical principles (equilibrium, force, leverage, motion) of throwing and catching skills.

2-M-1.4 Identify the movement concepts (spatial awareness, effort qualities and relationships) skills used when striking objects with the body.

2-M-1.5 Identify the movement concepts (spatial awareness, effort qualities, relationships) and skills used when throwing and catching.

Benchmark 2-M-2: Demonstrates how practicing movement skills improves performance and compares differences in successful throws from first attempts to last attempts.

GLEs

2-M-2.1 Describe how appropriate practice in static and dynamic settings, attention, and effort are required when learning movement skills.

2-M-2.2 Participate in, and log, motor learning practices that are appropriate for and selected for learning skills. (Shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions).

2-M-2.3 Modify performance, based on feedback, to improve skills.

Benchmark 2-M-3: Analyzes and applies advanced movement and game strategies.

GLEs

2-M-3.1 Demonstrate selected use of tactical problems including scoring, defending object or person, preventing scoring, defending space as a team, and communicating during modified striking, invasion, and fielding games.

2-M-3.2 Observe and analyze the performance of other students to provide feedback (Peer review).

2-M-3.3 Modify performance of movement utilizing feedback to improve execution.

Benchmark 2-M-4: Recognizes and applies principles necessary for safe and skilled physical performance.

GLEs

2-M-4.1 Identify rules and safe practices for lead up games and activities.

2-M-4.2 Understand and demonstrate guidelines and behaviors for safe participation during physical activity.

2-M-4.3 Distinguish the difference between compliance and noncompliance with game rules.

Standard 3: Exhibits a physically active lifestyle.

The middle school student should participate in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in different kinds of physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Greater

and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

Benchmark 3-M-1: Identifies opportunities in the school and community for regular participation in physical activity.

GLEs

3-M-1.1 Identify opportunities to participate in the five components of health related fitness (cardio-respiratory endurance, muscular strength and endurance, body composition, and flexibility) during school and in the community.

3-M-1.2 Record in a log weekly participation in physical activities outside school.

Benchmark 3-M-2: Explores a variety of new physical activities for personal interest in and out of physical education class.

GLEs

3-M-2.1 Identify and record forms of new physical activity that provide personal enjoyment and benefit.

3-M-2.2 Participate in, and log, enjoyable physical activities both during and outside of school.

3-M-2.3 Willingly try new activities.

Benchmark 3-M-3: Establishes and pursues personal physical activity goals through regular physical activity.

GLEs

3-M-3.1 Establish short and long-term individual health-related fitness goals.

3-M-3.2 Develop a plan of action for reaching personal fitness goals.

3-M-3.3 Monitor and record progress toward appropriate personal fitness goals in each of the components of health-related fitness.

Benchmark 3-M-4: Describes the elements of a healthy lifestyle.

GLEs

3-M-4.1 Identify the five components of health related fitness (cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).

3-M-4.2 Identify the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination).

3-M-4.3 Describe the difference between the health-related and skill-related components of fitness.

3-M-4.4 Identify and correctly operate technological tools that measure and/or monitor fitness parameters such as computer programs, heart rate monitors, and pedometers.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance flexibility, body composition, as well as cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

Benchmark 4-M-1: Participates in and sustains moderate to vigorous physical activity in a variety of settings.

GLEs

- 4-M-1.1 Demonstrate how to find pulse to determine heart rate.
- 4-M-1.2 Differentiate between resting heart rate and active heart rate.
- 4-M-1.3 Participate in, and log, activities designed to improve or maintain the health related fitness components.
- 4-M-1.4 Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.

Benchmark 4-M-2: Develops individual goals for each of the health-related fitness components.

GLEs

- 4-M-2.1 Identify elements of a training program which will improve/maintain their health-related fitness level.
- 4-M-2.2 Set realistic, measurable, and attainable goals for activities that target all five components of health-related fitness.

Benchmark 4-M-3: Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

GLEs

- 4-M-3.1 Participate in a health-related fitness assessment such as Fitnessgram or a comparable assessment tool.
- 4-M-3.2 Interpret individual fitness assessment results.
- 4-M-3.3 Identify individual level of fitness.
- 4-M-3.4 Keep a journal or log documenting physical activity both at school and at home.
- 4-M-3.5 Meet the acceptable, age-appropriate standard for at least three of the five components of health-related fitness

Benchmark 4-M-4: Analyzes and applies basic principles of training to improve health-related fitness.

GLEs

- 4-M-4.1 Identify ways to achieve activity goals in an individual wellness plan.
- 4-M-4.2 Recognize and apply the principles of training (frequency, intensity, time, type, overload, specificity).
- 4-M-4.3 Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as heat and cold.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

Benchmark 5-M-1: Participates in cooperative activities in both leadership and follower roles.

GLEs

- 5-M-1.1 Actively cooperate in group activities by sharing and taking turns.
- 5-M-1.2 Comply with group directions and decisions through democratic processes.
- 5-M-1.3 Differentiate between effective and ineffective leadership practices.
- 5-M-1.4 Exhibit behaviors that exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in a controlled setting.

Benchmark 5-M-2: Utilizes time effectively to complete assigned tasks.

GLEs

- 5-M-2.1 Stay on task during PE activities.
- 5-M-2.2 Actively participate and demonstrate mastery of assigned tasks.
- 5-M-2.3 Make responsible decisions about time management and follow through with the decisions made.

Benchmark 5-M-3: Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.

GLEs

- 5-M-3.1 Follow teacher or leader directions.
- 5-M-3.2 Follow class rules, even when peers are not.
- 5-M-3.3 Play within the rules of the game or activity.

5-M-3.4 Model self-control by accepting controversial decisions.

5-M-3.5 Demonstrate concern for safety of self and others during games and activities.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

At the middle school level, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

Benchmark 6-M-1: Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world.

GLEs

6-M-1.1 Research and report on popular games and dances for a variety of countries.

6-M-1.2 Identify similarities and differences in the way that games are played in different cultures.

6-M-1.3 Identify similarities and differences in the way that dances are developed and performed in various countries.

6-M-1.4 Research how sports and games have changed over the years.

Benchmark 6-M-2: Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both.

GLEs

6-M-2.1 Identify and record supportive and inclusive behaviors for dealing with diverse genders, cultures, ethnicities, and ability levels.

6-M-2.2 Participate willingly with others of different genders, cultures, ethnicities, abilities, and skill levels in physical activity settings.

Benchmark 6-M-3: Recognizes the role of sports, games and dance in getting to know and understand others of like and different backgrounds.

GLEs

6-M-3.1 Complete a project investigating and illustrating the role of events such as the Olympics in bringing diverse countries together in a peaceful manner.

6-M-3.2 Provide and exhibit examples of how sports, games, and dances have brought diverse genders, cultures, and ethnicities together.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

A primary reason middle school students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for

competition with peers and serve as a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics and various sport activities become increasingly more important.

Benchmark 7-M-1: Participates in challenging activities and in activities requiring the utilization of newly acquired skills.

GLE

7-M-1.1 Explore, participate in, log, diverse nontraditional physical activities that are current with today's society (mountain biking, in-line skating, skate boarding, rock climbing, extreme sports, etc.).

Benchmark 7-M-2: Identifies the social, emotional and physical benefits of participation in physical activities.

GLEs

7-M-2.1 Explain the role of games, sports, and dance in getting to know and understand self and others.

7-M-2.2 Explain how physical activity is a positive opportunity for social and group interaction.

Benchmark 7-M-3: Demonstrates enjoyment from participation in physical activities.

GLEs

7-M-3.1 Demonstrate an increased level of competence and satisfaction in a variety of outdoor pursuits and/or recreational activities by engaging in physical activity outside of school hours.

7-M-3.2 Choose to participate in activities that are personally challenging when provided with alternative opportunities.



GRADE SEVEN

Grade-Level Expectations



Louisiana Department of
EDUCATION

GRADE 7

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The middle school student is expected to demonstrate competence in a few movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual sports. To do this, students should demonstrate competence in the basic skills and their application to modified versions of these movement forms.

Benchmark 1-M-1: Demonstrates the ability to combine locomotor, non-locomotor, and manipulative skills.

GLEs

1-M-1.1 Perform locomotor and non-locomotor skills in dynamic fitness activities (e.g., group exercise with manipulatives, aerobics, circuits).

1-M-1.2 Perform locomotor and non-locomotor skills in sport (e.g., moving and changing directions based on opponents movement).

1-M-1.3 Demonstrate selected elements of the mature form of the manipulative skills of catching, passing, hand dribbling, shooting, volleying, and punting in isolated settings.

1-M-1.4 Demonstrate selected elements of sport specific skills focusing on moving, dribbling, passing, and shooting.

Benchmark 1-M-2: Exhibits basic strategies related to lead-up games.

GLE

1-M-2.1 Demonstrate offensive and defensive strategies used while playing a basic version of a team or individual sport (e.g., creating space, moving an opponent).

Benchmark 1-M-3: Demonstrates basic competency in more complex motor skills and more advanced specialized skills related to specific sports activities.

GLEs

1-M-3.1 Demonstrate use of strategies/tactics within a variety of physical activities (e.g., changing directions and faking to create space and maintain possession).

1-M-3.2 Combine skills competently to participate in modified versions of team and individual sports.

Benchmark 1-M-4: Demonstrates the ability to create and perform rhythmic movement pattern.

GLEs

1-M-4.1 Perform selected folk, country, square, line, creative, and/or aerobic dances.

1-M-4.2 Design rhythmic movement patterns or an aerobic routine with a partner/group using appropriate music

Benchmark 1-M-5: Demonstrates strategies for net and invasion games.

GLEs

1-M-5.1 Demonstrate use of selected tactical problems for both on-the-ball and object (e.g., seeing both the opponent with the object and the opponent you are guarding at the same time).

1-M-5.2 Place or maneuver ball or object to and away from multiple partners in a sport activity.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Middle school students' increasing competence affords them opportunities to develop more advanced knowledge and understanding. This is exemplified through their application of more advanced movement knowledge of critical elements of advanced movement skills, and the identification of biomechanical principles important to highly skilled performance. Concepts of practice are indicative of the increasing complexity of discipline-specific knowledge that can be identified and applied to movement.

Benchmark 2-M-1: Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced.

GLEs

2-M-1.1 Demonstrate the ability to maintain static and dynamic balance while performing a task.

2-M-1.2 Analyze and correct movement errors in skills necessary to participate in manipulative activities.

2-M-1.3 Demonstrate competency in the mature form in all locomotor skills.

2-M-1.4 Identify and apply major concepts used in acquiring motor skills (feedback, relevant cues).

Benchmark 2-M-2: Demonstrates how practicing movement skills improves performance.

GLE

2-M-2.1 Modify performance utilizing feedback to improve execution.

Benchmark 2-M-3: Analyzes and applies advanced movement and game strategies.

GLEs

2-M-3.1 Identify and explain at least three tactics involved in playing an invasion sport.

2-M-3.2 Demonstrate selected use of tactical problems including scoring, defending object or person, preventing scoring, defending space as a team, and communicating during modified striking, invasion, and fielding games.

Benchmark 2-M-4: Recognizes and applies principles necessary for safe and skilled physical performance.

GLEs

- 2-M-4.1 Apply safety rules in all activities.
- 2-M-4.2 Follow safety procedures related to physical activity, equipment, facilities, environmental factors and takes responsibility for their own safety.
- 2-M-4.3 Describe and demonstrate proper warm-up and cool down procedures.

Standard 3: Exhibits a physically active lifestyle.

The middle school student should participate in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in different kinds of physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Greater and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

Benchmark 3-M-1: Identifies opportunities in the school and community for regular participation in physical activity.

GLEs

- 3-M-1.1 Develop a resource list related to the five components of health-related fitness within the community.
- 3-M-1.2 Identify opportunities close to home for participation in different kinds of activities using a participation log.

Benchmark 3-M-2: Explores a variety of new physical activities for personal interest in and out of physical education class.

GLEs

- 3-M-2.1 Identify personal interests, capabilities, and resources in regard to one's exercise behavior and attempt one new activity during the school year.
- 3-M-2.2 Participate in, and log, new physical activities both during and outside of school for the purpose of improving skill and health.

Benchmark 3-M-3: Establishes and pursues personal physical activity goals through regular physical activity.

GLEs

- 3-M-3.1 Identify personal factors inhibiting or promoting physical activity.
- 3-M-3.2 Establish short and long-term individual health-related fitness goals.
- 3-M-3.3 Participate in an individualized physical activity program designed with the help of the teacher.

3-M-3.4 Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.

Benchmark 3-M-4: Describes the elements of a healthy lifestyle.

GLEs

3-M-4.1 Identify and describe the five components of health-related fitness (cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).

3-M-4.2 Identify and describe the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination).

3-M-4.3 Identify the relationships among physical activity frequency, intensity and time.

3-M-4.4 Select and use appropriate technology tools to evaluate, monitor, and improve physical development.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance flexibility, body composition, as well as cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

Benchmark 4-M-1: Participates in and sustains moderate to vigorous physical activity in a variety of settings.

GLEs

4-M-1.1 Utilize the target heart rate formula to calculate the target heart rate.

4-M-1.2 Participate in physical activity a minimum of 20 minutes, three or more times per week while staying in the target heart rate.

4-M-1.3 Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardio respiratory functioning.

Benchmark 4-M-2: Develops individual goals for each of the health-related fitness components.

GLEs

4-M-2.1 Identify ways to achieve activity goals in an individual wellness plan.

4-M-2.2 Assess physiological indicators of exercise during and after physical activity using appropriate assessment tools.

4-M-2.3 Set realistic, measurable, and attainable goals for activities that will improve health-related fitness components.

Benchmark 4-M-3: Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

GLEs

- 4-M-3.1 Use a journal to document the benefits of participation in physical activity.
- 4-M-3.2 Participate in a health-related fitness assessment such as Fitnessgram or comparable assessment.
- 4-M-3.3 Identify level of health-related components of fitness by using criterion-referenced health and fitness standards.

Benchmark 4-M-4: Analyzes and applies basic principles of training to improve health-related fitness principles.

GLEs

- 4-M-4.1 Demonstrate understanding of the principles of training (overload, progression, and specificity).
- 4-M-4.2 Identify ways to achieve activity goals in an individual wellness plan.
- 4-M-4.3 Include warm-up, cool-down, and training principles regularly during exercise; monitor potentially dangerous environmental conditions such as heat and cold.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

Benchmark 5-M-1: Participates in cooperative activities in both leadership and follower roles.

GLEs

- 5-M-1.1 Demonstrate the ability to work without supervision
- 5-M-1.2 Work cohesively in a group by participating in team building activities.
- 5-M-1.3 Work cooperatively with peers in group or team activities.

Benchmark 5-M-2: Utilizes time effectively to complete assigned tasks.

GLEs

- 5-M-2.1 Use initiative and solves problems in physical activity settings.
- 5-M-2.2 Remain on task without close teacher monitoring.

Benchmark 5-M-3: Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.

GLEs

5-M-3.1 Respect the rights of others in the class.

5-M-3.2 Demonstrate a positive attitude toward the teacher, class, and peers.

5-M-3.3 Distinguish between compliance and non-compliance with rules and regulations.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

At the middle school level, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

Benchmark 6-M-1: Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world.

GLEs

6-M-1.1 Develop respect for other cultures by participating in role-playing activities that involve how different cultures view and participate in physical activity.

6-M-1.2 Recognize and describe the role of dance, sports, and physical activities in modern culture.

Benchmark 6-M-2: Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both.

GLE

6-M-2.1 Compare and contrast similarities and differences in dance, games, and physical activities across different genders, cultures, ethnicities, abilities, and skill levels.

Benchmark 6-M-3: Recognizes the role of sports, games and dance in getting to know and understand others of like and different backgrounds (e.g., write a report on the history and their impact today).

GLEs

6-M-3.1 Describe how different sports, games, and dances have unique and distinct characteristics relevant to diverse cultures.

6-M-3.2 Participate in a sport, game, and/or dance as a means to interact with individuals of diverse backgrounds.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

A primary reason middle school students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and serve as a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics and various sport activities become increasingly more important.

Benchmark 7-M-1: Participates in challenging activities and in activities requiring the utilization of newly acquired skills.

GLE

7-M-1.1 Seek; participate in, log physical activity in informal settings that utilize skills and knowledge gained in physical education classes.

Benchmark 7-M-2: Identifies the social, emotional and physical benefits of participation in physical activities.

GLEs

7-M-2.1 Identify ways that regular participation in physical activities contributes to a healthy lifestyle.

7-M-2.2 Analyze selected physical experiences for social, emotional, and health benefits.

Benchmark 7-M-3: Demonstrates enjoyment from participation in physical activities.

GLEs

7-M-3.1 Display satisfaction when engaging in physical activity by participating outside of class time.

7-M-3.2 Record (in journal or log) likes and dislikes when participating in new activities.



GRADE EIGHT

Grade-Level Expectations



Louisiana Department of
EDUCATION

GRADE 8:

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The middle school student is expected to demonstrate competence in a few movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual sports. In order to do this, students should demonstrate competence in the basic skills and their application to modified versions of these movement forms.

Benchmark 1-M-1: Participates in modified versions of team and individual sports.

GLE

1-M-1.1 Use basic offensive and defensive strategies in a modified version of a team sport and an individual sport.

Benchmark 1-M-2: Demonstrates the ability to create rhythmic movement pattern.

GLEs

1-M-2.1 Design and teach a dance sequence to music.

1-M-2.2 Demonstrate a basic understanding of square dance steps, positions, and patterns as to create and perform a dance to music.

Benchmark 1-M-3: Demonstrates strategies for net and invasion games.

GLEs

1-M-3.1 Perform hand and foot dribbles while preventing an opponent from stealing the ball.

1-M-3.2 Demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Middle school students' increasing competence affords them opportunities to develop more advanced knowledge and understanding. This is exemplified through their application of more advanced movement, knowledge of critical elements of advanced movement skills, and the identification of biomechanical principles important to highly skilled performance. Concepts of practice are indicative of the increasing complexity of discipline-specific knowledge that can be identified and applied to movement.

Benchmark 2-M-1: Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced.

GLEs

- 2-M-1.1 Design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow.
- 2-M-1.2 Combine skills competently to participate in modified versions of team and individual sports.

Benchmark 2-M-2: Demonstrates how practicing movement skills improves performance.

GLEs

- 2-M-2.1 Exhibit an improved level of manipulative skills while stationary and moving with objects of different shapes, sizes, textures and weights.
- 2-M-2.2 Demonstrate mastery in striking skills while stationary and moving with objects of different shape, size, texture and weight.
- 2-M-2.3 Demonstrate mastery in skills to strike both stationary and moving objects with different body parts.
- 2-M-2.4 Demonstrate mastery in the following patterns of movement related to striking objects with body parts (kicking, punting, dribbling, volleying, serving, etc.).

Benchmark 2-M-3: Analyzes and applies advanced movement and game strategies.

GLEs

- 2-M-3.1 Describe and demonstrate the ability to use offensive and defensive strategies in court, goal and field games related to striking with the body.
- 2-M-3.2 Understand and apply strategies of attacking and defending space in manipulative activities.

Benchmark 2-M-4: Recognizes and applies principles necessary for safe and skilled physical performance.

GLEs

- 2-M-4.1 Make activity choices based on safety for self and others.
- 2-M-4.2 Use equipment safely and properly.
- 2-M-4.3 Select and use proper attire that promotes participation and prevents injury.

Standard 3: Exhibits a physically active lifestyle.

The middle school student should participate in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in different kinds of physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Greater and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

Benchmark 3-M-1: Identifies opportunities in the school and community for regular participation in physical activity.

GLE

3-M-1.1 Identify, and log, participation in physical activities both during and outside of school for the purpose of improving skills and health.

Benchmark 3-M-2: Explores a variety of physical activities for personal interest in and out of physical education class.

GLE

3-M-2.1 Identify, and log, participation in games, sports, dance, and/or outdoor pursuits, in and outside of school, based on individual interests and/or capabilities.

Benchmark 3-M-3: Establishes and pursues personal physical activity goals through regular physical activity.

GLEs

3-M-3.1 Participate in an individualized physical activity program designed with the help of the teacher.

3-M-3.2 Establish and evaluate short and long-term individual health related fitness goals and make appropriate changes for improvement.

Benchmark 3-M-4: Describes the elements of a healthy lifestyle.

GLEs

3-M-4.1 Identify and describe the five components of health-related fitness (cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).

3-M-4.2 Identify and describe the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination).

3-M-4.3 Identify and describe the relationships among physical activity frequency, intensity and time.

3-M-4.4 Select and use appropriate technology tools to evaluate, monitor, and improve physical development.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance flexibility, body composition, as well as cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical

fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

Benchmark 4-M-1: Participates in and sustains moderate to vigorous physical activity in a variety of settings.

GLEs

- 4-M-1.1 Explore and participate in a variety of health-related fitness activities in both school and non-school settings.
- 4-M-1.2 Demonstrate how to sustain an aerobic activity maintaining target heart rate to achieve cardiovascular benefits.
- 4-M-1.3 Participate in moderate to vigorous physical activity within target heart range for a sustained period of time (20-30 minutes), three or more days per week. Log participation.

Benchmark 4-M-2: Develops individual goals for each of the health-related fitness components.

GLEs

- 4-M-2.1 Use activity log to set realistic goals for lifetime wellness.
- 4-M-2.2 Set realistic goals for improving his/her health-related fitness.
- 4-M-2.3 Develop personal fitness goals independently.
- 4-M-2.4 Achieve and maintain appropriate individual levels of the health-related components of fitness and uses assessment results as a guide to make changes in their individual fitness program.

Benchmark 4-M-3: Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

GLE

- 4-M-3.1 Meet four of six of the health-related fitness standards as defined by Fitnessgram or an equivalent assessment program.

Benchmark 4-M-4: Analyzes and applies basic principles of training to improve health-related fitness.

GLEs

- 4-M-4.1 Apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity; progression (increasing the level of intensity); and overload (increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise).
- 4-M-4.2 Apply basic principles of training to improving physical fitness.
- 4-M-4.3 Participate in and/or plan an individualized fitness program.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

Benchmark 5-M-1: Participates in cooperative activities in both leadership and follower roles.

GLEs

- 5-M-1.1 Positively contribute to team building activities.
- 5-M-1.2 Communicate effectively with group members or teammates.
- 5-M-1.3 Effectively direct others when appropriate.

Benchmark 5-M-2: Utilizes time effectively to complete assigned tasks.

GLEs

- 5-M-2.1 Sustain effort during the entire class period.
- 5-M-2.2 Manage time and complete tasks asked of her/him.
- 5-M-2.3 Participate in tasks from initiation to completion.

Benchmark 5-M-3: Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.

GLEs

- 5-M-3.1 Assume responsibility for her/his actions.
- 5-M-3.2 Let others complete tasks in class without interrupting.
- 5-M-3.3 Solve problems in physical activities by analyzing causes and providing potential solutions.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

At the middle school level, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

Benchmark 6-M-1: Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world.

GLE

6-M-1.1 Analyze and perform in at least one sport, dance, and physical activity popular in a non-North American country.

Benchmark 6-M-2: Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both.

GLEs

6-M-2.1 Demonstrate awareness and identify exclusionary practices across different genders, cultures, ethnicities, abilities, and skill levels.

6-M-2.2 Create an informative project that highlights the historical changes of the involvement of diverse genders, cultures, ethnicities, abilities, and skill levels in dance, sport, and/or physical activities.

Benchmark 6-M-3: Recognizes the role of sport, games and dance in getting to know and understand others of like and different backgrounds.

GLE

6-M-3.1 Through verbal and nonverbal behavior, demonstrate cooperation with peers of different gender, race, and ability in a physical activity setting.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

A primary reason middle school students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and serve as a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics and various sport activities become increasingly more important.

Benchmark 7-M-1: Participates in challenging activities and in activities that require the utilization of newly acquired skills.

GLE

7-M-1.1 Participate in, and log, activities that are personally challenging outside of physical education class.

Benchmark 7-M-2: Identifies the social and emotional benefits of participation in physical activities.

GLEs

7-M-2.1 Brainstorm and record how physical activity can provide enjoyment, opportunities for self-expression and communication.

7-M-2.2 Use peer interaction to positively enhance personal physical activity and safety such as encouraging friends and joining teams.

Benchmark 7-M-3: Demonstrates enjoyment from participation in physical activities.

GLEs

7-M-3.1 Recognize and describe the affective, aesthetic and creative aspects of performance.

7-M-3.2 Demonstrate enjoyment while participating in a self selected activity.



GRADES 9-12 PE I

Grade-Level Expectations



Louisiana Department of
EDUCATION

Grades 9-12 PE I

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Students in grades 9 and above have reached a high level of competency in movement forms and are ready to attempt mastery in some chosen activities. Through observation, analysis and practice, they develop movement skills to the highest level possible for them at this developmental stage. They participate in a variety of individual, dual and team sports as well as in recreational games, dance and challenge activities.

Benchmark 1-H-1: Demonstrates proficiency in applying advanced skills, strategies and rules for specific activities.

PE1 GLEs

- 1-H-1.1 Develop competence in an invasion/wall, target, and/or field game.
- 1-H-1.2 Develop competence in a dance form (social, square, jazz, etc.), and dance form.
- 1-H-1.3 Develop competencies in a fitness-related activity (rock climbing, track and field, etc).

Benchmark 1-H-2: Develops outdoor and lifelong leisure pursuits.

PE1 GLEs

- 1-H-2.1 Demonstrate consistency in the execution of the basic skills of outdoor/adventure activities such as archery, canoeing/boating, hiking, camping, orienteering, fishing, tennis, golf, soccer and biking.
- 1-H-2.2 Demonstrate mastery in the execution of the basic skills of two leisure activities such as bowling, badminton, aerobics, handball, racquetball, Pilates, yoga and martial arts.

Standard 2: Applies movement and principles to the learning and development of motor skills.

Benchmark 2-H-1: Synthesizes previously learned skills and incorporates them into dynamic physical activity settings.

PE1 GLEs

- 2-H-1.1 Complete peer review of motor skills used for a specific task for individual/team sports/ activities such as striking, dribbling, catching, kicking and tossing.
- 2-H-1.2 Describe appropriate practice procedures to improve skill and strategy in a sport.
- 2-H-1.3 Design and present a new game or activity using previously learned skills (group work).

Benchmark 2-H-2: Applies biomechanical concepts and principles to analyze and improve performance of self and others.

PE1 GLEs

2-H-2.1 Identify the anatomical functions of the body as they relate to physical activity such as muscle strength, joint motion, flexibility and endurance.

2-H-2.2 Identify biomechanical movements as they relate to physical activity: hand/eye coordination, eye/foot coordination, hopping, squatting, vertical jumping, bounding, etc.

Standard 3: Exhibits a physically active lifestyle.

Benchmark 3-H-1: Utilizes available community resources to promote an active lifestyle.

PE1 GLEs

3-H-1.1 Compile a list of available community resources to promote an active lifestyle: bowling, badminton, aerobics, handball, racquetball, Pilates, yoga and martial arts, archery, canoeing/boating, hiking, camping, orienteering, fishing, tennis, golf, soccer and biking.

3-H-1.2 Journal activities related to community participation.

Benchmark 3-H-2: Participates in lifetime recreational activities specific to fitness components.

PE1 GLEs

3-H-2.1 Identify recreational activities that they enjoy.

3-H-2.2 Plan and organize an age-appropriate outdoor activity that promotes the maintenance of wellness.

Benchmark 3-H-3: Participates regularly in physical activities that contribute to improved physical fitness and wellness.

PE1 GLEs

3-H-3.1 Participate in a variety of activities, such as aerobic exercise, that develop cardiovascular endurance, flexibility, muscular endurance, and muscular strength.

3-H-3.2 Chart participation in a recreational program in the evening and/or weekends.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmark 4-H-1: Participates in a variety of health-enhancing physical activities in both school and non-school settings.

PE1 GLEs

4-H-1.1 Demonstrate high level of participation or engagement in Physical Education class.

4-H-1.2 Establish and record a daily physical fitness routine.

Benchmark 4-H-2: Identifies and evaluates personal physiological response to exercise.

PE1 GLEs

4-H-2.1 Participate in a health-related fitness assessment (Fitnessgram or comparable assessment tool) and interpret results and develop realistic short-term and long-term personal

fitness goals using these results and develop realistic short-term and long-term personal fitness goals using these results.

4-H-2.2 Monitor body responses before, during, and after exercise by checking pulse rate, recovery rate and target heart rate.

4-H-2.3 Assess and log progress toward fitness goals twice per semester.

4-H-2.4 Adjust and log activity levels to meet personal fitness needs.

Benchmark 4-H-3: Designs health-related fitness programs based on accurately assessed fitness profiles.

PE1 GLEs

4-H-3.1 Plan and organize a personal fitness program that will enable one to achieve the specified goals previously set.

4-H-3.2 Maintain evidence of fitness assessment and use the results to guide changes in personal fitness plan.

4-H-3.3 Meet and log progress toward achievement of personal fitness goals after a period of training.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Benchmark 5-H-1: Demonstrates safe and appropriate use and care of equipment and facilities.

PE1 GLEs

5-H-1.1 Identify safety considerations of selected physical activities.

5-H-1.2 Follow safety practices that prevent injuries and/or unsafe conditions when using activity equipment.

5-H-1.3 Adhere to established rules to avoid injury.

Benchmark 5-H-2: Identifies the inherent risks associated with physical activity in extreme environments.

PE1 GLE

5-H-2.1 Research and report on safety techniques to use during potentially dangerous weather conditions while physically active.

Benchmark 5-H-3: Initiates and models independent and interdependent personal behaviors in physical activity settings.

PE1 GLEs

5-H-3.1 Demonstrate conflict resolutions by walking away from verbal confrontation and listen to all sides before taking action in situations.

5-H-3.2 Respond to confrontational situations with mature personal control.

5-H-3.3 Willingly choose activities for enjoyment as opposed to those chosen by peers.

5-H-3.4 Demonstrate good sportsmanship by acknowledging good play from an opponent during competition.

- 5-H-3.5 Follow safety etiquette in all activities.
- 5-H-3.6 Avoid causing injury to an opponent in all activities.

Standard 6: Demonstrates understanding and respect for differences in physical activity settings.

Benchmark 6-H-1: Explores how age, gender, ethnicity, culture and economic status affect physical activity selection and participation.

PE1 GLEs

- 6-H-1.1 List historical roles of sports and games as they relate to different cultures.
- 6-H-1.2 Research and compile report of games and sports for different countries.
- 6-H-1.3 Identify several popular games from various cultures.
- 6-H-1.4 Participate in games that originated outside the United States.

Benchmark 6-H-2: Develops and integrates strategies for inclusion of all in physical activities.

PE1 GLEs

- 6-H-2.1 Adapt games to the diverse population found in current school setting.
- 6-H-2.2 Invite less skilled students to participate in physical activity.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmark 7-H-1: Participates for enjoyment in a variety of physical activities in competitive and recreational settings.

PE1 GLEs

- 7-H-1.1 Identify and describe life-time physical activities such as tennis, dancing, golf, yoga, badminton, fitness training, rowing, swimming, walking, soccer, bowling, rock climbing, etc.
- 7-H-1.2 Participate in various physical activities which include the cooperation of team work.
- 7-H-1.3 Demonstrate a positive and energetic attitude in all activities.

Benchmark 7-H-2: Identifies positive aspects of participation in several different physical and social activities with others.

PE1 GLEs

- 7-H-2.1 Describe the physical and social benefits of participating in a variety of physical activities.
- 7-H-2.2 Log participation in physical activities that encourage social interaction.
- 7-H-2.3 Provide opportunities (through journaling) for students to express their feelings toward issues such as the importance physical activity, body image, goals, etc. without fear of judgment.

Benchmark 7-H-3: Illustrates benefits of physical education on social and emotional well-being.

PE1 GLEs

7-H-3.1 Identify physical activities that can be used to relieve stress.

7-H-3.2 Describe how physical activity can provide a positive social environment for activities with others.

7-H-3.3 Log participation in physical activities targeted toward relaxation and/or stress relief.

7-H-3.4 Record positive effects experienced during various physical activities in physical education class.

7-H-3.5 Develop a portfolio using artifacts that show their enjoyment of, and benefit from, participating in physical activity.



GRADES 9-12 PE II

Grade-Level Expectations



Louisiana Department of
EDUCATION

Grades 9-12 PE II

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Students in grades 9 and above have reached a high level of competency in movement forms and are ready to attempt mastery in some chosen activities. Through observation, analysis and practice, they develop movement skills to the highest level possible for them at this developmental stage. They participate in a variety of individual, dual and team sports as well as in recreational games, dance and challenge activities.

Benchmark 1-H-1: Demonstrates proficiency in applying advanced skills, strategies and rules for specific activities.

PE2 GLEs

- 1-H-1.1 Demonstrate competence in an invasion/wall, target, and/or field game.
- 1-H-1.2 Demonstrate competence in a dance form (social, square, jazz, etc.), and dance form.
- 1-H-1.3 Demonstrate competencies in a fitness-related activity (rock climbing, track and field, etc).

Benchmark 1-H-2: Develops outdoor and lifelong leisure pursuits.

PE2 GLEs

- 1-H-2.1 Maintain a log/journal of outdoor activities describing frequency of physical activity.
- 1-H-2.2 Maintain a log/journal of leisure activities describing frequency of physical activity.

Standard 2: Applies movement and principles to the learning and development of motor skills.

Benchmark 2-H-1: Synthesizes previously learned skills and incorporates them into dynamic physical activity settings.

PE2 GLEs

- 2-H-1.1 Correctly identify the critical elements for successful performance of a sport skill.
- 2-H-1.2 Record a self appraisal of motor skills used for a specific task for individual/team sports/ activities such as striking, dribbling, catching, kicking and tossing
- 2-H-1.3 List safety issues of health and fitness activities.
- 2-H-1.4 Design and present an obstacle skills course, using skills from various forms of physical activity (group work).

Benchmark 2-H-2: Applies biomechanical concepts and principles to analyze and improve performance of self and others.

PE2 GLE

2-H-2.1 Apply knowledge of biomechanical movements as they relate to physical activity hand/eye coordination, eye/foot coordination, hopping, squatting, vertical jumping, bounding, etc.

Standard 3: Exhibits a physically active lifestyle.

Benchmark 3-H-1: Utilizes available community resources to promote an active lifestyle.

PE2 GLEs

- 3-H-1.1 Participate in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.
- 3-H-1.2 Record physical activity participation in a log or journal.
- 3-H-1.3 Record inventory of personal behavior that supports a healthy lifestyle.

Benchmark 3-H-2: Participates in lifetime recreational activities specific to fitness components.

PE2 GLEs

- 3-H-2.1 Record the benefits of participation in recreational activities.
- 3-H-2.2 Log/journal of personal lifetime/recreational health activities and include the benefits of participation (heart health, eating habits, nutrition).

Benchmark 3-H-3: Participates regularly in physical activities that contribute to improved physical fitness and wellness.

PE2 GLEs

- 3-H-3.1 Teach class members a physical activity that contributes to improved physical fitness.
- 3-H-3.2 Demonstrate a physical activity skill that contributes to improved physical fitness.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmark 4-H-1: Participates in a variety of health-enhancing physical activities in both school and non-school settings.

PE2 GLEs

- 4-H-1.1 Plan a personal fitness and conditioning program.
- 4-H-1.2 Implement and log a personal fitness and conditioning program.
- 4-H-1.3 Participate in class-selected physical activity designed to improve physical fitness.

Benchmark 4-H-2: Identifies and evaluates personal physiological response to exercise.

PE2 GLEs

- 4-H-2.1 Participate in a health-related fitness assessment (Fitnessgram or comparable assessment tool) and interpret results.
- 4-H-2.2 Monitor body responses before, during, and after exercise by checking pulse rate, recovery rate and target heart rate.

- 4-H-2.3 Develop realistic short-term and long-term personal fitness goals.
- 4-H-2.4 Assess and log progress toward fitness goals twice per semester.
- 4-H-2.5 Adjust and log activity levels to meet personal fitness needs.

Benchmark 4-H-3: Designs health-related fitness programs based on accurately assessed fitness profiles.

PE2 GLEs

- 4-H-3.1 Implement a personal fitness program that will enable one to achieve the specified goals previously set.
- 4-H-3.2 Demonstrate evidence of fitness assessment and use the results to guide changes in personal fitness plan.
- 4-H-3.3 Interpret progress toward achievement of personal fitness goals after a period of training.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Benchmark 5-H-1: Demonstrates safe and appropriate use and care of equipment and facilities.

PE2 GLEs

- 5-H-1.1 Follow safe practices that prevent injuries and/or unsafe conditions when using activity equipment.
- 5-H-1.2 Adhere to established rules to avoid neglect and/or liabilities.
- 5-H-1.3 Provide a class demonstration of a selected safety practice.

Benchmark 5-H-2: Identifies the inherent risks associated with physical activity in extreme environments.

PE2 GLEs

- 5-H-2.1 Recognize and describe how environmental changes may affect physical performance (weather conditions, locations and facilities).
- 5-H-2.2 Identify and record potentially dangerous repercussions from physical activities concerning hydration, apparel, ventilation and appropriate prevention strategies.

Benchmark 5-H-3: Initiates and models independent and interdependent personal behaviors in physical activity settings.

PE2 GLEs

- 5-H-3.1 Identify and apply rules and procedures that are designed for safe participation.
- 5-H-3.2 Explain how and why rules provide for safe practices in physical activity participation.
- 5-H-3.3 Respond to challenges, successes, and failures in physical activities in socially appropriate ways.
- 5-H-3.4 Accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice.
- 5-H-3.5 Anticipate and identify potentially dangerous consequences of participating in selected activities.

Standard 6: Demonstrates understanding and respect for differences in physical activity settings.

Benchmark 6-H-1: Explores how age, gender, ethnicity, culture and economic status affect physical activity selection and participation.

PE2 GLEs

- 6-H-1.1 Identify and record activities which target current student population (demographics).
- 6-H-1.2 Select and demonstrate a physical activity which encourages participation (group work).

Benchmark 6-H-2: Develops and integrates strategies for inclusion of all in physical activities.

PE2 GLEs

- 6-H-2.1 Develop a game to include all students, including persons of diverse backgrounds and abilities in physical activity.
- 6-H-2.2 Participate successfully in a cooperative learning group in a variety of physical activity settings.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmark 7-H-1: Participates for enjoyment in a variety of physical activities in competitive and recreational settings.

PE2 GLEs

- 7-H-1.1 Identify, participate in, log physical activities that are personally enjoyable.
- 7-H-1.2 Log participation in a variety of physical activities which include the cooperation of team work.
- 7-H-1.3 Pursue new activities that provide opportunities for individual activities and group activities.
- 7-H-1.4 Demonstrate a positive and energetic attitude in all activities.

Benchmark 7-H-2: Identifies positive aspects of participation in several different physical and social activities with others.

PE2 GLEs

- 7-H-2.1 Identify and log recreational and physical activities that provide personal feelings of success.
- 7-H-2.2 Participate in and log physical activities that encourage social interaction.
- 7-H-2.3 Express feelings toward issues such as the importance physical activity, body image, goals, etc. through journaling.
- 7-H-2.4 Describe self-satisfaction of participating in a game, sport, or physical activity.

Benchmark 7-H-3: Illustrates benefits of physical education on social and emotional well-being.

PE2 GLEs

7-H-3.1 Maintain a log of participation in physical activities that are enjoyable and relaxing.

7-H-3.2 Identify and record negative feelings that accompany physical activities.

7-H-3.3 Participate in and log physical activities targeted toward relaxation and/or stress relief.



ASSESSMENT

Grade-Level Expectations



Louisiana Department of
EDUCATION

ASSESSMENT

INTRODUCTION

Traditionally, assessment specialists have advocated the use of standardized tests for assessing physical fitness, sport skills, knowledge, and psychosocial characteristics. Such tests have a high degree of validity and reliability and are accompanied by tables of norm or criterion-referenced standards. From the field-based professional's point of view, however, such tests tend to be impractical and often fail to measure the instructional objectives of interest to teachers. Riding the current wave of educational reform with its emphasis on outcomes-based education, integrated learning, and critical thinking skills, a number of alternative assessment strategies have captured the attention of teachers and administrators. They are eager to develop accountability systems to serve both the needs of students in a changing world and the demands of parents for responsibility in the classroom.

Alternative assessment can take many forms such as portfolios, discussions and debates, event tasks, case studies, student logs, and role-playing. Such assessments are characterized by the following:

- Tasks that directly examine the behavior the teacher wishes to measure.
- Focus on product and quality of performance.
- Criterion-referenced scoring.
- Assessment of higher levels of learning.
- Student participation in development of the assessment and ownership of the final product.
- Assessment criteria that are given to students in advance (Bartz, Anderson-Robinson & Hillman, 1994).

Student performance is judged using scoring criteria called rubrics. **Rubrics** are used most often with alternative assessments such as portfolios, event tasks, and student performance, but can actually be used for other types of assessment as well. The teacher writes them before instruction begins and shares with students as the unit or project is explained. Because students have the criteria very early, they have a standard by which they can judge their own performance, thus providing feedback during instruction.

When writing a rubric (see the following sample), all important criteria should be addressed. If teachers are evaluating a project with several components, they may choose to write a single scoring rubric that addresses all the components (**holistic**) or several rubrics to address each topic or goal (**analytic**). Although the former is easier to score, the reliability is generally better with the latter. Either format is acceptable.

Start by writing down the components for the top level. There are different philosophies concerning the top level. One method is to write the ideal or optimal criteria so that very

few, maybe only 1-2%, of your students will ever reach this. The reasoning behind this is that students will not have a ceiling effect and can always be striving to improve. Alternatively, write the top criteria at a level that better or “A” students would be able to achieve.

Most alternative assessments use rubrics with four to six levels. Each level is somewhat easier to achieve than the previous level, as the standards are lower. The teacher must decide what is the least acceptable level of performance. The levels of the rubric should be graduated between the upper and lower level.

Scoring Rubrics

Example of a scoring rubric:

Score 4 points if the student:

- Follows all directions and finishes all parts of the question.
- Clearly answers the question so that others can understand.
- Demonstrates an understanding of the information that is asked about and is not merely giving related facts. In other words, the information is applied in some manner.
- Answers the question concisely, giving the best way to solve the problem presented.
- Applies the knowledge by showing connections between ideas and the real world, by comparing different ideas and showing how the ideas work together.

Score 3 points if the student:

- Follows the directions and finishes most of the parts of the question.
- Clearly answers the question so that others can understand.
- Demonstrates an understanding of the “big picture” related to the question, but there may be a few little mistakes or wrong ideas.

Score 2 points if the student:

- Follows some of the directions and finishes some parts of the question.
- Answers the question clearly so that others can understand, but the answer is not complete.
- Demonstrates only a partial understanding of the knowledge and concepts necessary to complete the question.

Score 1 point if the student:

- Understands only a small part of the information asked for in the question.
- Answers only a small part of the question.

Score 0 points if the student:

- Answers the question completely wrong or response has nothing to do with the question.
- Gives no answer at all: blank.

The level at which the rubric is written will depend upon several things: the length of time spent on the unit, age and ability level of student, and amount of equipment available. Also, some of these assessments can be used for multiple purposes, depending on the teacher's goals. A teacher should start with a list of goals and concepts that students should know and then give fewer points for answers that are not complete or do not meet teacher expectations.

Alternative assessment is labeled “authentic” when the tasks are conducted in real-life contexts (Meyer, 1992). For example, to assess student learning in a physical fitness unit, traditional assessment involving written tests of knowledge and understanding or projects such as essays can be delivered. In contrast, an alternative assessment might consist of a group project to: (a) assess the fitness needs of teachers and staff at the school; (b) design a custom physical fitness program for these individuals; (c) provide instruction on how to safely and effectively participate in fitness activities; and (d) monitor the individuals as they progress through the program. The teacher assumes the role of facilitator to help students formulate appropriate questions and as a guide to finding appropriate answers. At each stage of the process, students present written and/or oral synopses and reflections of their challenges and successes, culminating in a portfolio that reflects both the products and process of student learning. Moreover, unlike more traditional types of assessment, feedback is given to students during the process so that learning takes place during the assessment. This type of assessment can be described as “alternative” to more traditional forms of assessment and as “authentic” because it assesses performance in real-life rather than a contrived context.

The *Louisiana State Physical Education Standards and Assessment*, following the *NASPE Content Standards and Assessment Guide for School Physical Education* (1995), focuses on alternative assessment options because these types of assessment devices are not as common or as well articulated in physical education settings. A balanced assessment strategy should employ assessment devices that best assess the instructional objectives of the physical education program.

Alternative assessments provide an exciting assessment option for physical educators. Worthen (1993) provides 10 conditions important to a school's readiness to implement alternative assessment strategies:

- Desire for better assessment information.
- Indications that current assessment is creating negative side effects.
- Staff openness to innovations.
- Conceptual clarity about alternative assessment and its advantages and disadvantages.
- Assessment literacy.
- Clarity about desired student outcomes.
- Content or curricula ill-suited to traditional tests.
- School examples of alternative assessment.
- Willingness to critique assessment methods.
- Patron's and policy maker's openness to new forms of assessments.

ASSESSMENT OPTIONS

The following assessment options have been developed and printed in the National Association for Sport and Physical Education (NASPE) *Moving into the Future – National Standards for Physical Education: A Guide to Content and Assessment* (1995). Some of the assessment options described in this document may not be familiar. To assist those interested in using various assessment options, the following descriptions, examples, and hints for effective use are presented.

STUDENT PROJECT

Definition/Description:

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, and the development and application of skill and knowledge to real-life situations to solve problems or create “new” interventions to reach personal goals. These may include:

- Multiple objectives or outcomes.
- Combined multiple assessment options (e.g., logs, journals, and reports).
- Student autonomy in choosing procedures and reaching conclusions.
- Solo or multiple students.
- Multiple resources.
- Changes in status, behaviors or conditions.
- Authenticity.
- Performance products.
- Flexibility of time (complexity of task determines time).
- Integration of multiple content areas, concepts and applications.

Projects are assigned at the beginning of student learning sequences (e.g., units, courses) and are integrated with instruction. Criteria for assessment projects are presented at the initiation of the assignment.

Suggested Application Clusters/Standards:

E 4,6,7

M 1,2,3,4,5,6,7

H 2,4,5,7

Student analyzes interests, desires, capabilities and commitment for engaging in a physical activity of his or her choice. Using personal data about health and motor fitness

status, the student creates a plan for developing skills and fitness necessary for participation in a series of episodes in the chosen activity. Also included is a plan for skill improvement, practice, fitness conditioning, securing equipment, time, facilities, instruction, finances and other people with whom to participate. The teacher may be used as a resource for planning and locating appropriate opportunities for participation. The project may be used to assess achievement of several other outcomes. The student will provide the following evidence of completion: a videotape of one episode in the series; a log of participation throughout the series; and a written summary of the experience reflecting feelings about success, benefits, enjoyment, and potential for lifelong participation.

Criteria for Assessment:

1. Uses resources to solve problems that enhance or limit participation.
2. Analyzes personal fitness statue to plan skill and fitness development.
3. Applies basic skills and movement concepts to perform proficiently and creatively.
4. Applies principles of training to improve skill and fitness.
5. Reflects on the benefits, enjoyment, and challenges that result from participation in physical activity.

Scoring:

- *Exemplary:* successfully completes the series of episodes, demonstrating synthesis of skill, knowledge and attitudes to plan and perform proficiently and creatively, and assumes all the responsibilities of reporting the results.
- *Acceptable:* completes the series of episodes, demonstrating application of skills, concepts and attitudes to perform basic skills with competence required for the pleasurable performance and assumes all the responsibilities of reporting the results.
- *Needs improvement:* planning, participation, and reporting reflect insufficient skills and knowledge.
- *Unacceptable:* planning, participation, and reporting are incomplete.

Report Form:

- Checklist of multiple forms
- Written participation plan
- Records of fitness assessment (that is, health and motor)
- Log of participation
- Videotape of performance
- Summary report

Hints for Development and Use:

- Experience with a variety of teaching styles will increase the successful direction and completion of student projects.
- Small projects that give students increasing amounts of responsibility for their own learning should be given in the early grades to prepare them for the complexity of this assessment.
- Criteria for assessment and scoring procedures are explained to the student at the beginning of the project.
- Multiple scorers that include community experts; cross-disciplinary and multiple grade levels might be used.
- Pilot field testing of this option should be completed before results of this assessment are used for purposes of promotion or graduation.
- Student projects permit a high degree of individuality.
- Scoring rubrics will be necessary for each component of the project.
- Before assigning project, evidence should be available which indicates mastery of basic concepts and skills necessary for successful completion.
- Element of choice provided by projects enables acceptance of learning of essential skills, concepts, and practices in a way that is important to the student.

STUDENT LOG

Definition/Description:

Students record performance of specific behaviors over a period of time that identifies products, time intervals, decisions/choices, and reflections. Recorded items should indicate critical factors relative to expected results. Information may show performance changes, sequence of behaviors, choices, feelings, documentation of conditions, progress, process, and/or regularity of participation. Logs may be kept by individual students, small groups, or whole classes. Information can be used in combination with other assessment options to justify program changes and to make predictions.

Suggested Application Clusters/Standards:

P 4
E 1,2,3,4
M 2,3,4,5,6,7

Students are asked to share their involvement in physical activities during nonschool times. Entries are made on a collective class wall chart to indicate what, when, and where activities are performed and the number of students who participated. Anecdotal records are made by the teacher for individual students indicating what influences the

student's participation including the level of success/enjoyment expressed, student likes or dislikes, and involvement with family and friends.

WALL CHART:

DATE	ACTIVITY	# of PARTICIPANTS	WHERE	TIME	COMMENTS
4/1	rope jump	6	yard	30 min	double dutch I don't like when the rope is too fast

Criteria for Assessment:

1. Activities selected have potential for vigorous physical activity.
2. Students use available opportunities to be involved in physical activity at least three times a week.

Scoring:

- *Exemplary:* participates more than three times a week
- *Acceptable:* participates at least three times a week
- *Needs improvement:* participates less than three times a week
- *Unacceptable:* no participation in vigorous activity

Report Form:

- Oral report to teacher

Hints for Development and Use:

- Critical factors about information to be collected determine the data to be recorded on the log. Reporting forms must be simple for quick recording.
- Data collected provides information that may be used for other assessment options or instructional strategies (learning curve).
- Keeping a log as a motivational tool.
- A log provides a tangible record of progress for both the student and the teacher.
- Individual logs promote student responsibility for personal learning.

STUDENT JOURNAL

Definition/Description:

Student record of participation, results, responses to, feelings, perception, or reflections about actual happenings or results. Entries, made at regular intervals over time, may serve as indicators of success, failure, benefits, or other intangible products of participation. Entries are not viewed as right or wrong since they are reflections about personal performance including social and psychological perspectives. Students may describe both positive and negative behavior. Journal entries are used to summarize, compare and contrast like and unlike experiences; provide opportunity for self-analysis of personal meaning and quality of participation; record behavior adjustments; compare results of other assessment options including conditions which contribute, enhance, or limit participation; and as a resource of suggestions for change. Journal entries can be reviewed to determine how a student processes both internal and external information about his or her performance.

Suggested Application Clusters/Standards:

P 3,5,6,7
E 4,5
H 7

During an adventure education experience (e.g., ropes course, climbing a wall, nature hikes, camping, canoeing), record in a journal the feelings and thoughts experienced throughout.

Criteria for Assessment:

1. Analyzes and expresses feelings about physical activity.
2. Identifies evidence of success, challenge, and enjoyment present in the activity.
3. Explains challenge that adventure activities provide.
4. Describes the positive effects friends and companions bring to this experience.

Scoring:

- *Exemplary:* expresses feelings of personal participation and feelings about sharing these experiences with friends.
- *Acceptable:* identifies feelings of personal participation
- *Needs improvement:* has difficulty expressing feelings about participation
- *Unacceptable:* does not make journal entries

Reporting Form:

- Composition notebook

Hints for Development and Use:

- Writings should be used in simple episodes at first.
- Writings should not be judged as right or wrong.
- Writings should be protected as private information to be shared only by the student or with student permission.
- Students might be given a choice to determine who may read the journal.
- Students may be asked to use the criteria for assessment to summarize the journal for scoring and reporting purposes.
- Summary reports might be used as an interdisciplinary assessment including communication arts and social studies.

PARENTAL SUPPORT

Definition/Description:

Record of student regularity, progress, process or product of participation that has been verified by the parent(s). The report may include verification by signature of a student's recorded report or by anecdotal comments of the parent or person who has observed the out-of-class performance.

Suggested Application Clusters/Standards:

P 4,5

M 3

An anecdotal record of observations is kept over a period of time about the physical activities of children while under the supervision of parents or guardians and during non-school time. The report should include play choices, purposeful practice, formal activities (e.g., sports clubs, dance lessons), or family activities. The report may be in the form of a log or a journal.

Criteria for Assessment:

1. Participates in a variety of physical activities.
2. Participates regularly in health-enhancing activities.

Scoring:

- *Exemplary:* participates in a variety of activities more than three times per week.
- *Acceptable:* participates in health-enhancing activities at least three times a week.
- *Needs improvement:* participates in health-enhancing physical activities less than three times a week.
- *Unacceptable:* does not participate in physical activities outside of the school program.

Reporting Form:

(NAME OF SCHOOL)

PHYSICAL EDUCATION – PARENTAL REPORT FORM

Student Name _____

Parent Name _____

Describe the involvement of the student named above in physical activities each day during the week of _____. Include formal/informal, family/individual activities, the length of time spent, and any comments that indicate the level of performance.

Hints for Development and Use:

- Directions for parents should be written on a trial basis and reviewed by a small group of parents before involving parents of all students.
- Results may indicate special individual needs, weaknesses, or interests.
- Results may identify parents with special interests who may be a useful resource.
- Results may indicate a need for instructional emphasis to enhance special community interests that are attractive to students.
- Parental involvement may help to stimulate more interest in planning physical activities in which the whole family can participate.

INTERVIEW

Definition/Description:

One-to-one discussion with a planned sequence of questions designed to obtain information (e.g., cognitive, affective, statistical). They are often regarded as teacher-to-student interviews for the purposes of obtaining information on student thoughts, feelings and, understandings. Student-to-student or student-to-persons in the community interviews, however, may be used for such purposes as analyzing activity patterns or computing frequency of exercise.

Suggested Application Clusters/Standards:

P 3,6,7

M 3,6

H 3

Interview two persons from each of the following age groups: 20 to 30 years, 40 to 50 years, and 65+ years. Plan your interview questions in order to determine the physical activity for each individual. Use the information obtained from the interview to evaluate physical activity patterns to determine if each person is taking advantage of the physiological, psychological, and social benefits of physical activity.

Hints for Development and Use:

- Questions for the interview should be planned and sequential.
- Interviews should be planned with a clear purpose in mind.
- Teacher-to-student interviews offer excellent opportunities for encouragement as well as feedback information.
- When asking questions of students, be patient in waiting for the student to articulate his or her response.
- Remember, the purpose of the interview is to obtain information, not to impose your opinions.
- Student-to-others interviews are typically used to obtain information. Teacher-to-student interviews provide insight into the student's personal feelings and perceptions of strengths as well as student comprehension.

PEER OBSERVATION

Definition/Description:

The observation of students by other students to assess competence in performance of skill and demonstration of selected critical elements of skill. It is most often used for the observation of critical elements that lead to a mature execution of a particular skill.

Informal peer observation is used throughout teaching to help students evaluate progress toward the goal (inclusion of all components for a gymnastics routine or creative dance, correct pathway of travel in response to task). Peer observation feedback includes verbal discussion, verbal response, thumbs up or thumbs down, and written feedback. Videotape is a helpful support technology for peer observation.

Suggested Application Clusters/Standards:

P 2,3,4
E 1,2,6
M 5
H 4,5

Students observe for critical elements in the preparatory phase of a designated skill. For example, student “A” throws a ball toward a target five times using the overhand throw. Student “B” (the observer) focuses on the critical element stated by the teacher as the focus of the exercise: opposite foot forward, side to the target. The peer observer signals thumbs up if the critical element is correctly executed.

Hints for Development and Use:

- Criteria for assessment must be clear to the observer (clearly stated and understood). Teachers could provide students with explicit diagrams or written descriptions of the correct tasks.
- Students will need practice in observing. Being able to focus on a component rather than watching the total action is a learned skill. Students should not be expected to observe more than one criterion at a time.
- Feedback system should be simple for the observer (e.g., plus or minus, thumbs up or thumbs down).
- Peer observation is a valuable tool if criteria for assessment are understood by both the observer and the performer.
- Reminder: the purpose of peer observation is to assist with student learning, not to degrade students on their performance.

SELF-ASSESSMENT

Definition/Description:

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

Suggested Application Clusters/Standards:

P 1,2,3,4

M 1,2,3,4,5,6,7

H 5

Students are involved in a ropes course activity unit in which they are asked to work together to accomplish group goals. At the completion of the day's activity, each student rates personal progress toward the following: assuming a leadership or follower role, assisting someone in the group and working cooperatively with the total group.

Hints for Development and Use:

- Trust your students; they likely will be very honest in their assessments of themselves.
- Self-assessments provide teachers with insight into students' perceptions and self-concepts as they write summary statements and comments regarding personal performance.
- Students may need guidance in assessing themselves based on past performance and personal goals as opposed to comparisons with standards or others.
- Self-assessment can be a valuable tool in helping students accept responsibility for personal activity and fitness, as well as in setting goals for the development of healthy lifestyle patterns.

WRITTEN TEST**Definition/Description:**

Written tests encompass multiple choice, true/false, matching, essay, short answer, and fill-in-the-blank test formats traditionally used to examine knowledge, comprehension, application, analysis, synthesis, and evaluation of the knowledge base in physical education. Broadly speaking, such tests could include other test formats such as oral examinations and examinations that use drawings or pictures to elicit student responses. Written tests are commonly used for short quizzes or for longer formal examinations.

Suggested Application Clusters/Standards:

P 2,4,5

E 2,3,4

M 1,4,5

H 1,4,5

Physical fitness is a recurring theme throughout public school physical education. The following questions are provided as examples of the various types of questions that might be included on written tests at various grade levels:

K – Primary Grades: Teacher develops a pictorial display of people engaged in various activities ranging from jogging to watching television. Students are examined orally by asking such questions as:

- Teacher points to two pictures, one with a physically active person (jogger) and one with an inactive person (someone reading) and asks the student to choose the picture that shows the person with the fastest beating heart.
- Teacher points to a weight lifter and a jogger and asks which activity is best for building strong muscles.

Middle School to High School: Multiple choice, true/false, matching, and essay questions can be employed when students are able to read at an appropriate level.

- Sue decided to develop her own personal exercise program. Knowing that you were enrolled in PE 101 Physical Fitness Training, she asked your advice in developing her program. Referring to the five steps that should be considered in developing personal exercise programs that we discussed in class, what advice would you give to Sue?
- Distinguish between health-related and athletic-related physical fitness. In addition, provide examples of the types of fitness tests used to measure each.
- Which of the equations listed below is commonly used to estimate maximum heart rate?
 - a. $220 - \text{weight}$
 - b. $220 - \text{age}$
 - c. $220 - \text{resting heart rate}$
 - d. $220 + \text{resting heart rate}$
- T/F The optimal training program for developing muscular strength is light weights over many repetitions.
- To improve the physical fitness component known as _____, you should practice stretching exercises.

Hints for Development and Use:

- Written tests should represent a comprehensive sample of the content and behaviors outlined in the instructional objectives. Before writing test questions, a table of specifications or test blue-print, outlining the content and behaviors to be elicited by the test, can be developed to ensure that the test measures appropriate content and behaviors.

- Construction of meaningful test questions that reflect appropriate content and elicit appropriate levels of cognition requires practice. Rules for developing test questions can be found in measurement texts such as those by Safrit and Wood (1995) and Baumgartner and Jackson (1995).
- Students should be made aware of the general content areas covered by a test and the types of questions (multiple choice or essay) that will be presented.
- Written tests should be developed for the reading and comprehension level of students. Oral presentation of test questions for students in the lower grades or for students with reading difficulties can facilitate students in the test-taking process.
- Detailed scoring keys are required for essay and short answer tests to increase fairness and objectivity in scoring.

GROUP PROJECT

Definition/Description:

An assessment project completed by several students working cooperatively. As opposed to an event task that can be completed in a single class period, the group project usually takes more than one class period to complete and may include time spent outside of class. Group projects may be performance-based (e.g., presentation of dance, creation of a new game) or involve class presentation of results, displays, or wall charts.

Suggested Application Clusters/Standards:

P 1,2,3,4,5,7

E 3,5,7

M 1,5,6

H 2,3,6

Students are placed in groups of five to six members and are asked to role-play the following scenario: The City Little League coach has asked your group to serve as assistant coaches this season. Specifically, the coach asks you to do a presentation of throwing varying distances. Each group is instructed to prepare a presentation to include: oral presentation of skills, demonstration of skills, and audiovisuals. Each group member must be part of the presentation. Presentations will be made to the class.

Hints for Development and Use:

- Keep the groups small (four may be the maximum number for some classes).
- Provide guidelines for items that must be included in the project. In particular, performance skills must be noted.
- Within a class, some groups will require assistance to move beyond discussion of detail; others will require assistance with attending to detail.

- Project or game must be complete in itself (e.g., final form).
- Scoring rubric should be shared with students in advance so they are aware of the assessment criteria.
- Keep the project as simple as possible.

PORTFOLIO

Definition/Description:

Portfolios are collections of a student's work assembled over time (Feuer and Fulton, 1993). They include various pieces of evidence documenting student achievement of a goal. Portfolios have been used by artists and models for many years to demonstrate their best work. The focus in student portfolios is on:

- Student thinking
- Growth over time
- Views of oneself as a learner
- Problem-solving

Suggested Application Clusters/Standards:

P 3,4,5,6,7
E 6,7
M 3,4,6,7
H 1,3,6,7

(Note: Not all of these would be included in one portfolio)

Goal: Learn to play soccer:

- Evidence of playing on a recreational team (e.g., certificate)
- Journal of student successes as skill improved
- Videotape of game play
- List of the drills practiced three times a week
- Letter from a soccer coach
- Brief review of key rules
- Critique of a soccer game watched discussing various offensive and defensive strategies observed
- Practice log (e.g., footwork skills) to show improvement in the number that can be done in 30 second time frames
- Chart on skills

Goal: Fitness Development:

- Research paper on training components
- Training log to document distances
- Student diary that describes how student felt after each training episode
- Chart that records resting heart rate over time
- Summary paper of the experience
- Log of strength and flexibility activities
- “Before and after” body fat assessments
- Outline of a training program created before the fitness unit began
- Participant’s number from a local road race competition
- Pictures
- Journal excerpts
- Graphs of improvement
- Original fitness plan and a corrected plan allowing adjustments for improvement

Examples of portfolio content in sport skill classes:

- Student-written self-evaluation of current skill level and individual goals
- Daily log of class activities and individual performance with suggestions for future work
- Ongoing self and peer analyses of skill performance and playing performance (e.g., checklist, rating scale, criteria-referenced tasks, videotape)
- Based on self-analysis, students select or design appropriate practice program and complete schedule
- Graphs that chart daily practice/play performance on major skills
- Documentation of practice, informal game play and/or organized competition outside of class time
- Set up, conduct, and participate in a tournament or meet, keep group and personal statistics
- Write a newspaper article reporting on the class tournament as if you were a sports reporter
- Complete and record a play-by-play commentary as if you were a radio or television sports announcer
- Design optional routines according to class rules and practice for competition
- Interview a successful competitor or coach about his or her development and write an article
- Read an autobiography about a successful competitor, then write a review
- Write a final analysis of your skill and playing or performing ability and assign your own grade and give rationale

- Write an essay entitled, “What I learned and accomplished in _____ . . . and what I learned about myself in the process”
- Generate a reference list of instructional materials
- Attend a clinic, workshop, or presentation and write a review

Hints for Development and Use:

- First step in creating a portfolio involves a teacher decision – determining the desired student outcome or goal. Once this is established and clearly stated, the student can begin gathering evidence that will demonstrate that the goal has been met.
- Portfolios are gathered over time. They may cover 6 to 8 weeks of instruction. Therefore, students need to have adequate time to assemble their information as well as adequate resources. The portfolio is often considered to be assessment in progress. The student has the option of working on components, changing them in ways that students feel make the evidence stronger so that they have achieved the desired goal.
- If a student included every bit of evidence, the portfolio could become massive. Grading these unlimited portfolios would be a monumental, if not impossible task. Unlimited portfolios are referred to as working portfolios. For the assessment portfolio, a teacher may limit the portfolio to a certain number of pieces (seven) and then have the student write a cover letter explaining why the various items were included. Although a teacher may suggest portfolio components or areas to be addressed, the ultimate decision of what is to be included should be left to the student.
- One of the key components of alternative assessment is that the student has ownership and full choice about what is to be included. For instance, let’s say a student was learning a psychomotor skill or sport. The teacher thought that a practice log, listing time spent working on the skill was necessary to demonstrate the practice and learning. Instead, the student turns in a video showing early game play and game play following practice. The latter piece would also demonstrate skill practice, even though a log of practice time had not been kept. Another example might be if a swimmer included a certificate from the Red Cross documenting completion of a life saving class.
- Teacher must be prepared to accept some unusual forms of documentation in the portfolio. This is not to say that the student always makes the best choice of selection of what to include. A good rubric should explain clearly the intent of the teacher goal, without limiting student creativity to meet the criteria.
- Portfolios are best used when learning involves a complex idea or skill. When many facets and components of learning are involved, it is easier for students to create a portfolio.
- Contents of a portfolio could include the following:

Report of a group project

Excerpts from a student’s daily journal

Photo, model, or sketch made by the student
Notes from an interview or conference
Teacher-completed checklists
Copies of awards or prizes
Video, audio and computer-generated examples of student work

ROLE PLAYING

Definition/Description:

Students are given a scenario and then asked to simulate the characters they portray, or act out the situation that has been set for them. These dialogues can be written or verbalized. Students have the opportunity to portray real world situations. Students are required to use reasoning and problem-solving to deal with the reality of the experience as it unfolds.

Suggested Application Clusters/Standards:

P 3,6,7
M 1,2,6

1. Following a wall climbing class, let a student assume the role of Sir Edmond Hillary and discuss how he or she felt as the summit of Mount Everest grew closer. Have a student “reporter” interview Sir Edmond.

Note: Rubrics have not been written for these role-play examples. The rubric would address the points the teacher felt were important and tried to address with students. The question could have been written differently, and the teacher could have looked at what a student had learned about wall climbing techniques. Another version of the same scenario could have Sir Edmond discussing his training program and conditioning before beginning the trip. Still another could have looked at safety issues. A teacher could have combined two or more of these scenarios into a much broader look at learning.

2. You are at a meeting of the Major League Baseball owners. The topic on the table is league mascots. Some owners want the Indians and Braves to change their symbols. Create the dialogue for the meeting.
3. You are at a local basketball game. Your best friend’s sister is on the opposing team. Whenever the team shoots free throws, another friend whistles and makes disruptive noises. Your friend also has been booing officials and is making derogatory remarks to the other team. What would you say to this friend? Create a dialogue for the conversation.

4. You are at a baseball game (Note: you could substitute tennis or racquetball) with a friend from France. This person knows a lot about soccer and basketball, but not much about baseball. How would you explain the rules so that your friend could enjoy the game?

Hints for Development and Use:

- Role playing lends itself easily to cognitive or affective domain assessment. The teacher must be careful to set the stage so students know what is expected.
- Performing role plays in front of peers may be embarrassing or very difficult for some students. Introduce this activity to students gradually, beginning in small groups without an audience and progressing gradually to performances for the class. Begin with issues that are familiar to or popular with students before progressing to more personal scenarios.
- The teacher should accept the responses of students in a nonjudgmental way. Students should reflect, paraphrase, and summarize responses that have been given verbally.

EVENT TASK

Definition/Description:

An event task is a performance task that can be completed within 50 minutes. The task is loosely structured and written broadly enough to allow for multiple solutions or many possible correct answers. It should be engaging so as to capture the interest of the students and replicate or simulate a real world experience.

Suggested Application Clusters/Standards:

E 4,5,6

M 5,6,7

H 7

Your group has been asked to organize a half-time show for the local basketball team using the various skills you have developed this year in physical education. Identify the skills you are going to present and create a routine to be performed. Make a list of equipment that you will need, if any. Choose your skills wisely so that everyone in the group is able to perform his or her part of the routine. You may include both individual and group stunts and skills. The performance will last 5 to 6 minutes.

Scoring Criteria:

Score the task a 4 if the students:

- Show variety in their choice of skills
- Choose skills from an appropriate level of difficulty for each member of the group
- Have sufficient skills to last the required time
- Demonstrate understanding of equipment needs (e.g., tumbling mats, items to juggle)
- Are continuously active throughout the routine

Score the task a 3 if the students:

- Show variety in their choice of skills
- Present skills of an appropriate level of difficulty, but not all members are proficient in everything
- Perform enough skills to last the required time
- Ensure equipment needs for the routine are complete and appropriate
- Are active throughout the routine, however, several stand without activity for brief periods

Score the task a 2 if the students:

- Show variety in their choice of skills
- Have errors in routines caused by some attempting too high a degree of difficulty
- Perform a routine lasting less than five minutes
- Utilize complete and appropriate equipment for the routine
- Present routine dominated by the most skilled performers

Score the task a 1 if the students:

- Use the same skills repeatedly
- Have frequent errors caused by doing things that are too difficult
- Perform routine less than four minutes
- Omit some necessary equipment
- Are active much of the time, but the whole group does little together
- Do not have a good flow to the routine

Score the task a 0 if the students:

- Do things individually instead of having designed a routine

Score the task blank if the students:

- Do not do a routine

Hints for Development and Use:

- Solicit responses representing all proficiency levels if possible.
- Require minimal to no interaction with the person administering the test.
- Perform routines where individual responses can be scored.
- Allow variable student grouping (e.g., two to four students).
- Be completed within 50 minutes.
- Have all materials necessary for successful completion readily available to students.

OBSERVATION – TEACHER/STUDENT

Definition/Description:

Teacher observation is the most utilized form of assessment in physical education. Teachers observe students on a regular basis as part of the instructional process. Teacher observation can also be used systematically to provide data on student performance, collect information on the instructional process or as a means of evaluation. All students or a sample of students representing different skill levels can be assessed. There are many tools teachers can use to record observational data including anecdotal records, checklists, rating scales, or scoring rubrics. All of these tools can be used whether in live observation or with video analysis by the teacher or by the students in peer assessment or self-assessment. The value of the information recorded in each of these cases is enhanced if teachers have a clear idea of what they are looking for in their observations and attend to issues related to the reliability and validity of the data they collect.

Suggested Application Clusters/Standards:

P 1,2,3,4,5,7
E 1,2,5,6,7
M 1,2,3,4,5,6,7
H 1,2,3,4,5,6,7

Anecdotal Record:

The teacher establishes broad categories of concern and then takes notes on everything that is observed in relation to those categories. Notes are usually kept in the form of a log or running description and are usually nonevaluative.

Example: The teacher is interested in observing how students integrate mainstreamed students into their group work. During a group assignment the teacher records the interaction of mainstreamed students in various groups.

Observational record: Xavia did not go the area of the gym with the rest of her group. One student from the group noticed that she was not part of the group and went over to get her. Thomas was included immediately in the group and assigned by the group to work with one of the more highly skilled students. Jose just wandered the gym until the teacher brought him to his assigned group.

Checklist:

Checklists are typically used to determine whether a student meets or does not meet particular criteria. The teacher checks off when a student meets the criteria.

Example: The teacher checks off when a student meets each of the criteria for an overhand throw.

Observational record:

- Steps with the opposite foot
- Sequential rotation
- Elbow out and back
- Forearm lag

Rating Scale:

Rating scales are used to determine the degree to which identified criteria have been met in an observation. The teacher designates the important components of behavior to be assessed and the levels of performance desired to be discriminated.

Example: The teacher has decided to systematically observe the degree to which students comply with class rules. Several students each class period are targeted for observation.

Observational record: For each class rule the teacher records one of the following levels of performance:

- 1 = no incidence of noncompliance is observed
- 2 = one incidence of noncompliance is observed
- 3 = more than one incidence of noncompliance is observed, but student is primarily compliant
- 4 = student is more often noncompliant than compliant

Scoring Rubric:

Scoring rubrics are, in one sense, rating scales that use multiple criteria simultaneously. The teacher establishes desired levels of performance and then defines the essential criteria for each of those levels of performance.

Example: The teacher wants to evaluate offensive game play in a three vs. three soccer game using a goalie.

Observational record:

Level 1:

- Passes ahead of receiver
- Moves into a logical empty space when receiving
- Maintains possession until defended

Level 2:

- Usually passes ahead of the receiver
- Moves into empty space to receive but not always logically positioned in relation to the defense
- Does not always wait for defense before getting rid of the ball

Level 3:

- Passes are more often not ahead of the receiver
- Does not move into an empty space to receive the ball
- Decision to pass is not made in relation to the defender

Video analysis:

All of the techniques for observation included above can be used either live or with the help of video analysis. Teachers and students can use video during or outside of class. Video analysis has the advantage of slow motion capability that is useful for many skills that are too fast to be accurately analyzed via live observation. Video analysis also has the advantage of being replayed to increase the reliability of the observation. Teachers who do not have the luxury of evaluating each student during class time can use video analysis to get very complete and accurate information of the performance of individuals. Video analysis is also extremely useful to assess the degree to which program objectives and goals have been accomplished. Often teachers who see their classes on videotape are able to see a great deal when the responsibility for instruction is removed.

Example 1: The teacher videotapes all of the final games of a sport unit and establishes a scoring rubric based on the degree to which students use the individual skills of the game, know and use the rules, and use the game strategies that have been taught.

Example 2: The teacher sets up a corner of the gym for videotaping of a skill that has been taught. Each student takes a turn videotaping his or her performance in this skill. The teacher goes through the tape to indicate the counter number associated with the location on the tape of each student's performance. The teacher puts the tape in the school media center and requires each student to use a rating scale to assess his or her own performance and to determine what aspects of performance need improvement.

Hints for Development and Use:

- Establish specific criteria for observation ahead of time so that you know what you are looking for and how you are going to observe.
- Choose a method of recording and plan an observation record that is easy to use.
- Do not try to look at too many criteria at one time.
- Much useful information can be obtained by sampling students rather than trying to observe every student, every period. If all students need to be observed, choose several daily as your focus. If you are using observation for instructional feedback or program assessment, choose students who are likely to be at different levels of performance as what you are observing.
- To ensure a high degree of reliability and validity for your assessment, practice using the chosen criteria until you can use them consistently in a variety of contexts.



GLOSSARY

Grade-Level Expectations



Louisiana Department of
EDUCATION

GLOSSARY

Aerobic – Energy produced by the utilization of oxygen.

Aerobic activities – Exercise that requires a continuous use of oxygen over an extended period of time (e.g., briskly walking, running, etc.)

Alignment – Clear and direct relationship among standards, curricula, instructional materials, instructional methods, and assessments.

Anaerobic exercise – Exercise in which the body’s demand for oxygen is greater than the supply.

Assessment – Interpretation of measurements for the purpose of making decisions about placement, program planning, learning, and performance objectives.

Balance – A skill-related component of fitness that relates to the maintenance of equilibrium while stationary or moving.

Benchmark – Specific statements of what all students should know and be able to do at a specified time in their schooling.

Body composition – A health-related component of fitness that relates to the relative amounts of muscle, fat, bone, and other vital body parts.

Cardiovascular endurance – Health-related fitness component that relates to the ability of the circulatory and respiratory system to supply oxygen during sustained physical activity.

Centers for Disease Control and Prevention (CDC) – Federal agency within the United States Public Health Service responsible for tracking disease incidence and taking action to control the incidence of such diseases.

Cognitive – Observing, studying, and reading about an activity, focusing on the proper technique.

Competence – Sufficient ability, skill, and knowledge to meet the demands of a particular task.

Components of health-related physical fitness – Muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition.

Content Standards – The overarching goals that describe what students should know and be able to do.

Criterion-referenced assessment – Describes how well a student performs compared with a predetermined and specified standard of performance.

CTAPE - Criterion referenced assessment tool available through the Louisiana Department of Education. This assessment measures basic motor competencies for children ages 6 and up. CTAPE will discriminate between children who have average motor skills and children who have significantly below average motor skills. CTAPE consists of six testing levels based on chronological age.

Curriculum – A body of material that defines the content to be taught and the methods to be used.

Daily physical education – Minimum daily instructional period of at least 30 minutes in elementary, middle and high school.

Developmentally appropriate – Takes into account those aspects of teaching and learning that change with the age and experience of the learner.

Endurance – The ability to continue performance of a movement activity.

Evaluation – Judgment requiring the quality, value, or worth of a response, product, or performance based on established criteria and usually based on multiple sources of information.

F.I.T.T principle – An acronym for the exercise variables necessary for gaining and maintaining physical fitness: frequency, intensity, time, and type of physical activities.

Flexibility – A component of health-related fitness that describes the range of motion at a joint.

Formative assessment – Assessment designed to give students feedback on their progress towards the development of knowledge, understanding, skills, and attitudes rather than assessment for marks or grades.

Fundamental movement skills – Basic movements that involve the combination of movement patterns of two or more body segments.

Grade-level expectations – A statement which indicates a specific skill that a student should know or be able to do by the end of a given grade level.

Gross motor skills – Activities that require large muscle groups (e.g., walking, running, standing on one leg, hopscotch.)

Health-enhancing physical activity – Regular physical activity that results in maintaining physical fitness and improvement in health and well being across the lifespan.

Health-related physical fitness – Level of physiological functioning in cardiovascular endurance, strength, muscular endurance, flexibility and body composition.

Lifetime activity – Skills and sports that can be used or played throughout life.

Locomotor skill/movements – Basic movements performed while moving the body from place to place (e.g., walk, run, hop, jump, skip, gallop, and slide.)

Manipulative activities – Activities such as jumping rope, keeping a foot bag in the air using repetitive foot contact, and juggling with scarves.

Manipulative skill – Movement done to or with objects with hands or involving the feet or other parts of the body.

Mastery – The capability to perform an activity repeatedly without error or hesitation at one's highest possible potential (proficient).

Mature form – The critical elements of a skill performed in a smooth and continuous motion.

Metabolism – The total of all chemical reactions that occur in the body during the production of energy for work.

Moderate physical activity – Exercising or performing an activity at a rate between resting and target heart rate.

Modified/lead-up game – Active games that involve the use of two or more sport skills, rules, or procedures used in playing the official sport.

Motor development – The study of change in movement behaviors and motor skills across the life span.

Motor learning – The study of change in a person's ability to perform a motor skill.

Motor skill – A skill that requires voluntary body and/or limb movement to achieve its goal.

Movement Concepts – Movements that reinforce concepts such as time, space, effort, and relationships.

Muscular endurance – The ability of a muscle or muscle group to perform repeated contractions without fatigue.

Muscular strength – The amount of force exerted or resistance overcome by a muscle for a single repetition.

Non-locomotor skill – Movement of the body around an axis or joint (e.g., bend, stretch, twist, and reach.)

Norm-referenced assessment – Assessment where a student's performance is compared with a normative sample of other students.

Observational Record – Observational data includes anecdotal records, checklists, rating scales, or scoring rubrics either live or videotaped by teachers or students

Performance Assessment – Form of assessment in which students are asked to produce or create something demonstrating knowledge.

Physical activity – Bodily movement that is produced by the contraction of skeletal muscle and that substantially increase energy expenditure (e.g., exercise, sport, dance, and other movement forms.)

Physical education – The sequential educational program that teaches students to:

- Understand and participate in regular physical activity that assists in developing and maintaining physical fitness throughout their lifetimes.
- Understand and improve their motor skills
- Enjoy using their skills and knowledge to establish a healthy lifestyle
- Understand how their bodies work

Physical fitness – A positive state of well-being with a low risk of premature health problems and with energy to participate in a variety of physical activities.

Proficiency – The mastery of a specific skill.

Rubric – Rating scale and list of criteria by which student knowledge, skills or performance can be assessed.

Standard – What students should know and be able to do.

Strength – The amount of force a muscle can exert.

Summative assessment – Assessment designed to be used to determine grades or marks.

Tactics – Individual movements of players or teams to accomplish an immediate goal or accommodate the specific situation.

Target Heart Rate – Maintaining an exercise heart rate between 60 and 80 percent of the maximum heart rate.

Wellness – The condition of good physical and mental health, especially when maintained by proper diet, exercise, and habits.

Vigorous physical activity – Exercising at target heart rate.



REFERENCES

Grade-Level Expectations



Louisiana Department of
EDUCATION

REFERENCES

The Louisiana Physical Education Content Standards are based on the following document:

Moving Into the Future: National Standards for Physical Education, a Guide to Content and Assessment. National Association for Sport and Physical Education.

PHYSICAL EDUCATION RESOURCES

Professional Organizations

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

Helene Afeman, Executive Director

112 Long Field House, LSU

Baton Rouge, LA 70803

225-578-2924

www.lahperd.org

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)

1900 Association Drive

Reston, VA 22091

800-213-7193

www.aahperd.org

American Cancer Society

1900 Association Drive

Atlanta, GA 30329-4251

800-227-2345

www.acs.org

American Heart Association (AHA)

3968 North Blvd., Suite 200

Baton Rouge, LA 70806

225-381-2735

www.amhrt.org

Centers for Disease Control and Prevention

1600 Clifton Road

Atlanta, GA 30333

800-232-4636

www.cdc.gov

National Association for Sport and Physical Education

1900 Association Drive
Reston, VA 22091
800-213-7193
www.aahperd.org

National Association of Governor's Councils on Physical Fitness and Sports
201 South Capitol Avenue, Suite 560
Indianapolis, IN 46225
317-237-5630

National Recreation and Park Association
2775 South Quincy Street, Suite 300
Arlington, VA 22206-2204
800-649-3042
www.nrpa.com

President's Council on Physical Fitness and Sports
701 Pennsylvania Avenue
NW Suite 250
Washington, DC 20004
202-690-9000
www.pcpfs.org

Institute for Aerobics Research
12330 Preston Road
Dallas, TX 75230
972-341-3200

Special Olympics, Louisiana
200 Southwest Railroad Ave.
Hammond, LA 70403
985-345-6644
www.laso.org

Southern District AAHPERD
www.sdaahperd.org

Suggested Physical Education References

Corbin, C. and R. Lindsey. *Fitness for Life*. Glenview: Scott Forman, 1900.

Glover, D. and D. Midura. *Team Building Through Physical Challenges*. Champaign: Human Kinetics, 1992.

Graham, G. *Teaching Children Physical Education: Becoming a Master Teacher*. Champaign: Human Kinetics, 1992.

- Graham, G., S.A. Holt-Hale and M. Parker. *Children Moving*. 5th ed. Mountain View: Mayfield P, 2001.
- Hellison, D. *Goals and Strategies for Teaching Physical Education*. Champaign: Human Kinetics, 1995.
- Johnson, Lynn V. *Choosing Appropriate Assessments*, Journal of Physical Education and Dance, Vol. 76 No. 8 (October 2005), 46-47, 56.
- Mosston, Muska, and S. Ashworth. *K-12 Teaching Physical Education*. New York: MacMillian College P, 1994.
- National Association of Sport and Physical Education:
Appropriate Practices for Elementary School Physical Education, 2000.
Appropriate Practices for High School Physical Education, 2004.
Appropriate Practices for Middle School Physical Education, 2001.
Concepts and Principles of Physical Education: What Every Student Needs to Know, 2nd Edition.
Moving Into the Future: National Standards for Physical Education, 2nd Edition.
Understanding the Difference: Is It Physical Education or Physical Activity.
- Pangrazi, R and P. Darst. *Dynamic Physical Education for Elementary School Students*. Boston: Allyn and Bacon P.
- Schiemer, S. *Assessment Strategies for Elementary Physical Education*. Champaign: Human Kinetics, 2000.
- Smith, Shelley Paul. 2005. *Beyond Games, Gadgets and Gimmicks: Differentiating Instruction across Domains in Physical Education*, Journal of Physical Education, Recreation and Dance, Vol. 76, No. 8 9 October 2005) 38-45.
- United States Department of Health and Human Services. 2007. *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity Fact Sheet: Overweight in Children and Adolescents*.
- Wegis, Heidi and Hans Van Der Mars. 2006. *Integrating Assessment and Instruction: Easing the Process with PDAs*. Journal of Physical Education, Recreation and Dance, Vol. 7, No. 1 (January 2006), 27-34, 52.

Articles/Reports

- Boss, S. "Gym Class Renaissance." *Northwest Education Magazine* Fall 2000. July 2, 2001 <http://www.nwrel.org/nwedu/fall_00/index.html>.

- Delisio, E. R. "New PE Trend Stresses Fitness and Fun." *Education World*_ May 2000.
June 26, 2001 <http://www.education-world.com/a_curr/curr346.shtml>.
- Mitchell, M., G.V. Barton and K. Stanne. "The Role of Homework in Helping Students meet Physical Education Goals." *Journal of Physical Education, Recreation, & Dance* 71.5 (2000): 30-34.
- Mohnsen, B. and L. Mauch, "So, what's next? Physical Education Assessment Using Handheld and Palm Computers." *Indiana AHPERD Journal*_Winter 2001: 25-27.
- Mohnsen, B., and S. Schiemer. "Handheld Technology: Practical Application of the Newton MessagePad." *Strategies* 10.5 (1997): 12-14.
- Welk, G. J., C.B. Corbin, and D. Dale. (2000). "Measurement Issues in the Assessment of Physical Activity in Children." *Research Quarterly for Exercise and Sport* 71.2 (2000): S59-73.
- Wood, T. "Issues and Future Directions in Assessing Physical Activity: An Introduction to the Conference Proceedings." *Research Quarterly for Exercise and Sport* 71.2 (2000): Sii-vii.

Periodicals

Journal of Physical Education, Recreation and Dance (JOPERD). AAHPERD.
Journal of Teaching in Physical Education. Champaign: Human Kinetics
Journal of Elementary Physical Education. Champaign: Human Kinetics
Journal of Secondary Physical Education. Champaign: Human Kinetics

Activities and Curricular Materials

Physical Best Educational Kit
AAHPERD
1900 Association Drive
Reston, VA 22091
1-800-213-7193 or 7190
www.aahperd.org

Success Oriented Physical Education Activities for Students
Turner, Prentice Hall
Paramus, NJ 10996
www.phdirect.com

Kid Fitness: A Complete Shape-Up Program

Bantam Books

666 Fifth Avenue

New York, NY 10103

K-12 Assessment Series by NASPE

- Elementary Heart Health: Lessons and Assessment
- Assessing and Improving Fitness in Elementary Physical Education
- Standards Based Assessment of Student Learning
- Creating Rubrics for Physical Education
- Assessment in Games Teaching

Available through www.aahperd.org

Academic Sportfolio

PO Box AS

Port Jefferson Station

New York, NY 11776

Fitnessgram

Institute for Aerobics Research

12330 Preston Road

Dallas, TX 75230

Available through <http://humankinetics.com/products/software/FAQ/fgram.cfm>

Useful Websites

American Fitness Alliance

<http://www.americanfitness.net/>

Awesome Library

www.awesomelibrary.org

Brain Research and the Importance of Movement

www.brainresearch.com

California Physical Education Resources

www.stan-co.k12.ca.us/calpe/

edHelper

www.edhelper.com

Education World

<http://www.education-world.com>

Fitness Link

www.fitnesslink.com/govcouncil

Fun-Attic

www.funattic.com

Health in Action

www.healthyschoolsms.org/healthinaction.html

Lesson Planning: The Web Puts "Fizz" Into Physical Fitness

http://www.education-world.com/a_lesson/lesson114.shtml

Fitness Lessons Online

National Clearinghouse for Alcohol and Drugs

www.health.org

P. E. Central

<http://www.pe.central.org/>

pe-talk-digest

<http://www.lyris.sportime.com/pe-talk-index.html>

Physical Education Links

www.pelinks4u.org

Physical Education Resources That You Can Use

<http://www.k12.in.us.opd/physed/phyresources.html>

Surgeon General's Report on Physical Activity and Health

<http://www.cdc.gov/nccdphp/sgr/sgr.htm>

The Fitness Jumpsite! Calorie Counter Calculator, Fitness Equipment
and a Fitness Library <http://primusweb.com/fitnesspartner>

The Navy Run, Jump and Throw Sports Guide

www.runjumpnthrow.org or USNAVYrjt@yahoo.com

1-800-213-7193

United States Olympic Committee (links to national governing bodies of sport)

www.usoc.org

Women's Sports Foundation (grants available)

www.womenssportsfoundation.org

Suggested Assessment Resources

A. K-12 Assessment Series- National Association for Sport and Physical Education

- Video Tools for Teaching Motor Skills Assessment
- Standards-based Assessment for Student Learning
- Assessing Student Outcomes in Sport Education
- Assessment in Games Teaching
- Creating Rubrics for Physical Education
- Assessing and Improving Fitness in Elementary Physical Education
- Assessing Motor Skills in Elementary Physical Education

B. Assessment Strategies for Elementary Physical Education – Suzanne Schiemmer

C. Teaching for Outcomes in Elementary Physical Education – Christine Hopple

D. Grades K-6 Assessment System – Karyn Shelhase

Suggested Cross-Curriculum Guides

A. Shake and Learn Language Arts – Martha Halter and Lisa Young

B. Shake and Learn Grammar and Usage – Martha Halter, Leslie Jolissant, and Lisa Young

C. Action Based Learning – Jean Blaydes



PHYSICAL EDUCATION LESSON PLAN FORMAT

Grade-Level Expectations



Louisiana Department of
EDUCATION

Physical Education Lesson Plan Format

School _____

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

Lesson Title/Activity _____

Benchmark	Content Standards
	1. Demonstrates competency in many movement forms and proficiency in a few movement forms
	2. Applies movement concepts and principles to the learning and development of motor skills
	3. Exhibits a physically active lifestyle
	4. Achieves and maintains a health-enhancing level of physical fitness
	5. Demonstrates responsible personal and social behavior in physical activity settings
	6. Demonstrates understanding and respect for differences among people in physical activity settings
	7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

OBJECTIVE:

Location	Equipment/ Materials	Teaching Aids	Procedures	Class Set-Up
Gymnasium	Football	PE Equipment	Roll Call	Stations
Tennis Courts	Assorted Balls	A/V Equipment	Record Dress Out	Obstacle Course
Auxiliary Gym	Softball Equip.	Measuring Tape	Participation	Grid Space
Hard Court	Scoters	Health/Drug Book	Exercise	General Space
Track	Bases or Cones	Handouts	Skill Building	Classroom
Classroom	Jump Ropes	Stopwatch	Discussion	Other
Soccer Field	Rhythmic	Charts/Posters	Explanation	
Weight Room	Tennis Equip.	Other	Guided Practice	
Football Field	Mats		Review	
Softball Field	Basketballs		Demonstration	
Other	Movement		Problem Solving	
	Reference Books		Lecture	
	Volleyball Equip.		Teach Skill	
	Jump Ropes		Question/Answer	
	Paper/Pencil		Other	
	Soccer Balls			
	Written Work			
	Other			

Procedures for Exercises/Lead up Games/Activities/Daily Lesson:

Continued on back- Specific Procedures (instructions) may be included on the back of this page when necessary.

Accommodations for Individual Differences

	Extended Time		Preferential Seating		Peer Tutoring		Paired Learning
	Independent Study		Learning Styles		Repeated Instruction		504 Modifications
	Positive Reinforcement		Redirect student interest		Decrease Distractions		Other

Integration of Skills with Core Area Subjects:

Assessment/Evaluation

	Dressing Out		Participation		Student Effort		Student Scores
	Written Test		Skill Test		Homework		Written Work

Closure: ☐ Praise ☐ Review Question/Answer ☐ Other ☐

Photos/Diagrams/Plays

Lesson Plans, Activities, Comments (continued):



ACKNOWLEDGEMENTS

Grade-Level Expectations



Louisiana Department of
EDUCATION

ACKNOWLEDGEMENTS

The team of educators who developed this document is to be commended for their dedicated work and generous contribution of time and talent. The collaborative efforts of these experienced and committed professionals made possible a content standards document that reflects contemporary thinking about physical education and that supports high-quality physical education for **all** students.

We are grateful to local school districts that generously released teachers, curriculum specialists, and supervisors to participate in this project.

I. Introduction

Kathy Hill, M. Ed.
Co-Coordinator
LAHPERD and LSU

Helene Afeman, M. S.
Co-Coordinator
LSU

II. The Teaching and Learning of Physical Education

Charles Duncan, Ph. D.
University of Louisiana Lafayette

Vickie Gentry, Ph. D.
NSU

Pat Pickett, M. Ed.
McNeese State

III. Assessment and Assessment Examples

Darlene Kluka, Ph. D.
Grambling State University

Phyllis A. Love, Ph. D.
Grambling State University

Hans Leis
McNeese and Louisiana College

IV. Content Standards by Grade-Level Clusters

Grades K-2: Primary Level

Nicholy Johnson, M. A.
Louisiana Department of Education

Claire Foret, Ph. D., CTRS
University of Louisiana Lafayette

Joanna Faerber, M. S. Ed.
University Lab School, LSU

Danielle Leon Foltz, M. P. H.
Office of Public Health

Grades 3-5: Elementary Level

Learohn Caldwell, Supervisor
Caddo Parish

Dee Fuchs
Healthy Lifestyle Choices

Carolyn Stephens, B. S.
Jefferson Parish

Mary Beth Ridgel, M. Ed.
Louisiana Department of
Education

Grades 6-8: Middle School Level

William Picard, M. Ed., Supervisor
St. Charles Parish

Vickie Braud, M. S.
University Lab School, LSU

Connie LaBorde, Ed. D.
Louisiana Tech University

Grades 9-12: High School Level

James Simmons, Supervisor
Lafayette Parish

Catherine Massengale, B. S.
Mt. Carmel Academy

Julie Carriere, M. Ed.
Central Lafourche High School

Helen Funk
Lutcher High School

V. Grade-Level Expectations Development Committee

Helene Afeman, Louisiana State University
Ann Allred, Bossier Parish
Valerie Altazin, East Baton Rouge Parish
Sharon Astugue, Jefferson Parish
Dr. Martin Ayim, Grambling State University
Manny Barocco, Jefferson Parish
Sydna Barocco, Jefferson Parish
Kathy Bayne, Lincoln Parish
Pam Carey, Families Helping Families at the Crossroads
Kaye Cochran, Caddo Parish
Dr. Charles Duncan, University Louisiana Lafayette
Joanna Faerber, Louisiana State University
Mamie Hammock, Ouachita Parish

Grade-Level Expectations Development Committee (cont.)

Kathy Hill, Louisiana State University
JiJi Jonas, East Baton Rouge Parish
Debbie Melvin, Louisiana State University
Julie Sanders, Rapides Parish
James Simmons, Lafayette Parish
Neva Shillington, Jefferson Parish

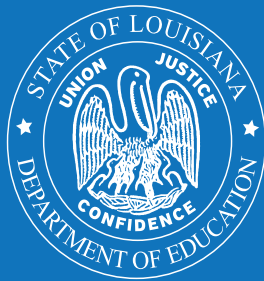
VI. National Consultants

Jacalyn Lea Lund, Ph.D.
Associate Professor, Graduate Coordinator for Teacher Education
Department of Kinesiology and Health
Georgia State University

Stephen Mitchell, Ph.D.
Professor of Sport Pedagogy
College of Education, Health, and Human Services
Kent State University

Terry Senne, Ph.D.
Associate Professor, Undergraduate Coordinator
Kinesiology Department
Texas Woman's University

The work for this project was coordinated by Ann Wilson, State Program Coordinator, Division of Student Standards and Assessments, Louisiana Department of Education, and Michael Comeaux, Health and Physical Education Coordinator, Division of Student Learning and Support, Safe and Healthy Schools Section, Louisiana Department of Education. Special acknowledgement goes to Jennifer Falls, former Section Supervisor, Secondary Standards, Louisiana Department of Education, who initiated the project. Sincere appreciation for acting as co-coordinators goes to Kathy Hill and Helene Afeman, representing Louisiana Association for Health, Physical Education, Recreation, and Dance and Louisiana State University.



Louisiana Department of **EDUCATION**

