



DIOCESE OF BATON ROUGE GRADES 3-5 PHYSICAL EDUCATION LEARNING STANDARDS

Introduction

The Diocese of Baton Rouge K-12 Physical Education Learning Standards were developed to provide physical education teachers, administrators and parents a guide to understanding and interpreting physical education for the future.

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

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

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

The Diocese of Baton Rouge Physical Education Learning Standards are aligned with the Louisiana State Physical Education Content Standards.

THE ESSENTIAL COMPONENTS OF PHYSICAL EDUCATION

Effective physical education shall include **moderate to vigorous physical activity**, essential skill knowledge and skill development, and opportunities to apply learned knowledge and skills in a variety of physical activities. Physical education should include cognitive, motor, and social/emotional learning.

One of the keys to achieving optimal learning in any content is an effective learning environment. Defining **Effective Physical Education** has been

addressed by the Center for Disease Control and Prevention (CDC), SHAPE America, and the National Association of Elementary School Principals. The common ground for their recommendations is identified below:

Opportunity to Learn

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

Meaningful Content

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

Appropriate Instruction

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

Student and Program Assessment

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

THE NEED FOR PHYSICAL EDUCATION

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

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

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

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

THE IMPORTANCE OF PHYSICAL EDUCATION

The goal of Catholic education is to educate the whole child. Therefore, physical education is an important component of Catholic education.

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

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

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

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

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

DIOCESE OF BATON ROUGE PHYSICAL EDUCATION STANDARDS TO PROMOTE PHYSICAL LITERACY

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

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

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

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

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

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

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

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

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

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

Grades 3-5 Cluster Level

Introduction

The focus for the 3-5 Cluster is an increase in the difficulty of movement challenges presented to students in the form of combining movement patterns (fielding a ground ball, dribbling while running) that are authentic to game situations. Skill practice becomes more specific as the complexity of small sided games increases. Emphasis shifts to students being able to give appropriate feedback, apply movement concepts, and work with partners or in groups with peers of higher or lower skill abilities. An emphasis on etiquette and safety of physical activity is included in all lessons. Health enhancing concepts continue to focus on the health related components of physical fitness and the benefits to overall physical health. Physical Education Standard recommendations specific to elementary school include appropriate teaching practices:

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

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

The following standards were developed and reshaped in order to meet the most up-to-date goals and outcomes established in elementary physical education. Teachers are expected to review the standards and outcomes related to achieving the standards when planning their school curriculum. Activities for class are chosen based on their ability to meet the standards. Below are suggestions of standards-based curriculum models that were designed to help students achieve the standards through evidence-based practice:

- Teaching Games for Understanding
- Skills-Theme Approach

- Social and Personal Responsibility Model

Through the use of appropriate practices and evidence-based curriculum models, teachers can develop a comprehensive physical education program that promotes enjoyment, confidence, and competence in a variety of fundamental movement concepts. Standards provide criteria for all students and other stakeholders that represent what students should know and be able to do. With careful planning and proper assessment, the following standards will show what students have achieved as they graduate high school.

Reading the standards:

There are 5 standards listed for Elementary Physical Education (K-5). In the standards below, the first number listed is the number of the corresponding standard. The second letter or number identifies the grade level. Directly following the hyphen, the number listed represents the component within the standard. The final number references the grade level expectation (GLE). When all GLEs are completed through practice and assessment, one can infer that a standard has been met.

Example: DBR.1.K-2.4 Kick a stationary ball

- **1** = the standard. (This could be 1-5, depending on the standard.)
- **K** = the grade level
- **2** = the component targeted within the standard
- **4** = the expectation within the component

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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