



## DIOCESE OF BATON ROUGE GRADES 6-8 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.

# Grades6-8 Cluster Level

## Introduction

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

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

Reading the standards:

There are 5 standards listed for Middle School (Grades 6-8). 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.1.6-1.3 - Perform simple dance sequences.

- **1** = the standard. (This could be 1-5, depending on the standard.)
- **6** = the grade level
- **1** = the component targeted within the standard
- **3** = 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 through the standards as performance indicators:

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



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

The intent of this standard is to promote development of self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career, and life. These behaviors include, but are not limited to, safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, positive social interaction and inclusion, and respect for teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to, characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

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

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

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

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

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

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

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