



DIOCESE OF BATON ROUGE GRADES K-2 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 K – 2 Cluster Level

Introduction

The focus for the K-2 Cluster is the learning and acquisition of locomotor, non-locomotor and manipulative skills. These are the foundational skills for all movement patterns that gradually become more complex as movement becomes more specific. This grade cluster is also charged with introducing health enhancing concepts (eating well, water consumption, sleep and physical activity) and their accompanying conceptual movement vocabulary (personal space/general space, forward/backward, twist/turn, hard/soft). These tasks can be accomplished by using a variety of balls (yarn, beach, playground, nerf) and other age-appropriate manipulative equipment. Students should be encouraged to accept responsibility for their levels of fitness through introductory goal setting, identifying physical activity opportunities at home or in their neighborhood, and by being open to trying new activities and challenges. Highly competitive activities should be discouraged so that students of all abilities will experience success and self-confidence. 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 the students.

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

- * Movement Education
- * Skills-Theme Approach

* Social and Personal Responsibility Model

Through the use of appropriate practices and evidence-based curriculum models, teachers can develop a comprehensive physical education program that promotes enjoyment, confidence, and competence in a variety of fundamental movement 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 through the standards as performance indicators:

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

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

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

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

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

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

Skill/Knowledge	K-2 GLEs	Performance Indicators	Examples
Manipulative	DBR.1.1 1st grade		
	DBR.1.1-2.1 Throw using variations in time/force	DBR.1.1-2.1 M	DBR.1.K-2.1 Target or time challenges
	DBR.1.1-2.2 Catch a self-tossed object with hands or an implement.	DBR.1.1-2.2 M	DBR.1.K-2.2 Scoops, Velcro pads, gloves
	DBR.1.1-2.3 Strike an object using different body parts	DBR.1.1-2.3 M	DBR.1.K-2.3 Ball, balloon
	DBR.1.1-2.4 Kick a ball for force using a backswing with the kicking leg and non-kicking leg stepping next to the ball with force	DBR.1.1-2.4 M	DBR.1.K-2.4 Playground ball, soccer ball; stationary ball with moving kicker
	DBR.1.1-2.5 Dribble an object with hands and feet in a closed environment through personal and general space	DBR.1.1-2.5 M	DBR.1.K-2.5 Playground/ Soccer on field or through objects
	DBR.1.1-2.6 Roll a ball to a specified target	DBR.1.1-2.6 M	DBR.1.K-2.6 Base, cone, bucket, bowling
	DBR.1.2 2nd grade		
	DBR.1.2-2.1 Throw overhand a variety of objects. Demonstrate a side orientation w/critical elements	DBR.1.2-2.1 A	DBR.1.2-2.1 Ball, Frisbee, ring, bean bag
	DBR.1.1.2-2.2 Catch objects coming from different directions and heights	DBR.1.2-2.2 A	DBR.1.1.2-2.2 Above head level, below waist level
	DBR.1.1.2-2.3 Strike a variety of objects with the hand or an implement with purpose to control force/direction	DBR.1.2-2.3 A	DBR.1.1.2-2.3 Body parts, light racket, plastic or foam bat
	DBR1.2-2.4 Kick a rolled or moving ball with the laces of shoes	DBR.1.2-2.4 A	DBR.1.1.2-2.4 Moving kicker and moving ball in small-sided game

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

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

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

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

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 fitness plans to maintain and enhance their fitness levels and should analyze the impact of food choices relative to personal health and fitness.

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

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

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

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

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

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

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

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

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

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

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