

Grades 6-8 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) requirements for Louisiana include daily physical education for students. In the standards below, the first number listed is the number of the corresponding standard. The second letter or number identifies which grade level the statement pertains to. Directly following the hyphen, the number listed states which component within that standard the statement refers. Lastly, the final number recognizes the grade level expectation (GLE). When all GLEs are completed through practice and assessment, one can infer a standard has been met. Here is how to interpret each coded outcome.

Example: 1.6-1.3 - Perform simple dance sequences.

- **1** = the first number listed provides what standard is being identified, in this case standard one. (This could be 1-5, depending on the standard)
- **6** = the number or letter listed provides the level targeted, in this case 6th grade
- **1** = the number or letter listed provides the component being targeted within the standard, in this case the second component related to the standard
- **3** = this number listed provides the expectation within that component, in this case the fourth expectation a student should be able to complete

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

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 establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
<p>Specialized Skills and Movement Patterns</p>	<p>1.6-1.1 Demonstrate simple movement patterns in dance, gymnastics or fitness</p> <p>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>1.6-1.3 Perform simple dance sequences</p> <p>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>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>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>	<p>6-8 A: dance and rhythms</p>	<p>Yoga; Zumba; line dance; fitness; track & field; folk & square dances (Virginia Reel); creative dance,, cultural dance; gymnastics; and Tinikling</p>

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
<p>Games and Sports: Invasion Games</p> <p><i>Passing</i></p>	<p>1.6-2.1 Demonstrates a mature passing pattern using hand, foot, or implement for accuracy during practice tasks</p> <p>1.7-2.1 Demonstrates a mature passing pattern using hand, foot, or implement for distance and accuracy in small-sided games</p> <p>1.8-2.1 Demonstrates sending an object to a target in controlled practice to achieve successful game-related outcomes</p>	<p>6-8 A: passing</p>	<p>Invasion games; striking and fielding games; football; soccer; lacrosse; floor hockey; and scoops and balls</p>
<p>Games and Sports: Invasion Games</p> <p><i>Receiving</i></p>	<p>1.6-3.1 Receives with a mature pattern using hand, foot, or implement in practice tasks</p> <p>1.7-3.1 Receives with a mature pattern using hand, foot, or implement in small-sided games</p> <p>1.8-3.1 Receives with a mature receiving pattern using an implement in small sided games</p>	<p>6 E: 7-8 A: receiving</p>	<p>Invasion games; striking and fielding games; football; soccer; lacrosse; floor hockey; and scoops and balls</p>
<p>Games and Sports: Invasion Games</p> <p><i>Offensive Skills</i></p>	<p>1.6-4.1 Demonstrates understanding of basic offensive tactics related to off-the ball movements while participating in game-like settings</p> <p>1.6-4.2 Identify and perform offensive strategies while playing a modified version of a game or sport in small group activities</p> <p>1.7-4.1 Create space and position self in space to create scoring opportunities</p>	<p>6 E: 7M: offensive skills</p>	<p>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</p>

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
Games and Sports: Invasion Games <i>Offensive Skills</i>	<p>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>1.7-4.3 Demonstrates offensive strategies used while playing a basic version of a team or individual sport</p> <p>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>1.8-4.2 Applies basic offensive strategies in a modified version of a team or individual sport</p>	8 A: 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
Games and Sports: Invasion Games <i>Dribbling/Ball Control with Hands</i>	<p>1.6-5.1 Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks</p> <p>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>1.8-5.1 Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play</p>	6-8 A: 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
Games and Sports: Invasion Games <i>Dribbling/Ball Control with Feet</i>	1.6-6.1 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks 1.7-6.1 Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks 1.8-6.1 Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play	6-8 A: dribbling with feet	Obstacle course; partners dribbling, passing and shooting; floor hockey; soccer; and dribbling while preventing an opponent from stealing the ball.
Games and Sports: Invasion Games <i>Shooting on Goal</i>	1.6-7.1 Shoots on goal with power in a dynamic environment as appropriate to the activity 1.7-7.1 Shoots on goal with power and accuracy in a variety of practice tasks 1.8-7.1 Shoots on goal with or without an implement with power and accuracy during small-sided game play	6-7 E: 8 M: shooting on goal	Soccer; floor hockey; and team handball
Games and Sports: Invasion Games <i>Defensive Skills</i>	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) 1.7-8.1 Slides in all directions while on defense without crossing feet 1.8-8.1 Maintains defensive ready position appropriate to the sport in a small-sided invasion game	6-7 E: 8 M: defensive skills	Slow the advancement of an opponent; ready position; and regain possession of the ball

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

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
Net/Wall Games <i>Forehand and Backhand</i>	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	8 M: forehand, backhand	Pickleball; tennis; badminton; and paddleball
Games and Sports: Net/Wall Games <i>Weight Transfer</i>	1.6-12.1 Transfers weight with correct timing for the striking pattern 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 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	6-7 E: 8 M: weight transfer	Volleyball serve; serving or striking in paddleball; serving or striking in pickleball; and serving or striking in tennis
Games and Sports: Net/Wall Games <i>Volley</i>	1.6-13.1 Volleys with mature form and control using a body part or a short-handled implement during practice task 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 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	6 E: 7-8 M: volley	Tennis; spikeball; paddleball; badminton; volleyball; and pickleball

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

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
<p>Games and Sports: Fielding/Striking Games</p> <p><i>Catching</i></p>	<p>1.6-17.1 Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks</p> <p>1.7-17.1 Catches, with a mature pattern, from different trajectories in a small-sided game play</p> <p>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</p>	<p>6-8 A: striking</p>	<p>Pass routes in football; fielding with a glove; baseball; softball; and kickball</p>
<p>Individual or Group</p> <p>Lifetime Activities</p>	<p>1.6-18.1 Demonstrates correct technique for basic skills in at least one self-selected individual or group lifetime activity.</p> <p>1.7-18.1 Demonstrates correct technique for a variety of skills in at least one self-selected individual or group lifetime activity</p> <p>1.8-18.1 Demonstrates correct technique for basic skills on at least two self- selected individual or group lifetime activities</p>	<p>6 E: 7 M: 8 A: individual and lifetime activities</p>	<p>Outdoor pursuits, aquatics; rock climbing; bocce ball; orienteering; golf; tennis; paddleball; horseshoes; and hiking</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 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.

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Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
<p>Games and Sports: Invasion Games</p> <p><i>Offensive Tactics</i></p>	<p>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</p> <p>2.7-1.1 Demonstrates creating open space by staying spread out on offense and cutting and passing quickly</p> <p>2.8-1.1 Demonstrates creating open space by using a give-and-go and using fakes off the ball</p>	<p>6 E:</p> <p>7 M:</p> <p>8 A:</p> <p>creating open space</p>	<p>3 vs 2 keep away in any invasion game; small-sided team handball, ultimate frisbee, rugby, basketball, soccer, hockey or lacrosse</p>
<p>Games and Sports: Invasion Games</p> <p><i>Defensive Tactics</i></p>	<p>2.6-2.1 Demonstrates reducing open space on defense by crashing the passer to reduce passing angles</p> <p>2.7-2.1 Demonstrates reducing open space on defense by staying within arms-length of the opponent between the opponent and the goal</p> <p>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</p>	<p>6 E:</p> <p>7 M:</p> <p>8 A:</p> <p>reducing open space on defense</p>	<p>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</p>

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

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
<p>Games and Sports: Fielding/Striking Games</p> <p><i>Offensive Tactics</i></p>	<p>2.6-5.1 Identifies open spaces. Demonstrates the ability to strike an object into an open space</p> <p>2.7-5.1 Demonstrates a variety of shots to open space</p> <p>2.8-5.1 Demonstrates a variety of shots to open space during small-sided game play.</p>	<p>6 E:</p> <p>7 M:</p> <p>8 A: striking to open space</p>	<p>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</p>
<p>Games and Sports: Fielding/Striking Games</p> <p><i>Defensive Tactics</i></p>	<p>2.6-6.1 Identifies a defensive play based on a game situation/scenario</p> <p>2.7-6.1 Demonstrates a defensive play when put in a game situation/scenario</p> <p>2.8-6.1 Demonstrates a defensive play during small-sided game play</p>	<p>6 E:</p> <p>7 M:</p> <p>8 M: defense in game play situation</p>	<p>kickball, baseball, or softball base running scenarios; small-sided baseball, softball, or cricket</p>

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
<p>Games and Sports: Target Games</p> <p><i>Shot Selection</i></p>	<p>2.6-7.1 Identifies an appropriate shot or club based on location of the target or the score of the game</p> <p>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>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>	<p>6-7 E: 8 M: shot selection</p>	<p>Archery; golf; disk golf; bocce ball; kan jam; horse shoes; cornhole; bowling</p>
<p>Individual Performance</p> <p><i>Movement Concepts</i></p>	<p>2.6-8.1 Demonstrates a varied application of force during individual performance activities</p> <p>2.7-8.1 Describes Newton’s first law of motion in one or more individual performance activities</p> <p>2.8-8.1 Evaluates the mechanical principles for a variety of movement patterns and skills to improve performance of self or others</p>	<p>6-7 E: 8 M: individual performance movement concepts</p>	<p>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</p>
<p>Individual or Group Lifetime Activities</p> <p><i>Decision Making</i></p>	<p>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>2.7-9.1 Analyzes the situation and makes adjustments to ensure safety of self and others</p> <p>2.8-9.1 Implements safe protocols in self-selected activities</p>	<p>6-7 E: 8 M: lifetime activities, movement concepts</p>	<p>Describes procedures for safe participation in heat; suggests alternate activities/modifies activities based on specific unsafe scenarios; develops and implements (practices) a safety plan</p>

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.

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Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
Benefits of Physical Activity	3.6-1.1 Describes how being physically active leads to positive physical health benefits 3.7-1.1 Analyzes the relationship between physical activity levels and mental health 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	6-7 M: 8 A: knowledge of physical activity benefits	Advocacy poster; newsletter; brochure
Evaluates Physical Activity	3.6-2.1 Collects and reflects on personal physical activity assessment data	6 E: physical activity assessment	PA/fitness/exercise log; PA plan

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
Evaluates Physical Activity	<p>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>3.8-2.1 Implements a plan to improve or maintain physical activity levels based on personal physical activity assessment data</p>	<p>7 M: physical activity assessment plan development</p> <p>8 A: physical activity plan implementation</p>	PA/fitness/exercise log; PA plan
Health and Skill Related Fitness	<p>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>3.7-3.1 Describes the health-related and skill-related fitness components</p> <p>3.8-3.1 Compares and contrasts the health-related and skill-related fitness components</p>	<p>6 E:</p> <p>7-8 M: 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
Principles of Training	<p>3.6-4.1 Identifies the principles of training (specificity, overload, and progression)</p> <p>3.7-4.1 Describes the principles of training</p> <p>3.8-4.1 Analyzes a fitness plan for the principles of training</p>	<p>6 E:</p> <p>7-8 M: 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
FITT Principle	<p>3.6-5.1 Identifies each of the components of the FITT Principle (frequency, intensity, time and type)</p> <p>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>3.8-5.1 Develops a personal workout plan using the FITT Principle for one of the health-related fitness components</p>	<p>6 E:</p> <p>7 M:</p> <p>8 A:</p> <p>FITT Principle knowledge</p>	<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</p>
Phases of Exercise	<p>3.6-6.1 Describes the role of a warm-up and cool-down regimens used for participation in physical activity</p> <p>3.7-6.1 Designs a warm up and cool down routine for a class or self-selected physical activity</p> <p>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>6 E:</p> <p>7 M:</p> <p>8 A:</p> <p>warm-up & cool-down knowledge</p>	<p>Advocacy poster; warm-up and cool-down class booklet; student lead warm-up or cool-down</p>
Heart Rate	<p>3.6-7.1 Describes the differences between active and resting heart rate</p> <p>3.7-7.1 Calculates/Finds pulse and uses the rating of perceived exertion (RPE) for activities of different intensities</p> <p>3.8-7.1 Analyzes the relationship between pulse and RPE for activities of different intensities</p>	<p>6 E:</p> <p>7 M:</p> <p>8 A:</p> <p>heart rate knowledge</p>	<p>Locates carotid and radial pulse; monitors pulse during various activities; develops a relationship table with pulse and RPE for various activities</p>

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

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
Assessment and Program Planning	<p>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>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>3.8-10.1 Designs and implements a personal workout plan based on results of at least two health-related fitness assessments</p>	<p>6-7 M: 8 A: fitness assessment, program planning</p>	<p>Goal setting; creates a personal workout plan; implements a personal workout plan</p>

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

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career and life. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. 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.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
<p>Personal Responsibility</p>	<p>4.6-1.1 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors</p> <p>4.6-2.1 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk</p> <p>4.7-1.1 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates</p> <p>4.7-2.1 Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class</p>	<p>6-7 A: personal responsibility</p>	<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
Personal Responsibility	<p>4.8-1.1 Accepts responsibility for individual improvement of levels of physical activity and fitness</p> <p>4.8-2.1 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school</p>	8 A: personal responsibility	Journaling PA during recess time/home play; pedometers; PA Apps
Providing and Receiving Feedback	<p>4.6-3.1 Demonstrates self-responsibility by modifying performance utilizing specific corrective feedback to improve execution</p> <p>4.7-3.1 Observe and analyze the performance of other students to provide corrective feedback using teacher-generated guidelines</p> <p>4.8-3.1 Demonstrates the ability to provide positive encouragement and corrective feedback to peers without prompting from the teacher</p>	6-8: accepting feedback	Peer observation; teacher observation of student's tone and communication skills; feedback checklist
Working with Others <i>Conflict Resolution</i>	<p>4.6-4.1 Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback</p> <p>4.7-4.1 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts</p> <p>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>	6-8 A: 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
Working with Others <i>Cooperation and Accepting Others</i>	4.6-5.1 Cooperates with others of different genders, cultures, ethnicities, abilities, and skill levels in physical activity settings 4.7-5.1 Participate in a sport, game, and/or dance as a means to interact with individuals of diverse backgrounds 4.8-5.1 Positively contributes to team building and/or problem solving activities	6-8 A: working with others, cooperation	Participates in cultural activities(games, dances); Dances with various genre; Parachute/Tarp Activities; Cooperative Games
Rules and Etiquette	4.6-6.1 Demonstrates basic rules and etiquette during individual and group physical activities (dance, individual, team & lifetime) 4.7-6.1 Demonstrates understanding of rules and etiquette by self-directing physical activities (dance, individual, team & lifetime) 4.8-6.1 Applies rules and etiquette by acting as an official for physical activities (dance, individual, team & lifetime)	6 M: 7-8 A: 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
Safety	4.6-7.1 Uses physical activity and fitness equipment appropriately and safely, and follows safety protocols with the teacher’s guidance 4.7-7.1 Independently uses physical activity and fitness equipment appropriately, and independently follows safety protocols 4.8-7.1 Identifies specific safety concerns associated with physical activity and fitness equipment	6-7 A: 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 reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Skill/Knowledge	6-8 GLEs	Performance Indicators	Examples
Challenge	5.6-1.1 Identifies a specific activity that is played because he or she finds it challenging 5.7-1.1 Develops solutions and strategies for overcoming challenges faced in physical activity settings 5.8-1.1 Apply strategies for overcoming individual or group challenges in a physical activity setting	6-8 M: physical activity for challenge	Ample practice opportunities; working as a team; strategizing game play
Self-Expression /Enjoyment	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 5.7-2.1 Explains the relationship between self-expression and lifelong enjoyment through physical activity 5.8-2.1 Selects to participate in an enjoyable activity that prompts individual self-expression	6-8 M: 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
Social Interaction	<p>5.6-3.1 Identifies a specific physical activity that a student participates in because of the opportunity for social interaction</p> <p>5.7-3.1 Analyze specific physical activities for their opportunity for social interaction</p> <p>5.8-3.1 Discuss the social benefits of participating in a self-selected physical activity</p>	6-8 M: 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