

# K-12 Louisiana Student Standards for Physical Education

---

## Domain 1: Motor Skills Development

### Kindergarten and Grade 1

1. Demonstrates a variety of locomotor skills while changing pathway, direction, levels, and/or effort.
2. Demonstrates non-locomotor skills in response to auditory and visual cues.
3. Jumps and lands in a closed environment.
4. Jumps rope in a closed environment.
5. Demonstrates static balance using a variety of body parts and/or equipment in a closed environment.
6. Transfers weight between different body parts by rocking and rolling in a closed environment.
7. Demonstrates rhythmic dance steps and sequences in a closed environment.
8. Throws an object in closed practice activities using variations of force.
9. Catches an object in closed practice activities.
10. Strikes an object with hands in closed practice activities.
11. Strikes an object with an implement in closed practice activities.
12. Kicks a ball in closed practice activities using variations of force.
13. Bounces a ball in closed practice activities using variations of force.
14. Rolls a ball underhand in closed practice activities.

### Grades 2 and 3

1. Demonstrates combinations of locomotor and non-locomotor skills in open and/or closed environments.
2. Jumps and lands in an open environment.
3. Attempts skills and tricks while jumping rope in a closed environment.
4. Balances on different body parts while demonstrating different levels, shapes, and/or patterns.
5. Transfers weight between different body parts while changing pathway, direction, levels, and/or effort in a closed environment.
6. Combines sequences of rolling, jumping/landing, and/or balance skills in a closed environment.
7. Demonstrates rhythmic dance steps and sequences using a variety of locomotor and non-locomotor skills.
8. Throws an object overhand using appropriate form and variations of force.
9. Throws an object underhand using appropriate form and variations of force.
10. Catches an object in closed and/or open practice activities.
11. Strikes an object with hands to control force and aim.
12. Strikes an object with an implement to control force and aim.
13. Kicks a ball in closed practice activities to control force and aim.
14. Dribbles with hands in practice activities.
15. Dribbles with feet in practice activities.
16. Rolls a ball underhand to control force and aim in practice activities.

## Grades 4 and 5

1. Demonstrates combinations of locomotor and non-locomotor skills in an open environment.
2. Demonstrates a variety of skills and tricks while jumping rope.
3. Demonstrates balance during dynamic practice tasks.
4. Transfers weight between different body parts while changing pathway, direction, levels, and/or effort in an open environment.
5. Combines sequences of rolling, jumping/landing, and/or balancing in an open environment.
6. Demonstrates rhythmic dance steps and sequences using a variety of locomotor, non-locomotor, and manipulative skills.
7. Throws an object overhand using appropriate form to control force and aim in open practice activities.
8. Catches with hand(s) and/or an implement in open practice activities.
9. Strikes an object with hand(s) above waist in practice activities.
10. Strikes an object with hand(s) below waist in practice activities.
11. Strikes an object with a long-handled implement using appropriate form and aiming toward a target.
12. Strikes an object with a short-handled implement using appropriate form and aiming toward a target.
13. Kicks a ball with appropriate form in closed and/or open practice activities.
14. Dribbles with hands using appropriate form in closed and/or open practice activities.
15. Dribbles with feet using appropriate form in closed and/or open practice activities.
16. Rolls a ball underhand using appropriate form and to control force and aim in open practice activities.
17. Sends and receives an object with appropriate form in closed and/or open practice activities.
18. Demonstrates the ability to travel while controlling an object to reach or strike a target.

## Grades 6-8

1. Creates and performs movement sequences in dance, gymnastics, or fitness that show control, coordination, and rhythm.
2. Throws with appropriate form for distance and/or accuracy in practice activities and small-sided games.
3. Catches with appropriate form with or without an implement in practice activities and small-sided games.
4. Sends and receives with appropriate form and in combination with locomotor skills in small-sided games.
5. Dribbles with appropriate form while changing speed and/or direction in practice activities and small-sided games.
6. Strikes with appropriate form in practice activities and small-sided games.
7. Strikes with appropriate form using a long-handled implement in practice activities and small-sided games.
8. Demonstrates appropriate form of forehand and backhand strokes with an implement in practice activities and modified small-sided games.
9. Volleys with appropriate form using a body part or a short-handled implement during practice activities and modified net/wall games.
10. Serves underhand and/or overhand with the hand using appropriate form in practice activities and small-sided games.

11. Serves underhand and/or overhand with an implement using appropriate form in practice activities and small-sided games.
12. Demonstrates defensive ready position in practice activities and small-sided games.
13. Models basic offensive strategies in practice activities and small-sided games.
14. Uses multiple tactics and skills to create open space in practice activities and small-sided games.
15. Shoots on goal with appropriate form in practice activities and small-sided games.
16. Demonstrates appropriate technique in self-selected individual or group lifetime activities.
17. Demonstrates appropriate form when participating in health-related fitness activities.
18. Demonstrates appropriate form when participating in skill-related fitness activities.

## Grades 9-12

1. Demonstrates competency in a variety of movement forms and manipulative skills in team and individual sports.
2. Demonstrates competency in a variety of activity-specific skills in lifetime sports and activities.
3. Demonstrates growth in movement skills in a variety of physical activities that help improve health-related fitness.
4. Demonstrates appropriate form and technique during cardiovascular fitness activities.
5. Demonstrates appropriate form and technique in muscular strength and endurance activities.
6. Demonstrates appropriate form and technique in flexibility and mobility exercises.
7. Demonstrates appropriate form and technique in skill-related fitness activities.

# Domain 2: Movement and Fitness Application

## Kindergarten and Grade 1

1. Describes non-locomotor and movement concepts related to the body, space, effort, flow, and relationships.
2. Recognizes movement concepts associated with locomotor and manipulative skills.
3. Uses awareness of personal and general space to accomplish movement tasks.
4. Uses the critical elements of fundamental motor skills to improve performance.
5. Applies different degrees of force, speed, and/or direction in response to auditory and/or visual cues.
6. Demonstrates an understanding of how players, movements, equipment, space, and/or rules affect each other in different physical activities.

## Grades 2 and 3

1. Demonstrates an understanding of critical elements of locomotor, non-locomotor, and manipulative skills.
2. Demonstrates an understanding of how the features of an object or movement concept change the way a skill needs to be performed.
3. Applies movement concepts of a task in open practice activities.
4. Modifies movement to meet the demands of a task.
5. Recognizes offensive and defensive situations.
6. Identifies the actions needed to score in a game.
7. Demonstrates an understanding of how appropriate practice improves performance.

## Grades 4 and 5

1. Identifies similar skills and/or concepts across related activities.
2. Demonstrates an understanding of the importance of weight transfer when propelling an object.
3. Modifies movement based on the task and/or environment in open practice activities.
4. Demonstrates offensive and defensive positioning in simple game settings.
5. Demonstrates problem-solving strategies in simple game settings.
6. Uses critical elements to analyze activity performance and provide feedback to self and others.
7. Identifies methods to improve skills using the principles of practice.

## Grades 6-8

1. Demonstrates creating open space by using a variety of offensive strategies.
2. Demonstrates reducing open space by using a variety of defensive strategies.
3. Demonstrates creating open space by manipulating an opponent's position through movement and by adjusting force.
4. Demonstrates defensive tactics and plays in practice activities and/or small-sided game play.
5. Demonstrates the ability to return to a ready position to reduce offensive options for opponents.
6. Demonstrates one or more offensive shots using appropriate placement, force, or timing.
7. Demonstrates a variety of shots to open space during practice activities.
8. Demonstrates an appropriate shot for the situation by varying the speed, force, or trajectory of the object.
9. Evaluates how movement principles affect different skills to help improve performance for self or others.

10. Analyzes the situation and makes adjustments to ensure the safety of self and others.
11. Follows appropriate safety procedures in self-selected activities.

## Grades 9-12

1. Demonstrates knowledge of principles and tactics while participating in at least one team and one individual sport.
2. Demonstrates knowledge of movement concepts and principles while participating in lifetime activities.
3. Demonstrates knowledge of movement concepts and principles while participating in at least one specialized activity.
4. Analyzes and evaluates movement concepts and principles to improve performance of self and others in skills and/or specialized activities.

DRAFT

# Domain 3: Health-Enhancing Physical Activity and Fitness

## Kindergarten and Grade 1

1. Differentiates between physical activity and inactivity.
2. Identifies opportunities to increase physical activity throughout the day.
3. Recognizes the difference between healthy and unhealthy food and beverage choices.
4. Recognizes physiological changes in the body during physical activities.
5. Recognizes activities that can be used to improve the health-related fitness components.
6. Demonstrates an understanding that the heart is a muscle that grows stronger with physical activity (cardiovascular endurance).
7. Identifies ways to strengthen muscles (muscular strength and muscular endurance).
8. Identifies ways to stretch muscles in the upper and lower body (flexibility).
9. Participates in age-appropriate fitness assessment.

## Grades 2 and 3

1. Tracks daily physical activity and measures progress toward current guidelines.
2. Demonstrates an understanding of physical activity guidelines and identifies opportunities to meet those guidelines.
3. Identifies foods that nourish the body and provide energy for physical activity.
4. Demonstrates methods for measuring and assessing heart rate during physical activity.
5. Demonstrates an understanding of activities that can improve the health-related fitness components.
6. Demonstrates activities that increase heart rate (cardiovascular endurance).
7. Demonstrates activities to improve muscular strength and endurance (muscular strength and muscular endurance).
8. Demonstrates activities to stretch muscles (flexibility).
9. Recognizes the importance of appropriate warm-up and cool-down activities.
10. Participates in appropriate fitness assessment(s) and uses results to track progress toward personal fitness goals.
11. Demonstrates an understanding of the FITT principle.

## Grades 4 and 5

1. Analyzes daily physical activity and measures progress toward current guidelines.
2. Analyzes current physical activity levels in relation to physical activity guidelines and identifies opportunities to meet those guidelines.
3. Demonstrates an understanding of how food and beverage choices impact physical activity performance and personal health.
4. Assesses heart rate during physical activity to determine and achieve the appropriate level of intensity (cardiovascular endurance).
5. Demonstrates an understanding of how specific activities improve each health-related fitness component.
6. Demonstrates activities to improve each health-related component.
7. Recognizes each component of skill-related fitness.
8. Demonstrates appropriate warm-up and cool-down for a variety of activities.

9. Participates in appropriate fitness assessment(s) and uses results to track progress toward personal fitness goals.
10. Use the FITT principle (Frequency, Intensity, Time, Type) to create a fitness plan.

## Grades 6-8

1. Demonstrates activities that promote physical health and explains the benefits of being active.
2. Demonstrates an understanding of major muscle groups and body systems and their interactions during physical activity.
3. Demonstrates an understanding of health-related and skill-related fitness components.
4. Demonstrates an understanding of how the five health-related fitness components impact overall physical health.
5. Demonstrates an understanding of the FITT principle (frequency, intensity, time, and type) and how it corresponds to health-related fitness components.
6. Demonstrates an understanding of the principles of training (specificity, overload, and progression) and applies the principles to a fitness plan.
7. Designs and implements a personal or group warm-up and/or cool-down routine for a class or chosen physical activity.
8. Participates in appropriate fitness assessment(s) and uses personal activity data to create and implement a plan to improve or maintain physical activity levels.
9. Creates a personal exercise plan applying the FITT Principle to a selected health-related fitness component.
10. Monitors and compares heart rate and perceived exertion to understand the intensity of various physical activities.
11. Demonstrates an understanding of how tracking fitness, with and/or without technology, can support health and activity goals.

## Grades 9-12

1. Identify and apply health-related fitness principles (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) when participating in at least one team sport and one individual sport.
2. Evaluate the safety, risks, and barriers of lifetime fitness activities and identify strategies to overcome them.
3. Participates in appropriate fitness assessment(s) and uses the results, along with basic fitness principles, to develop and follow a personal fitness plan that maintains or improves fitness.
4. Assess personal fitness and set goals to improve physical health and support lifelong fitness.
5. Create a fitness and/or health plan that uses community resources to maintain or improve lifelong fitness goals.
6. Demonstrates an understanding of how to continue or adjust a personal fitness plan after graduation to stay healthy and active.

# Domain 4: Personal and Social Responsibility

## Kindergarten and Grade 1

1. Demonstrates an understanding of safety rules and procedures.
2. Follows directions and handles equipment safely.
3. Demonstrates how to work independently while maintaining safety in shared spaces.
4. Demonstrates an understanding of how appropriate attire, footwear, and equipment support safe participation in physical activities.
5. Identifies how personal actions affect participation in games and activities.
6. Demonstrates cooperation and sharing in a variety of games and activities.
7. Demonstrates willingness to work with a variety of partners in games and activities.
8. Demonstrates an understanding of water safety skills.

## Grades 2 and 3

1. Demonstrates personal responsibility during teacher-directed activities.
2. Identifies and follows equipment-specific safety rules.
3. Demonstrates an understanding of how appropriate attire, footwear, and equipment support safe participation in physical activities.
4. Participates and makes appropriate decisions during games and activities.
5. Utilizes cooperative skills to solve problems during a variety of games and activities.
6. Demonstrates positive cooperation and respect for peers during a variety of games and activities, regardless of differences.
7. Demonstrates cooperation with others to resolve conflicts during games and activities.
8. Demonstrates an understanding of water safety skills.

## Grades 4 and 5

1. Demonstrates an understanding of rules, etiquette, and fair play in different games and activities.
2. Demonstrates good sportsmanship to ensure safety in team activities.
3. Demonstrates an understanding of how appropriate attire, footwear, and equipment support safe participation in physical activities.
4. Utilizes self-reflection of physical activity levels and fitness for individual improvement.
5. Utilizes self-reflection during games and activities to improve performance, support others, and strengthen team unity.
6. Works with others to plan and support teamwork in different roles to improve play in a variety of games and activities.
7. Independently applies conflict-resolution strategies to support positive interactions during games and activities.
8. Demonstrates an understanding of water safety skills.

## Grades 6-8

1. Demonstrates personal and social responsibility by being safe, respectful, cooperative, and supportive.
2. Demonstrates responsibility for individual improvement of levels of physical activity and fitness.
3. Demonstrates motivation and self-management by using positive strategies and self-monitoring to participate in physical activity both in and outside of school.
4. Demonstrates self-responsibility and collaboration by using positive and corrective feedback to self and peers to improve performance.

5. Demonstrates respect and cooperation by encouraging others and following rules/guidelines to resolve conflicts during physical activity.
6. Demonstrates cooperation by participating positively, respecting differences, and working with others to support teamwork and problem-solving during physical activity.
7. Demonstrates understanding and application of rules and etiquette by appropriately participating in, self-directing, and/or officiating individual and group physical activities.
8. Demonstrates safe and appropriate use of physical activity and fitness equipment by following safety protocols independently and identifying potential safety concerns.
9. Identifies signs and symptoms of concussions and other common injuries and explains the importance of reporting them to a responsible adult.

## Grades 9-12

1. Recognizes benefits and challenges of physical activities and modifies activity patterns as needed.
2. Demonstrates effective collaboration and respect for others during games and activities by using communication, problem-solving, and critical thinking.
3. Applies safe practices and proper etiquette appropriate to the physical activity or exercise setting.
4. Analyzes risks for concussions and other common injuries, describes proper response and recovery protocols, and demonstrates strategies to prevent injuries during physical activity.

# Domain 5: Value of Physical Activity

## Kindergarten and Grade 1

1. Recognizes ways that physical activity positively affects personal health and well-being.
2. Attempts new physical activities in class and/or free time.
3. Recognizes individual strengths and challenges related to physical activity and movement.
4. Recognizes that physical activities can meet the need for self-expression.

## Grades 2 and 3

1. Identifies and discusses how physical activity positively affects personal health and well-being.
2. Participates in physical activities during class and/or free time based on personal interests.
3. Identifies the benefits and ways to overcome the challenges related to physical activity.
4. Selects and/or participates in preferred physical activities that meet the need for self-expression.
5. Describes how participation in physical activities can support positive social interactions.

## Grades 4 and 5

1. Examines the health benefits of participating in various physical activities.
2. Explains the reasons for selecting physical activities during class and/or free time based on personal interests.
3. Analyzes the benefits and ways to overcome the challenges related to physical activity.
4. Analyzes how selection and participation in preferred physical activities meet the need for self-expression.
5. Analyzes how participation in physical activities can support positive social interactions.

## Grades 6-8

1. Analyzes the relationship between physical activity levels and personal health and well-being.
2. Identifies challenging physical activities and applies strategies to overcome individual and group challenges.
3. Participates in physical activities that allow for enjoyment and self-expression and identifies ways to enhance both.
4. Identifies and participates in physical activities for social interaction and explains the social benefits of participation.

## Grades 9-12

1. Self selects a physical activity and analyzes the value and positive benefits for one's personal health.
2. Selects and participates in learning a new physical activity that is appropriately challenging.
3. Selects and participates in physical activities that allow for self-expression.
4. Selects and participates in physical activities that support social interaction and demonstrates an understanding of their benefits, supporting lifetime physical fitness.