

## LOUISIANA PHYSICAL EDUCATION CONTENT STANDARDS

### Introduction

The Louisiana K-12 Physical Education Content 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.

While Louisiana State Physical Education Content Standards are unique to Louisiana, they are aligned with the current National Physical Education Standards developed by SHAPE (Society of Health and Physical Educators) America. In addition, current physical education content standards from other states were reviewed to inform decision making on the content standards.

### THE ESSENTIAL COMPONENTS OF PHYSICAL EDUCATION

Effective physical education shall provide a minimum of 150 minutes per week to students in Grades K-8, and 1.5 credit hours to students in high school, of **moderate to vigorous physical activity**, essential skill knowledge and skill development, and opportunities to apply that knowledge and skills in a variety of physical activities.

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 state 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 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: 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).

## **LOUISIANA 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 about absorbing and exerting force, balance, managing stress related to changes in your body as one grows, stress related to expectation of others and yourself. 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. **F**requency of activity, **I**ntensity of activity, **T**ime spent in activity, and **T**ype of activity (**FITT**). Each student will have different interests and abilities that dictate the need for teachers to individualize their activities, i.e. various 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 addresses the need for both 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 appreciation for individual and cultural diversity, etiquette, being proactive rather than reactive, adhering to rules, and giving ones 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 a student does 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 student enjoyment of being physically active, openness to new activity options that are challenging, learning of positive social skills, and recognition of physical activity as an opportunity for self-expression.