



# **Diocese of Raleigh Catholic Schools**

## **PHYSICAL EDUCATION Curriculum**

2007

## PHYSICAL EDUCATION CURRICULUM

### PHILOSOPHY

Physical education is an integral component of total Catholic education. To lead a productive life, students must be physically fit and understand the importance of maintaining physical fitness. Students develop skills and behaviors that enable them to participate in co-operative games, learn to practice socially acceptable behaviors, and respect diversity. Physical activities offer an opportunity for students to attain success and self-esteem in a positive manner. Through Physical Education a student can appreciate that sound development of the mind and body are ways of becoming a happy fulfilled child of God.

### INTRODUCTION

This curriculum is intended for use in all Catholic elementary schools in the Diocese of Raleigh. It is the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology for grades K through 8. The curriculum outlines in detail the level of competency that is expected of students at different stages. By using this curriculum, teachers in the Diocese of Raleigh will be able to provide students with the necessary underpinning that will be required for success in the next stage of their development.

To effectively implement the guide the teacher must first be familiar with the terms of the format:

**Strands** are the components, or areas of specific focus in each curriculum area. In the revised content areas each strand is aligned to competencies identified in the North Carolina Standard Course of Study and National Standards.

**Values and Attitudes** highlight key issues that will enable students to develop a critical conscience in each content area. These are not necessarily quantifiable but rather identified in a student's respect toward the content area.

**Objectives** are the concepts that detail what a student should know and apply within each strand. Objectives are classified by the strand letter followed by the objective number, i.e., A.1 is Strand A, Objective 1.

**Skills** are specific activities students should experience as a prerequisite to achieve the objectives.

**Strategies** are the methods a teacher uses to teach the skills which enable students, over time, to become proficient in the objective.

**Assessment** provides accountability for the progress of student learning. It is a means of determining the level of proficiency that a student has achieved.

***(Note: The Strategies and Assessment column are intentionally blank for a teacher to compile their own best teaching practices and assessment. This enables teachers to modify and enrich their instructional portfolio.)***

**Scope and Sequence of Objectives** indicate at what grade objectives are introduced and/or developed. The focus objectives for each grade are noted by an asterisk (\*). "R" indicates that an objective that has been introduced at an earlier grade should continue to be reinforced. The skills needed to achieve proficiency of an objective can be found in the strands for each grade.

Scope is the content; or all objectives contained within a program. It is the range, totality and/or breadth of the program.

Sequence is the arrangement of objectives into a developmental pattern showing a prerequisite relationship among them.

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**PHYSICAL EDUCATION Kindergarten**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
A.1 Use a variety of basic locomotor movements	1.1 Identify various body parts 1.2 Demonstrate fundamental movement patterns with proper posture: running, skipping, hopping, galloping, sliding, walking, jumping, and leaping 1.3 Demonstrate rolling movements (NC6) which can be used as safety rolls 1.4 Develop movement control for safe participation in games and sports (NC6) 1.5 Demonstrate ability to follow and lead with different body parts		
A.2 Use a variety of basic non-locomotor skills	2.1 Demonstrate non-locomotor movements using different parts of the body (NC6) 2.2 Demonstrate bending, twisting, stretching, turning, lifting and swinging		
A.3 Use a variety of basic object control skills	3.1 Demonstrate underhand/overhand throw, catch, hand dribble, foot dribble, kick and strike 3.2 Toss a ball to self and catch before it bounces twice		
A.4 Use simple combinations of fundamental movement skills	4.1 Demonstrate understanding of directions 4.2 Demonstrate a variety of beginner locomotor and combination skills in a movement pattern (NC6) including locomotor, non-locomotor, object control, body control and rhythmical skills		
A.5 Use control in weight-bearing activities on a variety of body parts	5.1 Demonstrate ability to jump and land using combinations of one and two foot take-offs and landings		
A.6 Use control in balance activities on a variety of body parts	6.1 Balance while: swinging, swaying, bending, stretching, twisting 6.2 Balance on: one foot, one hand and one foot, hands and knees, headstands		
A.7 Use control in travel activities on a variety of body parts	7.1 Travel in backward direction and change direction quickly and safely without falling 7.2 Change speed and direction in response to various rhythms 7.3 Combine traveling patterns to music		
A.8 Use smooth transitions between sequential motor skills	8.1 Demonstrate ability to go from locomotor/non-locomotor skill into a different locomotor/non-locomotor skill 8.2 Run and stop on a signal; run with a partner 8.3 Run making zigzag and other patterns		
A.9 Use locomotor skills in rhythmical patterns	9.1 Demonstrate patterns that include: even, uneven, fast and slow rhythms 9.2 Demonstrate ability to perform basic rhythmic skills alone and with a partner 9.3 Demonstrate ability to mirror movement of leader/partner 9.4 Move creatively to culturally diverse music 9.5 Use movement to express feelings		

**PHYSICAL EDUCATION Kindergarten**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
B.1 Understand a vocabulary of basic movement concepts	1.1 Establish a beginning movement vocabulary (NC7) 1.2 Identify fundamental movement patterns (NC7) 1.3 Demonstrate understanding of: high/low levels, fast/slow speeds, light/heavy weights, balance, twist 1.4 Apply age appropriate concepts to performance (NC7)		
B.2 Understand terms that describe a variety of relationships with objects	2.1 Demonstrate understanding of: over/under, behind, alongside, through, left and right		
B.3 Use concepts of space awareness and movement control with a variety of basic skills while interacting with others	3.1 Demonstrates the difference between personal space and general space 3.2 Demonstrate space awareness and movement control in a large group 3.3 Demonstrate a variety of locomotor and combination skills while participating in different games and activities including running, hopping and skipping 3.4 Demonstrate positive sportsmanship 3.5 Exhibit positive socialization skills as contributing member of a group		
B.4 Understand the critical elements of a variety of basic movement patterns with emerging object control	4.1 Demonstrate proper ready position, arm preparation, step with leg opposite the throwing arm, follow-through, accuracy of throw 4.2 Demonstrate the emerging skills of catching, kicking, throwing, striking, rolling, tossing		
B.5 Use feedback to improve performance	5.1 Follow adult-delivered rules 5.2 Use peer/coach review to improve performance 5.3 Develop listening skills and the ability to follow instructions in sequence during a game situation 5.4 Respond appropriately to rule infractions when reminded 5.5 Understand the importance of practice in learning skills		
B.6 Demonstrate knowledge of the fundamental rules and safety concepts	6.1 Exhibit knowledge of rules and strategies for games and activities 6.2 Demonstrate the ability to develop, combine and refine fundamental techniques in games 6.3 Demonstrate safe rules and use of equipment		

**PHYSICAL EDUCATION Kindergarten**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
C.1 Understand the health benefits of physical activity	1.1 Identify likes and dislikes connected with participation in physical activity (NC 8) 1.2 Recognize that exercise is good for one's health 1.3 Sustain moderate to vigorous physical activity 1.4 Identify one to two ways physical activity improves health. (NC10)		
C.2 Understand opportunity for enjoyment, challenge and self-expression	2.1 Develop interest in lifelong leisure pursuits 2.2 Demonstrates interest in and tries new movement activities 2.3 Begin to identify opportunities for increased physical activity, e.g. taking the stairs (NC8) 2.4 Identify one to two reasons why participation in physical activity is important and enjoyable (NC10) 2.5 Exhibit individual, partner, small and large group socialization skills		

**PHYSICAL EDUCATION Kindergarten**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
D.1 Engage in basic activities that cause cardio-respiratory exertion	1.1 Sustain moderate to vigorous physical activity for short periods of time (NC9)		
D.2 Know how to measure cardio-respiratory fitness	2.1 Recognize two appropriate sites on the body to monitor heart rate (NC9) 2.2 Locate heartbeat		
D.3 Recognize physiological indicators that accompany moderate to vigorous physical activity	3.1 Identify physiological signs of moderate physical activity (NC9) 3.2 Recognize indicators: perspiration, increased heart and breathing rate 3.3 Demonstrate warm-ups of body muscles before strenuous exercises 3.4 Demonstrate a slow cool down period after strenuous activity		
D.4 Engage in activities that require flexibility	4.1 Demonstrate knowledge of flexibility through warm-up activities and perform exercises that enhance proper flexibility in a variety of muscle groups (NC9)		
D.5 Know factors that affect fitness	5.1 Recognize how nutrition, exercise and rest impacts physical fitness		

**PHYSICAL EDUCATION Kindergarten**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is imperative in physical activity

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Follow rules and procedures with little reinforcement	1.1 Demonstrate ability to follow adult-delivered rules 1.2 Transfer physical education rules to: playground, classroom and gymnasium rules		
E.2 Use equipment and space safely and properly	2.1 Demonstrate safe/appropriate use and care of equipment 2.2 Take turns using equipment with teacher prompting, puts equipment away when not in use 2.3 Demonstrate ability to manipulate equipment with skills necessary to participate in games and activities		
E.3 Understand the purpose of rules in games	3.1 Respond to rule infractions when reminded		
E.4 Understand the social contributions of physical activity	4.1 Learn to cooperate and interact with others, having a role in team sports		
E.5 Understand the elements of socially acceptable conflict resolution in physical activity settings	5.1 Cooperate with peers/partners 5.2 Display consideration for others 5.3 Seek adult input as a resource for resolving conflict		
E.6 Understand the importance of playing, cooperating, and respecting others regardless of personal differences during physical activity	6.1 Demonstrate respect for self, others, and equipment (NC10) 6.2 Interact without regard to personal differences, i.e., gender, ethnic background, disability 6.3 Work cooperatively with another to complete an assigned task 6.4 Take turns and support or assist partner		



**PHYSICAL EDUCATION Grade 1**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others  
Gain competence in lifetime activities

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
A.1 Use a variety of basic locomotor movements	1.1 Demonstrate fundamental movement patterns with proper posture: running, skipping, hopping, galloping, sliding, walking, jumping, leaping 1.2 Roll with control 1.3 Perform rolling movements that can be used as safety rolls 1.4 Demonstrate ability to follow and lead with different body parts 1.5 Utilize non-locomotor, locomotor, and combination skills to demonstrate pathways, levels and force (NC6)		
A.2 Use a variety of basic non-locomotor skills	2.1 Demonstrate bending, twisting, stretching, turning, lifting, swinging 2.2 Demonstrate the emerging skills for throwing, catching and striking (NC6) 2.3 Demonstrate cross lateral body movement		
A.3 Use a variety of basic object control skills	3.1 Demonstrate manipulative skills 3.2 Demonstrate underhand/overhand throw, catch, hand dribble, foot dribble, kick and strike 3.3 Toss and catch a ball alone or with a partner		
A.4 Use simple combinations of fundamental movement skills	4.1 Demonstrate understanding of directions 4.2 Demonstrate a variety of locomotor and combination movements when directed by instrumental cues		
A.5 Use control in weight-bearing activities on a variety of body parts	5.1 Demonstrate ability to jump and land using combinations of one and two foot take-offs and landings		
A.6 Use control in balance activities on a variety of body parts	6.1 Balance while: swinging, swaying, bending, stretching, twisting 6.2 Balance on a variety of body parts 6.3 Demonstrate static and dynamic balances using different body parts (NC6)		
A.7 Use control in travel activities on a variety of body parts	7.1 Travel in backward direction and change direction quickly and safely without falling 7.2 Change speed and direction in response to various rhythms 7.3 Combine traveling patterns to music 7.4 Utilize non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances 7.5 Demonstrate a variety of movements and pathways (NC6) 7.6 Use smooth transitions between sequential motor skills		
A.8 Use smooth transitions between sequential motor skills	8.1 Demonstrate ability to from locomotor/non-locomotor skill into a different 8.2 Run and stop on a signal; run with a partner 8.3 Run making zigzag and other patterns		
A.9 Use locomotor skills in rhythmical patterns	9.1 Demonstrate patterns that include: even, uneven, fast and slow rhythms 9.2 Demonstrate ability to perform basic rhythmic skills alone and with a partner 9.3 Demonstrate ability to mirror movement of leader/partner 9.4 Move creatively to culturally diverse music 9.5 Use movement to express feelings		

**PHYSICAL EDUCATION Grade 1**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
B.1 Understand a vocabulary of basic movement concepts	1.1 Reinforce beginning movement vocabulary 1.2 Demonstrate understanding of: personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist 1.3 Identify personal effort made that varies the quality of movement (speed up, slow down, pacing) (NC7)		
B.2 Understand terms that describe a variety of relationships with objects	2.1 Demonstrate understanding of: over/under, behind, alongside, through		
B.3 Use concepts of space awareness and movement control with a variety of basic skills while interacting with others	3.1 Demonstrates the difference between personal space and general space 3.2 Demonstrate space awareness and movement control in a large group 3.3 Demonstrate a variety of locomotor and combination skills while participating in different games and activities including running, hopping and skipping 3.4 Demonstrate positive sportsmanship 3.5 Exhibit positive socialization skills as contributing member of a group		
B.4 Understand the critical elements of a variety of basic movement patterns	4.1 Demonstrate proper ready position, arm preparation, step with leg opposite the throwing arm, follow-through, accuracy of throw 4.2 Demonstrate manipulative skills of catching, kicking, throwing and striking necessary for participating in a game		
B.5 Use feedback to improve performance	5.1 Follow adult-delivered rules 5.2 Use peer/coach review to improve performance 5.3 Develop listening skills and the ability to follow instructions in sequence during a game situation 5.4 Respond appropriately to rule infractions when reminded 5.5 Discuss examples of how practice helped learn to master a skill		
B.6 Demonstrate knowledge of the fundamental rules and safety concepts	6.1 Exhibit knowledge of rules and strategies for games and activities 6.2 Demonstrate the ability to develop, combine and refine fundamental techniques in games 6.3 Apply safe practices, rules and procedures (NC10) 6.4 Explain the importance of warm-up and cool down (NC7)		

**PHYSICAL EDUCATION Grade 1**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
C.1 Understand the health benefits of physical activity	1.1 Investigate likes and dislikes connected with participation in physical activity (NC 8) 1.2 Recognize that exercise is good for one's health 1.3 Sustain moderate to vigorous physical activity 1.4 Describe two to three ways physical activity improves health (NC10)		
C.2 Understand opportunity for enjoyment, challenge and self-expression in physical activity	2.1 Develop interest in lifelong leisure pursuits 2.2 Demonstrates interest in and tries new movement activities 2.3 Explore activities you like which require physical activity during non-school hours (NC 8) 2.4 Describe two to three reasons why participation in physical activity is important and enjoyable (NC10) 2.5 Exhibit individual, partner, small and large group socialization skills		

**PHYSICAL EDUCATION Grade 1**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
D.1 Engage in basic activities that cause cardio-respiratory exertion	1.1 Sustain moderate to vigorous physical activity for short periods of time 1.2 Introduce rope jumping skills		
D.2 Know how to measure cardio-respiratory fitness	2.1 Listen to heartbeat, counting pulse rate 2.2 Discuss how physical activities produce varying heart rates 2.3 Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities (NC 9)		
D.3 Recognize physiological indicators that accompany moderate to vigorous physical activity	3.1 Recognize indicators: perspiration, increased heart and breathing rate 3.2 Demonstrate warm-ups of body muscles before strenuous exercises 3.3 Demonstrate a slow cool down period after strenuous activity		
D.4 Engage in activities that require flexibility	4.1 Demonstrate knowledge of flexibility through stretching exercises and perform exercises which enhance flexibility in a variety of muscle groups (NC9)		
D.5 Know factors that affect fitness	5.1 Recognize how nutrition, exercise and rest impacts physical fitness		
D.6 Engage in activities that develop muscular strength and endurance	6.1 Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises that enhance muscular strength and endurance in a variety of muscle groups (NC7) 6.2 Examine one or two components of a health-related fitness assessment (NC 9) that relate to muscular strength		

**PHYSICAL EDUCATION Grade 1**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is necessary in productive physical activity

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Follow rules and procedures with little reinforcement	1.1 Demonstrate ability to follow adult-delivered rules 1.2 Participate in activities without interfering with others 1.3 Transfer physical education rules to: playground, classroom and gymnasium rules 1.4 Participate willingly in individual and group activities		
E.2 Use equipment and space safely and properly	2.1 Demonstrate safe/appropriate use and care of equipment 2.2 Take turns using equipment with teacher prompting, puts equipment away when not in use 2.3 Demonstrate ability to manipulate equipment with skills necessary to participate in games and activities		
E.3 Understand the purpose of rules in games	3.1 Respond to rule infractions when reminded 3.2 Stop activity immediately at signal to do so		
E.4 Understand the social contributions of physical activity	4.1 Learn to cooperate and interact with others 4.2 Demonstrate cooperation with a partner to complete an assigned task		
E.5 Understand the elements of socially acceptable conflict resolution in physical activity settings	5.1 Display consideration and respect for others 5.2 Resolve conflict in socially acceptable way		
E.6 Understand the importance of playing, cooperating, and respecting others regardless of personal differences during physical activity	6.1 Demonstrate positive attitude toward others through sports 6.2 Identify variations in games and activities played in neighborhoods 6.3 Take turns and support or assist partner		

**PHYSICAL EDUCATION Grade 2**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
A.1 Use a variety of basic locomotor movements	1.1 Demonstrate mature form in: skipping, hopping, galloping, sliding (NC6) 1.2 Demonstrate skills of chasing, fleeing and dodging in a variety of situations 1.3 Roll with control 1.4 Perform rolling movements that can be used as safety rolls 1.5 Demonstrate ability to follow and lead		
A.2 Use a variety of basic non-locomotor skills	2.1 Demonstrate bending, twisting, stretching, turning, lifting, swinging		
A.3 Use a variety of basic object control skills	3.1 Demonstrate underhand/overhand throw, catch, hand dribble, foot dribble, kick and strike 3.2 Toss and catch a ball alone or with a partner 3.3 Identify four characteristics of a correct ball throw 3.4 Demonstrate manipulative skills such as throwing, catching, striking and trapping of objects while stationary and/or to a moving partner (NC6)		
A.4 Use simple combinations of fundamental movement skills	4.1 Demonstrate understanding of directions 4.2 Demonstrate simple dances		
A.5 Use control in weight-bearing activities on a variety of body parts	5.1 Demonstrate ability to jump and land using combinations of one and two foot take-offs and landings 5.2 Demonstrate control in traveling activities and weight bearing and balance activities on a variety of body parts		
A.6 Use control in balance activities on a variety of body parts	6.1 Balance while: swinging, swaying, bending, stretching, twisting 6.2 Balance on a variety of body parts 6.3 Demonstrate body control while moving on a low balance beam or similar object 6.4 Demonstrate a variety of static balance skills on the low beam or similar object		
A.7 Use control in travel activities on a variety of body parts	7.1 Travel in backward direction and change direction quickly and safely without falling 7.2 Change speed and direction in response to various rhythms 7.3 Combine traveling patterns to music		
A.8 Use smooth transitions between sequential motor skills	8.1 Demonstrate ability to from locomotor/non-locomotor skill into a different 8.2 Demonstrate examples of inversion using mats and other equipment		
A.9 Use locomotor skills in rhythmical patterns	9.1 Demonstrate patterns that include: even, uneven, fast and slow rhythms 9.2 Demonstrate ability to perform basic rhythmic skills alone and with a partner 9.3 Demonstrate ability to mirror movement of leader/partner 9.4 Move creatively to culturally diverse music 9.5 Demonstrate moving to a rhythmic beat while manipulating object such as jump ropes, scarves and balls (NC6)		

**PHYSICAL EDUCATION Grade 2**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
B.1 Understand a vocabulary of basic movement concepts	1.1 Demonstrate qualities of space, time (slow/fast), force (hard/soft), and flow (smoothness) when performing a variety of locomotor skills 1.2 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping (NC7)		
B.2 Understand terms that describe a variety of relationships with objects	2.1 Demonstrate understanding of: over/under, behind, alongside, through, i.e., passing or receiving object overhead; move alongside partner, etc.		
B.3 Use concepts of space awareness and movement control with a variety of basic skills while interacting with others	3.1 Demonstrate the ability to jump a short jump rope 3.2 Exhibit positive socialization skills as contributing member of team and individual activities 3.3 Explain and demonstrate how to increase/decrease speed by using locomotor and manipulative skills appropriately 3.4 Demonstrate space awareness to and movement control in different ways in a large group without bumping into others or falling, such as running, hopping and skipping (NC7)		
B.4 Understand the critical elements of a variety of basic movement patterns	4.1 Demonstrate proper ready position, arm preparation, step with leg opposite the throwing arm, follow-through, accuracy of throw 4.2 Demonstrate manipulative skills of: catching a ball; trapping; striking necessary for participation in drill, kicking a ball and dribbling an object activity or game situation		
B.5 Use feedback to improve performance (NC7)	5.1 Use peer/coach review to improve performance 5.2 Respond appropriately to rule infractions when reminded 5.3 Discuss examples of how practice helps mastering a skill		
B.6 Demonstrate good sportsmanship and other positive behaviors related to physical activity (NC 8)	6.1 Identify positive behaviors and comments to use during play situations 6.2 Demonstrate a sense of self accomplishment while participating in games 6.3 Exhibit individual, partner, small and large group socialization skills 6.4 Work cooperatively with others to complete assigned task 6.5 Identify characteristics of good sportsmanship 6.6 Recognize winning and losing etiquette		
B.7 Demonstrate knowledge of the fundamental rules and safety concepts	7.1 Exhibit knowledge of rules and strategies for games and activities 7.2 Demonstrate the ability to develop, combine and refine fundamental techniques in games 7.3 Understand risks and safety factors involved with team sports		

**PHYSICAL EDUCATION Grade 2**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
C.1 Understand the health benefits of physical activity	1.1 Explain why everybody should be active at least 60 minutes per day (NC7) 1.2 Sustain moderate to vigorous physical activity 1.3 Explore why participation in physical activity is important (NC10) 1.4 Explore ways physical activity improves health (NC10) 1.5 Recognize the relationship between nutrition and physical fitness (NC9)		
C.2 Understand physical activity provides opportunity for enjoyment, challenge and self-expression	2.1 Develop interest in lifelong leisure pursuits 2.2 Demonstrates interest in and tries new movement activities 2.3 Identify feelings resulting from challenges and successes in physical activity 2.4 Identify physical activity opportunities in your community (NC8) 2.5 Recognize that physical activity is a conscious choice (NC8) 2.6 Exhibit individual, partner, small and large group socialization skills		



**PHYSICAL EDUCATION Grade 2**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
D.1 Engage in basic activities that cause cardio-respiratory exertion	1.1 Participate in sustained physical activity in physical education classes and on the playground 1.2 Examine 2 or 3 components of health related physical fitness assessment (NC9)		
D.2 Know how to measure cardio-respiratory fitness	2.1 Recognize the concept of recovery heart rate 2.2 Listen to heartbeat, counting pulse rate 2.3 Engage in physical activity that increases heart rate and heavy breathing		
D.3 Recognize physiological indicators that accompany moderate to vigorous physical activity (NC9)	3.1 Recognize indicators: perspiration, increased heart and breathing rate 3.2 Demonstrate warm-ups of body muscles before strenuous exercises 3.3 Demonstrate a slow cool down period after strenuous activity		
D.4 Engage in activities that require flexibility	4.1 Demonstrate knowledge of flexibility through stretching exercises 4.2 Demonstrate flexibility by moving each joint through a full range of motion 4.3 Perform exercises and activities that enhance flexibility in a variety of muscle groups		
D.5 Engage in activities that develop muscular strength and endurance	5.1 Demonstrate knowledge of muscular strength and endurance through strengthening exercises 5.2 Perform exercises and activities that enhance muscular strength and endurance in a variety of muscle groups		

**PHYSICAL EDUCATION Grade 2**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is necessary in productive physical activity

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Follow rules and procedures with little reinforcement	1.1 Demonstrate ability to follow adult-delivered rules 1.2 Participate in activities without interfering with others 1.3 Transfer physical education rules to: playground, classroom and gymnasium rules 1.4 Apply rules, procedures and safe practices to create a safe school environment with little or no reinforcement (NC10) 1.5 Practice specific skills with little reinforcement 1.6 Work cooperatively with others to honestly complete work (NC10)		
E.2 Use equipment and space safely and properly	2.1 Demonstrate safe/appropriate use and care of equipment 2.2 Take turns using equipment with teacher prompting, puts equipment away when not in use 2.3 Demonstrate ability to manipulate equipment with skills necessary to participate in games and activities		
E.3 Understand the purpose of rules in games	3.1 Respond positively to rule infractions when reminded 3.2 Stop activity immediately at signal to do so		
E.4 Understand the social contributions of physical activity	4.1 Learn to cooperate and interact with others 4.2 Display consideration for others 4.3 Developing social behavior skills by helping others needing assistance in game situations 4.4 Take turns and support or assist partner		
E.5 Understand the elements of socially acceptable conflict resolution in physical activity settings	5.1 Cooperate with peers/partners 5.2 Resolve conflicts in socially acceptable ways 5.3 Explore conflict resolution strategies while in play situations		
E.6 Understand the importance of playing, cooperating, and respecting others regardless of personal differences during physical activity	6.1 Demonstrate positive attitude toward others through sports 6.2 Interact without regard to personal differences, i.e., gender, ethnic background, disability 6.3 Identify variations in games and activities played in neighborhoods		

**PHYSICAL EDUCATION Grade 3**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
A.1 Use mature form in object control skills	1.1 Demonstrate correct form in: underhand and overhand throwing, catching, hand dribble, foot dribble, kicking and striking, batting, punting, passing, volleying, and serving 1.2 Successfully perform a variety of jump rope skills (NC6) 1.3 Demonstrate the skills of throwing, catching, striking or trapping in an activity (NC6) 1.4 Create sequences demonstrating changes of pathways, levels, force and direction with manipulatives (NC6) 1.5 Demonstrate basic sport specific skills, such as in, basketball, softball, volleyball, etc		
A.2 Use mature form and sequence in combinations of locomotor, object control and rhythmical skill	2.1 Demonstrate correct form and appropriate sequence when: combining steps to perform certain dances; combining running, stopping, throwing, shooting, kicking, volleying 2.2 Demonstrate simple stunts such as back to back partners and crab walk 2.3 Demonstrate ability to perform basic rhythmic skills alone and with a partner 2.4 Demonstrate modified square and line dancing (NC6)		
A.3 Use mature form in balance activities on a variety of apparatuses	3.1 Demonstrate mature form on: balance board, large apparatus, balance beam 3.2 Perform variety of forward and backward rolling movements and sequences 3.3 Create and demonstrate a variety of gymnastic patterns which focus on inversion and rolling sequences (NC6) 3.4 Demonstrate the ability to integrate locomotor, non-locomotor and stability movements into more complex skills		
A.4 Use beginning strategies for net and invasion games	4.1 Demonstrate beginning strategies for: keeping object going with partner using striking , volleying and passing pattern; placing ball away from opponent; hand and foot dribble while preventing an opponent from stealing the ball 4.2 Implement important cues and adjust movement on specific situations		

**PHYSICAL EDUCATION Grade 3**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
B.1 Use information from a variety of internal and external sources to improve performance	1.1 Exhibit knowledge of rules and strategies for games and lead-up activities to sports 1.2 Demonstrate use of information through: group projects, student journals, self-assessment, peer and coach review 1.3 Recognize similar movement concepts in a variety of skills, i.e., an underhand movement can be used in a variety of activities 1.4 Learn to focus on important cues and adjust movement on specific situations		
B.2 Understand principles of practice and conditioning that improve performance	2.1 Assess the major characteristics of mature walking, running, throwing, catching (NC7) 2.2 Identify and apply the critical elements of basic fitness (NC7) 2.3 Demonstrate principles of flexibility, muscular strength and endurance through a variety of activities (NC7)		
B.3 Understand proper warm-up and cool-down techniques and reasons for using them	3.1 Demonstrate safe alternative to high risk exercises		
B.4 Use basic offensive and defensive strategies in structured and unstructured game environments	4.1 Develop teamwork through beginning strategies 4.2 Understand positions and responsibilities of that position 4.3 Demonstrate strategies with: limited rules, modified equipment, small number of participants		
B.5 Understand good sportsmanship	5.1 Identify positive behaviors and comments to use during play situations 5.2 Demonstrate a sense of self accomplishment while participating in games 5.3 Demonstrate individual, partner, small and large group socialization skills 5.4 Identify safe practices in physical activity settings (NC7) 5.5 Identify characteristics of good sportsmanship 5.6 Recognize winning and losing etiquette		

**PHYSICAL EDUCATION Grade 3**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
C.1 Know about opportunities for participation in physical activities both in and out of school	1.1 Demonstrate awareness of: recreational leagues; intramural sports; clubs 1.2 Participate in regular physical activity 1.3 Demonstrate positive attitude characteristics toward being physically active (NC8) 1.4 Compare and contrast the value of activity versus inactivity through individual and group settings (NC10)		
C.2 Choose physical activities based on a variety of factors	2.1 Identify choices by: personal interests and capabilities; perceived social and physical benefits; challenge and enjoyment; risk taking adventure, and competition 2.2 Use physical activity as a means of self-expression 2.3 Explore family and community opportunities to be active (NC8) 2.4 Engage in regular physical activity throughout the day (NC8) 2.5 Identify benefits gained from participating in physical activity 2.6 Select activities that provide personal challenge		
C.3 Know factors that inhibit physical activity	3.1 Identify factors that inhibit physical activity, i.e., substance abuse 3.2 Identify physical challenges students may encounter		
C.4 Know how to modify activities to be more health-enhancing	4.1 Identify ways to modify activities to be more health enhancing (i.e. walk instead of ride, use stairs rather than elevator) 4.2 Develop interest in lifelong leisure activities		
C.5 Understand negative effects of physical activity	5.1 Identify negative effects of physical activity: muscle soreness; overuse injuries; over-training; temporary tiredness; discovering inability 5.2 Identify solutions to negative effects		

**PHYSICAL EDUCATION Grade 3**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
D.1 Engage in activities that develop and maintain cardio-respiratory endurance	1.1 Recall all of the components of a health related program (NC9) 1.2 Participate in timed or distance walk/run and other endurance activities at a specified heart rate 1.3 Participate in PE class; organized recess; family activities; recreation teams		
D.2 Engage in activities that develop and maintain flexibility of the major joints	2.1 Develop and maintain flexibility by: sit and reach, trunk twists and arm-shoulder stretches 2.2 Demonstrate the ability to jump a short jump rope 2.3 Participate in dance and gymnastics 2.4 Demonstrate appropriate warm-up and cool down activities		
D.3 Engage in activities that develop and maintain muscular strength	3.1 Demonstrate appropriate warm-up and cool down activities (NC9) 3.2 Demonstrate skill with: push-ups, pull-ups, curl-ups, isometric strength activities, jump rope 3.3 Demonstrate ability to support, lift and control body weight in activities 3.4 Identify individual and team sports that develop muscular strength		
D.4 Know the effects of physical activity and nutrition on body composition	4.1 Explain the relationship between nutrition and exercise/physical activity 4.2 Understand food guide pyramid and identify proper nutrition		
D.5 Know how to monitor intensity of exercise	5.1 Demonstrate ability to monitor: heart rate, breathing rate, perceived exertion and recovery rate 5.2 Listen to heartbeat, counting pulse rate		
D.6 Meet health related fitness standards for appropriate level of a standardized physical fitness test	6.1 Demonstrate appropriate level of fitness for: aerobic capacity, body composition, muscle strength, endurance and flexibility 6.2 Use information from fitness assessments to improve selected fitness components 6.3 Complete a modified version of a health enhancing person fitness test and show improvement, including monitoring of the heart (NC9)		
D.7 Know the characteristics of a healthy lifestyle	7.1 Identify daily health-enhancing physical activity 7.2 Identify components of health-related fitness 7.3 Participate in moderate to vigorous physical activity in a variety of settings, such as gymnastic clubs or community sponsored youth groups		

**PHYSICAL EDUCATION Grade 3**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is necessary in productive physical activity.  
Convey a positive attitude toward others through sports.

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Know how to develop rules, procedures and etiquette that are safe and effective for specific activity situations	1.1 Identify positive behaviors and comments to use during play situations (NC10) 1.2 Demonstrate ability to work independently and on task during physical education activities 1.3 Demonstrate positive behaviors and comments to use as acceptable methods of conflict resolution during play situations (NC10)		
E.2 Work in a group to accomplish a set goal in both cooperative and competitive activities	2.1 Play cooperatively in small groups or as a team 2.2 Work productively with partners toward a goal 2.3 Follow rules, procedures and etiquette with minimal adult direction 2.4 Display respect and consideration for others 2.5 Use positive conflict resolution strategies in game play situations		
E.3 Understand the role of physical activities in learning more about others of like and different backgrounds	3.1 Respect and appreciate gender, culture, ethnicity and disability 3.2 Interact positively with others regardless of differences 3.3 Understand origins of different sports and how they evolved		
E.4 Understand the physical challenges faced by people with disabilities	4.1 Identify and accept differences in each other's physical performances 4.2 Recognize activities of physically challenged: wheelchair basketball, dancing with a hearing disability 4.3 Modify rules and procedures to accommodate physically or mentally challenged individuals		
E.5 Demonstrate good sportsmanship	5.1 Assess personal performance without blaming others 5.2 Accept decisions regarding rule infractions		

**PHYSICAL EDUCATION Grade 4**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
A.1 Use mature form in object control skills	1.1 Demonstrate mature form in: underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass, volley 1.2 Explore various movement forms including jump rope routines (NC6) 1.3 Demonstrate throwing, passing, dribbling, catching and shooting skills in team sports		
A.2 Use mature form and sequence in combinations of locomotor, object control and rhythmical skill	2.1 Demonstrate mature form and appropriate sequence when: combining steps to perform certain dances; combining running, stopping, throwing, shooting, kicking, and volleying 2.2 Demonstrate simple stunts such as back to back partners and crab walk 2.3 Demonstrate movements found in folk dance, line dance, square dance or other rhythmic activities (NC6) 2.4 Create original dances using the elements found in square, folk, line and/or other rhythmic activities (NC6) 2.5 Demonstrate ability to perform basic rhythmic skills alone and with a partner		
A.3 Use mature form in balance activities on a variety of apparatuses	3.1 Demonstrate correct form on: balance board, large apparatus, and balance beam 3.2 Develop inverted balances using two or more body parts (NC6) 3.3 Demonstrate a momentary inverted position using the hands for support 3.4 Create movement sequence routines that contain balance, inversion, weight transfer and landing (NC6) 3.5 Jump and land for height/distance using correct form		
A.4 Use beginning strategies for net and invasion games	4.1 Demonstrate beginning strategies for: keeping object going with partner using striking, volleying or passing patterns; placing ball away from opponent; hand and foot dribble while preventing an opponent from stealing the ball 4.2 Implement important cues and adjust movement in specific situations		
A.5 Use basic sport specific skills for a variety of physical activities	5.1 Demonstrate basic skills for: basketball, soccer, softball or baseball, volleyball, football, etc. 5.2 Demonstrate ball handling skills necessary for participation in lead up games and sports (NC6) 5.3 Demonstrate accuracy skills necessary for participation in lead up games and sports (NC6)		



**PHYSICAL EDUCATION Grade 4**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
B.1 Use information from a variety of internal and external sources to improve performance	1.1 Demonstrate use of information through: group projects, student journals, self-assessment, peer and coach review to improve performance 1.2 Recognize similar movement concepts in a variety of skills (i.e. an underhand movement can be used in a variety of activities) 1.3 Learn to focus on important cues and adjust movement on specific situations 1.4 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as peer assessment (NC7) 1.5 Summarize safety procedures for riding a bicycle (NC7)		
B.2 Understand principles of practice and conditioning that improve performance	2.1 Apply critical elements to improve personal performances in fundamental and selected specialized skills such as throwing to a moving target (NC7) 2.2 Describe the mechanics of skill performance in a variety of activity settings such as explaining how to kick (NC7) 2.3 Selects and practices a skill on which improvement is needed (NC10) 2.4 Identify and apply the critical element of basic fitness (NC7)		
B.3 Understand proper warm-up and cool-down techniques and reasons for using them	3.1 Demonstrate safe alternatives to high risk exercises		
B.4 Use basic offensive and defensive strategies in structured and unstructured game environments	4.1 Demonstrate strategies with: limited rules, modified equipment, small number of participants 4.2 Develop team work with beginning strategies 4.3 Understand positions and responsibilities of that position		
B.5 Understand good sportsmanship	5.1 Demonstrate a sense of self-accomplishment 5.2 Demonstrate individual, partner and group socialization skills 5.3 Identify characteristics of good sportsmanship, i.e., honesty, fairness, etc. 5.4 Demonstrate winning and losing etiquette 5.5 Accept referee judgment calls		

**PHYSICAL EDUCATION Grade 4**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
C.1 Know about opportunities for participation in physical activities both in and out of school	1.1 Demonstrate awareness of: recreational leagues; intramural sports; clubs 1.2 Participate in regular physical activity that encourages appropriate social interaction 1.3 Compare and contrast the value of activity versus inactivity through individual and group settings 1.4 Consciously recognize the benefits from regular to moderate to vigorous physical activity (NC8) 1.5 Choose to participate in structured and purposeful activity (NC8)		
C.2 Choose physical activities based on a variety of factors	2.1 Identify choices by: personal interests and capabilities; perceived social and physical benefits; challenge and enjoyment; risk-taking and competition 2.2 Use physical activity as a means of self-expression 2.3 Design games and sequences in which student is interested 2.4 Identify personal activity interests and ability (NC8) 2.5 Identifies positive feelings associated with participation in physical activities (NC10) 2.6 Understand activities that provide personal challenge		
C.3 Know factors that inhibit physical activity	3.1 Identify factors that inhibitor physical activity, i.e., substance abuse 3.2 Identify physical challenges students may encounter		
C.4 Know how to modify activities to be more health-enhancing	4.1 Identify ways to modify activities to be more health enhancing, i.e., walk instead of ride take stairs rather than elevator 4.2 Develop interest in lifetime leisure activities		
C.5 Understand negative effects of physical activity	5.1 Identify negative effects of physical activity: muscle soreness; overuse injuries; over-training; temporary tiredness; discovering inability 5.2 Identify solutions to detrimental effects of physical activity		

**PHYSICAL EDUCATION Grade 4**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
D.1 Engage in activities that develop and maintain cardio-respiratory endurance	1.1 Participate in timed or distance walk/run and other endurance activities at a specified heart rate 1.2 Participate in PE class; organized recess; family activities; recreational teams 1.3 Demonstrate appropriate warm-up and cool-down exercises		
D.2 Engage in activities that develop and maintain flexibility of the major joints	2.1 Develop and maintain flexibility by: sit and reach, trunk twists and arm-shoulder stretches 2.2 Create jump rope routines 2.3 Participate in dance and gymnastics 2.4 Demonstrate appropriate warm-up and cool-down exercises		
D.3 Engage in activities that develop and maintain muscular strength	3.1 Demonstrate warm ups of body muscles before strenuous exercises and cool down after exercise and activities 3.2 Demonstrate proper form for: push-ups, pull-ups, curl-ups, isometric strength activities, jump rope 3.3 Demonstrate a slow cool down period after strenuous activity 3.4 Demonstrate ability to support, lift, and control body weight in a variety of activities 3.5 Identify individual and team sports that develop muscular strength		
D.4 Know the effects of physical activity and nutrition on body composition	4.1 Identify proper nutrition 4.2 Understand food guide pyramid and food labels 4.3 Recognize the relationship between nutrition and exercise in weight management (NC9)		
D.5 Know how to monitor intensity of exercise	5.1 Demonstrate ability to monitor: heart rate, breathing rate, rate of perceived exertion and recovery rate		
D.6 Meet health related fitness standards for appropriate level of a standardized physical fitness test	6.1 Demonstrate appropriate level of fitness for: aerobic capacity, body composition, muscle strength, endurance and flexibility 6.2 Use information from fitness assessments to improve selected fitness components 6.3 Identify cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition through fitness testing 6.4 Complete a valid and reliable pre and post health enhancing fitness assessment, including monitoring the heart (NC9)		
D.7 Know the characteristics of a healthy lifestyle	7.1 Name the benefits derived from participation in physical activity (NC9) 7.2 Identify and demonstrate the health related components of fitness (NC9) <ul style="list-style-type: none"> <li>• Cardiovascular endurance</li> <li>• Muscular strength and endurance</li> <li>• Flexibility</li> <li>• Body composition</li> <li>• Proper nutrition</li> </ul> 7.3 Participate in moderate to vigorous physical activity in a variety of settings 7.4 Exhibit responsibility for development of personal fitness 7.5 Identify and participate in a variety of physical activities such as gymnastic clubs or community sponsored youth groups		

**PHYSICAL EDUCATION – Grade 4**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is necessary in productive physical activity

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Know how to develop rules, procedures and etiquette that are safe and effective for specific activity situations	1.1 Demonstrate ability to work independently and on task (NC10) during physical education activities 1.2 Utilize safety principles in activity situations (NC10) 1.3 Follows directions, activity specific rules, procedures and etiquette with few reminders (NC10)		
E.2 Work in a group to accomplish a set goal in both cooperative and competitive activities	2.1 Choose to participate cooperatively and productively in a group and individual physical activities (NC10) 2.2 Demonstrate ability to lead or follow while working cooperatively 2.3 Recognize fundamental strategies in a simple game		
E.3 Understand the role of physical activities in learning more about others of like and different backgrounds	3.1 Respect and appreciate gender, culture, ethnicity and disability 3.2 Recognize the attributes that individual differences can bring to group activities 3.3 Regularly encourages others and refrains from put down statements (NC10) 3.4 Understand origins of different sports and how they evolved		
E.4 Understand the physical challenges faced by people with disabilities	4.1 Identify and accept differences in each other's physical performances 4.2 Recognize activities of physically challenged: wheelchair basketball, dancing with a hearing disability 4.3 Modify rules and procedures to accommodate physically or mentally challenged individuals		
E.5 Demonstrate good sportsmanship	5.1 Assess personal performance without blaming others 5.2 Accept decisions regarding rule infractions 5.3 Demonstrates winning and losing etiquette		

**PHYSICAL EDUCATION Grade 5**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
A.1 Use mature form in object control skills	1.1 Demonstrate throwing, passing, dribbling, catching and shooting skills in team sports (NC6) 1.2 Demonstrate correct form in: underhand and overhand throw, hand dribble, foot dribble, kick and strike, batting, punt 1.3 Manipulate objects with accuracy and speed 1.4 Demonstrate the ability to perform skills of jumping rope with a partner or small group (NC6)		
A.2 Use mature form and sequence in combinations of locomotor, object control and rhythmical skill	2.1 Demonstrate correct form and appropriate sequence when: combining steps to perform certain dances; combining running, stopping, throwing, shooting, kicking for sideline soccer 2.2 Demonstrate various; popular folk and square dances, mixer and couple dances (NC6) 2.3 Demonstrate various aerobic dances (NC6) 2.4 Create a dance combining the elements of speed, intensity, direction and level 2.5 Develop a creative dance sequence and refine it into a repeatable pattern 2.6 Demonstrate simple stunts such as back to back partners and crab walk 2.7 Demonstrate ability to perform basic rhythmic skills alone and with a partner		
A.3 Use mature form in balance activities on a variety of apparatuses	3.1 Demonstrate correct form on: balance board, large apparatus, skates, and stilts 3.2 Develop inverted balances using two or more body parts 3.3 Create a variety of combinations using balance skills and rolling movements (NC6) 3.4 Create movement sequence routines using balance, jumping, landing, weight transfer and rolling movements (NC6) 3.5 Jump and land for height/distance using correct form		
A.4 Use beginning strategies for net and invasion games	4.1 Demonstrate beginning strategies for keeping object going with partner using striking pattern; placing ball away from opponent in a racket sport; hand and foot dribble while preventing an opponent from stealing the ball in basketball and soccer 4.2 Implement important cues and adjust movement in specific situations		
A.5 Use basic sport specific skills for a variety of physical activities	5.1 Demonstrate basic skills for basketball chest pass, soccer dribble, fielding a softball with a glove 5.2 Pass a ball or other object to a moving player in dynamic situations 5.3 Demonstrate forehand and backhand striking skills in dual and individual sports (NC6) 5.4 Demonstrate skills necessary for participation in non-traditional games and activities (NC6)		

**PHYSICAL EDUCATION Grade 5**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
B.1 Use information from a variety of internal and external sources to improve performance	1.1 Demonstrate use of information through: group projects, student journals, self-assessment, peer and coach review 1.2 Recognize similar movement concepts in a variety of skills, i.e., an underhand movement can be used in a variety of activities) 1.4 Identify and use critical elements of fundamental and specialized movement skills to provide feedback to others such as peer assessment 1.5 Learn to focus on important cues and adjust movement on specific situations		
B.2 Understand principles of practice and conditioning that improve performance	2.1 Identify and apply the principles of practice and conditioning that enhance performance 2.2 Demonstrate sport specific skills 2.3 Use scientific principles to increase the distance of throws 2.4 Demonstrate accuracy and target skills necessary for participation in a variety of games and sports 2.5 Demonstrate strategies with: limited rules, modified equipment, small number of participants		
B.3 Understand proper warm-up and cool-down techniques and reasons for using them	3.1 Demonstrate and explain safe alternative exercises to high risk exercise: walking, jumping jacks, windmills, toe touches, etc.		
B.4 Use basic offensive and defensive strategies in unstructured game environments	4.1 Demonstrate different defense and offense positioning		
B.5 Understand good sportsmanship	5.1 Demonstrate behavior that will resolve conflicts in socially appropriate ways 5.2 Participate in a variety of physical activities as both leader and follower (NC7) 5.3 Identify and demonstrate characteristics of good sportsmanship 5.4 Demonstrate winning and losing etiquette		

**PHYSICAL EDUCATION Grade 5**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
C.1 Know about opportunities for participation in physical activities both in and out of school	1.1 Identify social and psychological benefits gained from participating in physical activity (NC8) 1.2 Identify opportunities for regular physical activity in school and at home (NC8) 1.3 Participate in daily physical activity that encourages appropriate social interaction 1.4 Compare and contrast the value of activity versus inactivity through individual and group settings		
C.2 Choose physical activities based on a variety of factors	2.1 Use physical activity as a means of self-expression 2.2 Participate regularly in physical activities for the purpose of improving skill and health (NC8) 2.3 Identify choices by: personal interests and capabilities; perceived social and physical benefits; challenge and enjoyment		
C.3 Know factors that inhibit physical activity	3.1 Identify factors that inhibit physical activity, i.e., substance abuse and poor eating habits 3.2 Begin to identify solutions to blocking inhibitors		
C.4 Know how to modify activities to be more health-enhancing	4.1 Identify ways to modify activities to be more health enhancing, i.e., walk instead of ride, use stairs rather than elevator 4.2 Develop interest in lifetime leisure activities		
C.5 Understand injurious effects of physical activity	5.1 Identify injurious effects of physical activity: muscle soreness, overuse injuries, over-training, temporary tiredness, discovering inability 5.2 Identify solutions to deter injurious effects during physical activity		
C.6 Understand activities that provide personal challenge	6.1 Identify challenges of some physical activities to include: risk-taking, adventure, competitive activities		

**PHYSICAL EDUCATION Grade 5**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
D.1 Engage in activities that develop and maintain cardio-respiratory endurance	1.1 Participate in timed or distance walk/run and other endurance activities at a specified heart rate 1.2 Demonstrate elements of the FIT guidelines to develop appropriate cardiovascular fitness levels (NC9)		
D.2 Engage in and understand the importance of activities that develop and maintain flexibility of the major joints	2.1 Develop and maintain flexibility by: sit and reach, trunk twists and arm-shoulder stretches 2.2 Demonstrate stretches before and after activities to prevent injuries		
D.3 Engage in activities that develop and maintain muscular strength	3.1 Demonstrate warm ups of body muscles before strenuous exercises 3.2 Demonstrate skill with: push-ups, pull-ups, curl-ups, isometric strength activities, jump rope 3.3 Demonstrate a slow cool down period after strenuous activity 3.4 Utilize safe and appropriate warm-up, pacing and cool down techniques (NC9) 3.5 Demonstrate ability to support, lift, and control body weight in a variety of activities		
D.4 Know the effects of physical activity and nutrition on body composition	4.1 Identify proper nutrition 4.2 Understand food guide pyramid, macronutrients and food labels 4.3 Understand the relationship between nutrition and exercise in weight management		
D.5 Know how to monitor intensity of exercise	5.1 Demonstrate ability to monitor: heart rate, breathing rate, rate of perceived exertion and recovery rate		
D.6 Meet health related fitness standards for appropriate level of a standardized physical fitness test	6.1 Demonstrate appropriate level of fitness for: aerobic capacity, body composition, muscle strength, endurance and flexibility 6.2 Identify cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition 6.3 Complete a valid and reliable pre and post health enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level including monitoring of the heart (NC9) 6.4 Use information from fitness assessments to improve selected fitness components		
D.7 Know the characteristics of a healthy lifestyle	7.1 Name and explain the benefits derived from participation in a physical fitness program 7.2 Identify and demonstrate the skill related components of fitness (NC9) Agility; Balance; Coordination; Power; Reaction time; Speed 7.3 Assess personal fitness and set goals to meet standards of health-related fitness 7.4 Identify and participate in a variety of physical activities such as gymnastic clubs or community sponsored youth groups 7.5 Participate in moderate to vigorous physical activity in a variety of settings		



**PHYSICAL EDUCATION Grade 5**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is necessary in productive physical activity

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Know how to develop rules, procedures and etiquette that are safe and effective for specific activity situations	1.1 Displays the ability to follow rules, procedures and safe practices while working independently for short periods of time (NC10) 1.2 Demonstrate positive social interaction through healthy competition 1.3 Assesses and takes responsibility for his/her own behavior without blaming others (NC10) 1.4 Identify principles necessary for safe and effective physical performance 1.5 Follow rules, procedures and safe practices with few or no reminders (NC10)		
E.2 Work in a group to accomplish a set goal in both cooperative and competitive activities	2.1 Distinguish between compliance and noncompliance with game rules and demonstrate compliance 2.2 Play cooperatively and work productively with partners and in small groups toward a goal 2.3 Demonstrate ability to lead or follow while working cooperatively 2.4 Recognize fundamental strategies in a simple game 2.5 Distinguish between acts of courage and reckless acts 2.6 Demonstrate behavior that will resolve conflicts in socially appropriate ways (NC10)		
E.3 Understand the physical challenges faced by people with disabilities	3.1 Identify and accept differences in each other's physical performances 3.2 Recognize activities of physically challenged: wheelchair basketball, dancing with a hearing disability 3.3 Interacts with others by helping with their physical activity challenges (NC10)		
E.4 Understand origins of different sports and how they evolved	4.1 Demonstrate similarities and differences in physical education in different regions of the United States 4.2 Identify the origins of a variety of sports and movement forms (NC7) 4.3 Analyze the variety of sports and movement forms from countries around the world (NC7) 4.4 Understand the role of physical activities in learning more about others of like and different backgrounds 4.5 Recognize the validity of games and activities reflecting diverse heritages		
E.5 Demonstrate good sportsmanship	5.1 Assess personal performance without blaming others 5.2 Accept decisions regarding rule infractions 5.3 Demonstrate winning and losing etiquette		

**PHYSICAL EDUCATION Grade 6**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
A.1 Use mature form in object control skills	1.1 Demonstrate throwing, passing, dribbling, catching and shooting skills in team sports 1.2 Manipulate objects with accuracy and speed 1.3 Demonstrate mature form in: underhand and overhand throw, hand dribble, foot dribble, kick and strike, batting, punt		
A.2 Use mature form and sequence in combinations of locomotor, object control and rhythmical skill	2.1 Demonstrate mature form and appropriate sequence when: combining steps to perform certain dances; combining running, stopping, throwing, shooting, kicking for sideline soccer 2.2 Demonstrate folk and square dances and rhythmic movement skills (NC6) 2.3 Develop a creative dance sequence and refine it into a repeatable pattern 2.4 Demonstrate simple stunts such as back to back partners and crab walk 2.5 Demonstrate ability to perform basic rhythmic skills alone and with a partner 2.6 Create short movement compositions (NC6)		
A.3 Use mature form in balance activities on a variety of apparatuses	3.1 Demonstrate correct form on: balance board, large apparatus, and balance beam 3.2 Develop inverted balances using two or more body parts 3.3 Create routines that focus on rolling combinations with variations of positions (NC6) 3.4 Perform sequences that combine traveling, rolling, balancing and transferring weight into smooth, flowing sequences 3.5 Jump and land for height/distance using correct form		
A.4 Use beginning strategies for net and invasion games	4.1 Demonstrate strategies for keeping object going with partner using striking pattern; placing ball away from opponent in a racket sport; hand and foot dribble while preventing an opponent from stealing the ball in basketball and soccer 4.2 Demonstrate beginning strategies through small-sided games for net and invasion games (NC6)		
A.5 Use basic sport specific skills for a variety of physical activities	5.1 Demonstrate basic skills for: basketball, soccer, softball, flag football, floor hockey, lacrosse, etc. 5.2 Pass a ball or other object to a moving player in dynamic situations 5.3 Keep an object going continuously with a partner, using a striking pattern 5.4 Demonstrate increasing competence in more advanced specialized skills (NC6)		

**PHYSICAL EDUCATION Grade 6**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
B.1 Use information from a variety of internal and external sources to improve performance	1.1 Use information from a variety of sources to improve performance such as feedback from peer and published documents (NC7) 1.2 Recognize similar movement concepts in a variety of skills, i.e., an underhand movement can be used in a variety of activities 1.3 Identify critical elements of locomotor movement 1.4 Learn to focus on important cues and adjust movement on specific situations 1.5 Demonstrate use of information through: group projects, student journals, self-assessment, peer and coach review 1.6 Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices (NC7) 1.7 Recognize and correct errors in personal movement patterns		
B.2 Understand principles of practice and conditioning that improve performance	2.1 Demonstrate strategies with: limited rules, modified equipment, small number of participants 2.2 Use scientific principles to increase the distance of throws 2.3 Use basic understanding of the knowledge of offensive and defensive strategies in activity settings (NC7) 2.4 Identify the basic locomotor, nonlocomotor and manipulative skills that enhance performance 2.5 Demonstrate and refine team sport skills; dual sport skills; individual sport skills		
B.3 Understand proper warm-up and cool-down techniques and reasons for using them	3.1 Identify warm-up and cool-down exercises to reduce muscle strain or tears, joint injuries and ligament and tendon damage 3.2 Demonstrate warm up techniques with 5 to 15 minute jog/walk 3.3 Demonstrate cool-down techniques		
B.4 Use basic offensive and defensive strategies in unstructured and structured game environments	4.1 Recognize general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object (NC7)		
B.5 Understand good sportsmanship	5.1 Demonstrate behavior that will resolve conflicts in socially appropriate ways 5.2 Identify good sportsmanship terminology 5.3 Identify and demonstrate characteristics of good sportsmanship 5.4 Demonstrate winning and losing etiquette 5.5 Accept referee judgment calls		

**PHYSICAL EDUCATION Grade 6**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
C.1 Know about opportunities for participation in physical activities both in and out of school	1.1 Describe benefits gained from participating in physical activity 1.2 Identify opportunities in the school and community for regular participation in physical activity (NC8) 1.3 Participate in daily physical activity that encourages appropriate social interaction 1.4 Compare and contrast the value of activity versus inactivity through individual and group settings		
C.2 Chooses physical activities based on a variety of factors	2.1 Use physical activity as a means of self-expression 2.2 Participate daily for a minimum of 60 minutes in some form of health enhancing physical activity (NC8) 2.3 Identify choices by: personal interests and capabilities; perceived social and physical benefits; challenge and enjoyment (NC8)		
C.3 Know factors that inhibit physical activity	3.1 Identify inhibitor of physical activity, i.e., substance abuse, proper nutrition 3.2 Identify solutions to deter inhibitors		
C.4 Know how to modify activities to be more health-enhancing	4.1 Identify ways to modify activities to be more health enhancing, i.e., walk instead of ride, use stairs rather than elevator 4.2 Develop interest in lifetime leisure activities		
C.5 Understand injurious effects of physical activity	5.1 Identify injurious effects of physical activity: muscle soreness; overuse injuries; over-training; temporary tiredness; discovering inability 5.2 Identify ways to prevent injurious effects of physical activity		
C.6 Understand activities that provide personal challenge	6.1 Identify challenges of some physical activities to include: risk-taking; adventure; competitive activities 6.2 Set realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing (NC8)		

**PHYSICAL EDUCATION Grade 6**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

<b>OBJECTIVES</b>		<b>STRATEGIES</b>	<b>ASSESSMENT</b>
D.1 Engage in activities that develop and maintain cardio-respiratory endurance	1.1 Participate in timed or distance walk/run and other endurance activities at specified heart rate		
D.2 Engage in and understand the importance of activities that develop and maintain flexibility of the major joints	2.1 Develop and maintain flexibility by: sit and reach, trunk twists and arm-shoulder stretches 2.2 Demonstrate knowledge of aerobic and anaerobic activity 2.3 Demonstrate proper stretching exercises		
D.3 Engage in activities that develop and maintain muscular strength	3.1 Demonstrate skill with: push-ups, pull-ups, curl-ups, isometric strength activities, jump rope 3.2 Demonstrate a warm-up before and cool down period after strenuous activity 3.3 Describe importance of warm-up and cool down periods 3.4 Demonstrate ability to support, lift, and control body weight in a variety of activities		
D.4 Know the effects of physical activity and nutrition on body composition	4.1 Identify proper nutrition 4.2 Understand food guide pyramid, macronutrients and food labels 4.3 Understand the relationship between nutrition and exercise in weight management		
D.5 Know how to monitor intensity of exercise	5.1 Demonstrate ability to perform self-paced aerobic activity (NC9) 5.2 Demonstrate ability to check heart rate		
D.6 Meet health related fitness standards for appropriate level of a standardized physical fitness test	6.1 Demonstrate appropriate level of fitness for: aerobic capacity, body composition, muscle strength, endurance and flexibility 6.2 Complete a valid and reliable pre and post health enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level including monitoring of the heart (NC9) 6.3 Identify the five components of health-related fitness: cardio-vascular endurance, muscular strength, muscular endurance, flexibility, and body composition 6.4 Use information from fitness assessments to improve selected fitness components		
D.7 Know the characteristics of a healthy lifestyle	7.1 Name the benefits derived from participation in a physical fitness program 7.2 Assess personal fitness and set goals to meet standards of health-related fitness 7.3 Identify and participate in a variety of physical activities such as gymnastic clubs or community sponsored youth groups		

**PHYSICAL EDUCATION Grade 6**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is necessary in productive physical activity

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Know how to develop rules, procedures and etiquette that are safe and effective for specific activity situations	1.1 Assess personal performance without blaming others 1.2 Accept decisions regarding rule infractions 1.3 Identify principles necessary for safe and effective physical performance 1.4 Utilize time effectively to complete assigned tasks (NC10) 1.5 Resolves interpersonal conflicts with sensitivity to the rights and feelings of others (NC10) 1.6 Appreciates the aesthetic and creative aspects of skilled performance in others and self (NC10) 1.7 Make conscious decisions about playing within the rules, procedures and etiquette of a game or activity (NC10) 1.8 Participate in establishing rules, procedures and etiquette that are safe and effective 1.9 Demonstrate ability to work independently and on task during physical education activities		
E.2 Work in a group to accomplish a set goal in both cooperative and competitive activities	2.1 Distinguish between compliance and noncompliance with game rules and demonstrate compliance 2.2 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities (NC10) 2.3 Demonstrate ability to lead or follow while working cooperatively 2.4 Recognize fundamental strategies in a simple game 2.5 Distinguish between acts of courage and reckless acts 2.6 Recognize the attributes that individual differences can bring to group activities 2.7 Begins to develop strategies to communicate ideas and feelings about winning and losing using appropriate: body language, gestures, body movements		
E.3 Understand the physical challenges faced by people with disabilities	3.1 Identify and accept differences in each other's physical performances 3.2 Recognize activities of physically challenged: wheelchair basketball, dancing with a hearing disability		
E.4 Understand origins of different sports and how they evolved	4.1 Demonstrate similarities and differences in physical education in different regions of the United States 4.2 Understand the role of physical activities in learning more about others of like and different backgrounds 4.3 Recognize the validity of games and activities reflecting diverse heritages 4.4 Describe physical education in the ancient world		

**PHYSICAL EDUCATION Grade 7**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
A.1 Use intermediate sport specific skills for dance and rhythmical activities	1.1 Demonstrate country western dance, social dance (NC6) American folk dance and international dance forms 1.2 Create dances that use the various elements of time, space, force and flow (NC6)		
A.2 Use intermediate sport specific skills in selected physical activities	2.1 Demonstrate strategies in a variety of games and sports (NC6) 2.2 Adapt and combine locomotor, nonlocomotor and manipulative skills to meet the demand of complex movement activities 2.3 Create a short movement sequence routine (NC6) 2.4 Demonstrate competence in skills needed for team sports through small-sided games (NC6) 2.5 Demonstrate competence in skills needed for individual physical activity (NC6) 2.6 Demonstrate beginning skills for net or other types of games		

**PHYSICAL EDUCATION Grade 7**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
B.1 Understand the critical elements of advanced movement	1.1 Understand principles of training and conditioning for specific physical activities 1.2 Recognize general characteristics of movement that can be applied to specific settings 1.3 Apply more advanced movement and game strategies (NC7) 1.4 Identify the critical elements of more advanced movement skills such as "give and go" or "pick and roll" (NC7) 1.5 Identify the characteristics of skilled performance in a few movement forms (NC7) 1.6 Use information from a variety of internal and external sources to improve performance		
B.2 Use offensive and defensive strategies in a modified version of a team and individual sport	2.1 Apply basic offensive and defensive strategies in noncomplex settings, i.e., moves that lead to successful serves, passes and spikes in an elite volleyball game		
B.3 Understand good sportsmanship	3.1 Identify characteristics of good sportsmanship 3.2 Exhibit winning and losing etiquette		



**PHYSICAL EDUCATION Grade 7**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
C.1 Understand long-term physiological benefits of regular participation in physical activity	1.1 Participate in games sports, dance and outdoor pursuits, both in and out of school, based on individual interests and capabilities, i.e., improved cardiovascular and muscular strength, improved flexibility and body composition		
C.2 Understands long-term psychological benefits of regular participation in physical activity	2.1 Describe the relationship between a healthy lifestyle and physical, emotional and social well being 2.2 Demonstrate the importance and value of regular physical activity (NC8) 2.3 Identify resources in the community that can be accessed to maintain a physically active lifestyle (NC8) 2.4 Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the physical education class on 5 or more days during the week (NC8) (60 minutes minimum) 2.5 Regulate physical activity behavior by using personal cues and movement principles (NC8)		

**PHYSICAL EDUCATION Grade 7**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
D.1 Engage in more advanced activities that develop and maintain cardio-respiratory endurance	1.1 Complete a valid and reliable pre and post health enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level including monitoring of the heart (NC9) 1.2 Participate in vigorous activity for a sustained period of time (at least 20 minutes) while maintaining a target heart rate i.e. calisthenics activities, resistance and weight training		
D.2 Engage in more advanced levels of activity that develop and maintain flexibility	2.1 Demonstrate knowledge of flexibility 2.2 Participate in a variety of activities that promote flexibility, i.e., wrestling, dance, stretching		
D.3 Engage in more advanced activities that develop and maintain muscular strength and endurance	3.1 Identify proper warm-up, conditioning and cool down techniques and the reasons for using them 3.2 Demonstrate knowledge of the terms aerobic and anaerobic body composition, cardiovascular endurance, flexibility, muscular strength and endurance (NC9) 3.3 Develop a strategy to improve personal level of fitness with each of the five components (NC9) 3.4 Demonstrate knowledge of muscular strength and endurance 3.5 Identify threshold, overload, specificity, frequency, intensity, duration and mode of exercise		
D.4 Meet health-related fitness standards for appropriate level of standardized physical fitness test	4.1 Estimate heart rate, resting heart rate, heart rate reserve, taking pulse at rest and during exercise 4.2 Measure personal level of fitness components compared to the national standards		
D.5 Understand basic principles of training that improve physical fitness	5.1 Assess, set and meet current health-related fitness standards as defined by fitness testing 5.2 Differentiate the body's response to physical activities of various exercise intensities		
D.6 Determine the link between physical activity and weight control (NC7)	6.1 Identify the impact of factors such as nutrition, relaxation, stress and substance abuse on the body's ability to participate in physical activity, i.e., aerobic capacity, body composition, muscle strength, endurance and flexibility		

**PHYSICAL EDUCATION Grade 7**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is necessary in productive physical activity

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Understand the importance of rules, procedures and safe practice in physical activity settings	1.1 Accept and respect decisions made by game officials, whether they are students, teachers or referees 1.2 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities 1.3 Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment (NC10)		
E.2 Understand proper attitudes toward winning and losing	2.1 Analyze potential consequences when confronted with a behavior choice 2.2 Demonstrate appropriate sportsmanship 2.3 Handle conflicts that arise with others without confrontation 2.4 Engage in fair play and show self-control by accepting a controversial decision (NC10) 2.5 Develop strategies to communicate ideas and feelings (NC10) <ul style="list-style-type: none"> <li>• body language</li> <li>• gestures</li> <li>• body movements</li> </ul>		
E.3 Know the difference between inclusive and exclusionary behaviors in physical activity settings	3.1 Work cooperatively with more and less skilled peers 3.2 Seek out participants with and show respect for a peer with varying skill ability (NC10) 3.3 Demonstrate respect for individual differences in physical activity settings (NC9) 3.4 Synthesize and evaluate knowledge about the role of physical activity in a diverse society (NC 9) 3.5 Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings		
E.4 Understand the concept that physical activity is a microcosm of modern culture and society	4.1 Invite all students regardless of ability, race, gender etc., to participate in physical activity and display sensitivity to the needs and feeling os others during physical activities		

**PHYSICAL EDUCATION Grade 8**

**DIOCESAN STRAND A Movement Skills**

**NATIONAL STANDARD 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**VALUES AND ATTITUDES** Respect physical and performance limitations of self and others

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
A.1 Use intermediate sport specific skills for dance and rhythmical activities	1.1 Successfully perform a variety of contemporary and popular dances (NC6) 1.2 Demonstrate square, folk and social dance skills (NC6) 1.3 Create and perform sequential movement routines (NC6) 1.4 Create and perform routines that use a variety of biomechanical and motor skill patterns (NC6)		
A.2 Use intermediate sport specific skills in selected physical activities	2.1 Adapt and combine locomotor, nonlocomotor and manipulative skills to meet the demand of complex movement activities, i.e., aquatics, dance, outdoor pursuits, individual, dual and team sports/activities 2.2 Demonstrate competence in advanced skills needed for team or dual games and sports (NC6) 2.3 Demonstrate competence in advanced skills needed for individual physical activity such as creating open space on offense or defensive strategies in a variety of activities (NC6) 2.4 Demonstrate skills for net or other types of games		

**PHYSICAL EDUCATION Grade 8**

**DIOCESAN STRAND B Games and Sports**

**NATIONAL STANDARD 2 Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical education.**

**VALUES AND ATTITUDES** Display good sportsmanship and effective social relationships in groups  
Respect others and their abilities

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
B.1 Understand the critical elements of advanced movement	1.1 Understand principles of training and conditioning for specific physical activities 1.2 Identify scientific principles to learning skills for ball movement 1.3 Apply more advanced movement and game strategies 1.4 Know and apply rules and safe practices in a variety of physical activities (NC7) 1.5 Understand and apply offensive and defensive strategies in relation to physical activities (NC7) 1.6 Demonstrate knowledge for effective timing and sequencing for skill performance (NC7) 1.7 Demonstrate competence in biomechanical concepts and motor skill development (NC7) 1.8 Use information from a variety of internal and external sources to improve performance		
B.2 Use offensive and defensive strategies in modified and regulation team and individual sports	2.1 Apply basic offensive and defensive strategies in noncomplex settings, i.e., moves that lead to successful serves, passes and spikes in an elite volleyball game 2.2 Understand and analyze an opponent's strengths and weaknesses and apply knowledge to game situation		
B.3 Understand good sportsmanship	3.1 Identify characteristics of good sportsmanship 3.2 Exhibit winning and losing etiquette		

**PHYSICAL EDUCATION Grade 8**

**DIOCESAN STRAND C Personal Development**

**NATIONAL STANDARD 3 Participate regularly in physical activity.**

**NATIONAL STANDARD 6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**VALUES AND ATTITUDES** Participation in physical activity provides life-long health benefits

Students will be able to:

<b>OBJECTIVES</b>	<b>SKILLS</b>	<b>STRATEGIES</b>	<b>ASSESSMENT</b>
C.1 Understand long-term physiological benefits of regular participation in physical activity	1.1 Evaluate the benefits and value of various physical activities for personal fitness programs (NC8) 1.2 Establish and implement personal physical activity goals and evaluate progress toward goals (NC8) 1.3 Participate in a variety of vigorous physical activities to achieve personal fitness program goals within the school or community setting (NC8)		
C.2 Understand long-term psychological benefits of regular participation in physical activity	2.1 Describe long-term physiological, psychological and other benefits that may result from regular participation in physical activity, i.e., healthy self-image, stress reduction, strong mental and emotional health 2.2 Become more skilled in a favorite physical activity		

**PHYSICAL EDUCATION Grade 8**

**DIOCESAN STRAND D Fitness**

**NATIONAL STANDARD 4 Achieve and maintain a health-enhancing level of physical fitness**

**VALUES AND ATTITUDES** Exhibit positive attitudes toward physical fitness  
Recognize that exercise is good for one's health

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
D.1 Engage in more advanced activities that develop and maintain cardio-respiratory endurance	1.1 Explain the importance and implications of the principles of cardiovascular and strength training (NC9) 1.2 Establish and monitor personal physical activity goals 1.3 Monitor the physiological effects, e.g. respiratory rate, resting and recovery heart rates, of a variety of activities on the body (NC 9)		
D.2 Engage in more advanced levels of activity that develop and maintain flexibility	2.1 Demonstrate knowledge of flexibility 2.2 Participate in a variety of activities that promote flexibility, i.e., wrestling, dance, stretching		
D.3 Engage in more advanced activities that develop and maintain muscular strength and endurance	3.1 Identify proper warm-up, conditioning and cool down techniques and the reasons for using them 3.2 Demonstrate knowledge of the terms aerobic and anaerobic (NC7) 3.3 Demonstrate cardiovascular endurance in an activity other than running (NC7) 3.4 Demonstrate knowledge of muscular strength and endurance (NC7) 3.5 Participate in vigorous activity for a sustained period of time (at least 20 minutes) while maintaining a target heart rate		
D.4 Meet health-related fitness standards for appropriate level of standardized physical fitness test	4.1 Complete a valid and reliable pre and post health enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level including monitoring of the heart (NC9) 4.2 Design personal health-related fitness programs based on fitness profile assessed by fitness scores		
D.5 Understand basic principles of training that improve physical fitness	5.1 Describe principles of training and conditioning for specific physical activities, i.e., threshold, overload, specificity, frequency, intensity, duration and mode of exercise 5.2 Practice appropriate ways to learn new skills or sports independently		
D.6 Explain the relationship between physical activity, nutrition and adequate rest/sleep and weight management (NC9)	6.1 Assess physiological indicators of exercise during and after physical activity, i.e., measurement of heart rate, resting heart rate, heart rate reserve, taking pulse at rest and during exercise 6.2 Know how to differentiate the body's response to physical activities of various exercise intensities		

**PHYSICAL EDUCATION Grade 8**

**DIOCESAN STRAND E Social Development**

**NATIONAL STANDARD 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

**VALUES AND ATTITUDES** Responsible personal and social behavior is necessary in productive physical activity

Students will be able to:

OBJECTIVES	SKILLS	STRATEGIES	ASSESSMENT
E.1 Understand the importance of rules, procedures and safe practice in physical activity settings	1.1 Recognize that in playing team sports that rules are fair and allow for maximum participation 1.2 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings (NC10) 1.3 Make choices for the safety of others 1.4 Consistently engage in fair play and sportsmanship behaviors during physical activity (NC10) 1.5 Recognize causes and then demonstrate potential solutions to issues as related to a safe school environment and the physical activity setting (NC10) <ul style="list-style-type: none"> <li>• controversial decisions</li> <li>• safe areas of play</li> </ul>		
E.2 Understand proper attitudes toward winning and losing	2.1 Demonstrate appropriate sportsmanship 2.2 Handle conflicts that arise with others without confrontation 2.3 Demonstrate appropriate strategies to communicate ideas and feelings through verbal and non-verbal language, including: body language, gestures and body movements 2.4 Accept and respect decisions made by game officials, whether they are students, teachers or referees		
E.3 Know the difference between inclusive and exclusionary behaviors in physical activity settings	3.1 Work cooperatively with peers of differing skill to promote a safe school environment (NC10) 3.2 Willingly join others of diverse culture, ethnicity and gender during physical activity (NC 10) 3.3 Identify behaviors that are supportive and inclusive in physical activity 3.4 Identify positive and negative peer influences 3.5 Display empathy to the feelings of others during physical activities (NC10)		
E.4 Understand the concept that physical activity is a microcosm of modern culture and society	4.1 Describe physical education and physical activity in the United States during the last century 4.2 Describe how various cultures have influenced games, sports, play and dance in the United States 4.3 Recognize the diversity and/or different cultures differences in participation in physical activity (NC10)		



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# SCOPE AND SEQUENCE OF OBJECTIVES – PHYSICAL EDUCATION

The focus objectives for each grade are noted by an asterisk (\*). “R” indicates that an objective introduced in a prior grade should continue to be reinforced. The specific skills needed to achieve proficiency of an objective can be found in the strands for each grade.

<b>A. MOVEMENT SKILLS</b>	K	1	2	3	4	5	6	7	8
Use a variety of locomotor movements	*	*	*	R	R	R	R	R	R
Use a variety of non-locomotor skills	*	*	*	R	R	R	R	R	R
Use a variety of object control skills	*	*	*	*	*	*	*	R	R
Use simple combinations of fundamental movement skills	*	*	*	R	R	R	R	R	R
Use control in weight-bearing activities on a variety of body parts	*	*	*	R	R	R	R	R	R
Use control in balance activities on a variety of body parts	*	*	*	R	R	R	R	R	R
Use control in travel activities on a variety of body parts	*	*	*	R	R	R	R	R	R
Use smooth transitions between sequential motor skills	*	*	*	R	R	R	R	R	R
Use locomotor skills in rhythmical patterns	*	*	*	R	R	R	R	R	R
Use mature form and sequence in combinations of locomotor, object control and rhythmical skill				*	*	*	*	R	R
Use mature form in balance activities on a variety of apparatuses				*	*	*	*	R	R
Use strategies for net and invasion games				*	*	*	*	R	R
Use sport specific skills for a variety of physical activities					*	*	*	*	*
Use sport specific skills for dance and rhythmical activities								*	*
<b>B. GAMES AND SPORTS</b>									
Understand a vocabulary of movement concepts	*	*	*	R	R	R	R	R	R
Understand terms that describe a variety of relationships with objects	*	*	*	R	R	R	R	R	R
Use concepts of space awareness and movement control with a variety of basic skills while interacting with others	*	*	*	R	R	R	R	R	R
Understand the critical elements of a variety of movement patterns	*	*	*	R	R	R	R	*	*

	K	1	2	3	4	5	6	7	8
Use feedback to improve performance	*	*	*	*	*	*	*	R	R
Demonstrate knowledge of fundamental rules and safety concepts	*	*	*	R	R	R	R	R	R
Understand principles of practice and conditioning that improve performance				*	*	*	*	R	R
Understand proper warm-up and cool-down techniques				*	*	*	*	R	R
Understand good sportsmanship				*	*	*	*	R	R
Use offensive and defensive strategies in game environments			*	*	*	*	*	*	*
Understand principles of training and conditioning for specific physical activities								*	R
<b>C. PERSONAL DEVELOPMENT</b>									
Understand the health benefits of physical activity	*	*	*	R	R	R	R	R	R
Understand physical activity provides opportunity for enjoyment, challenge, self-expression	*	*	*	R	R	R	R	R	R
Know about opportunities for participation in physical activities both in and out of school				*	*	*	*	R	R
Choose physical activities based on a variety of factors				*	*	*	*	R	R
Know factors that inhibit physical activity				*	*	*	*	R	R
Know how to modify activities to be more health-enhancing				*	*	*	*	R	R
Understand negative effects of physical activity				*	*	*	*	R	R
Understand activities that provide personal challenge						*	*	R	R
Understand long-term physiological benefits of regular physical activity								*	*
Understand long-term psychological benefits of regular physical activity								*	*

## SCOPE AND SEQUENCE OF OBJECTIVES – PHYSICAL EDUCATION

<b>D. FITNESS</b>	K	1	2	3	4	5	6	7	8
Engage in activities that cause cardio-respiratory exertion	*	*	*	*	*	*	*	*	*
Know how to measure cardio-respiratory fitness	*	*	*	R	R	R	R	R	R
Know physiological indicators that accompany physical activity	*	*	*	R	R	R	R	R	R
Engage in activities that require flexibility	*	*	*	*	*	*	*	*	*
Know factors that affect fitness	*	*	R	R	R	R	R	R	R
Engage in activities that develop muscular strength and endurance		*	*	*	*	*	*	*	*
Know the effects of physical activity and nutrition on body composition				*	*	*	*	R	R
Know how to monitor intensity of exercise				*	*	*	*	R	R
Meet health related fitness standards for appropriate level of a standardized physical fitness test				*	*	*	*	*	*
Know characteristics of a healthy lifestyle				*	*	*	*	R	R
Understand basic principles of training that improve physical fitness								*	*
Determine the link between physical activity and weight control								*	*
Know how to differentiate the body's response to physical activities of various exercise intensities									*

<b>E. SOCIAL DEVELOPMENT</b>	K	1	2	3	4	5	6	7	8
Follow rules and procedures	*	*	*	R	R	R	R	R	R
Use equipment and space safely and properly	*	*	*	R	R	R	R	R	R
Understand the purpose of rules in games	*	*	*	R	R	R	R	R	R
Understand the social contributions of physical activity	*	*	*	R	R	R	R	R	R
Understand the elements of socially acceptable conflict resolution in physical activity settings	*	*	*	R	R	R	R	R	R
Understand the importance of cooperation and respect regardless of personal differences	*	*	*	R	R	R	R	R	R
Know how to develop rules, procedures and etiquette for specific activities				*	*	*	*	R	R
Work in groups to accomplish set goals in both cooperative and competitive activities				*	*	*	*	R	R
Understand role of physical activities in learning about others of like and different backgrounds				*	*	R	R	R	R
Understand the physical challenges faced by people with disabilities				*	*	*	*	R	R
<u>Demonstrate good sportsmanship</u>	*	*	*	*	*	*	*	*	*
Understand origins of different sports and how they evolved						*	*	R	R
Understand appropriate attitudes toward winning and losing								*	*
Know the difference between inclusive and exclusive behavior in physical activity								*	*
Understand physical activity is a microcosm of modern culture								*	*
Understand the importance of rules, procedures, and safe practice in physical activity settings								*	*