

**ELEMENTARY
PHYSICAL EDUCATION
CURRICULUM
STANDARDS**

Catholic Schools Office

Diocese of Phoenix

2015

PHYSICAL EDUCATION CURRICULUM STANDARDS

Diocese of Phoenix

2015

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The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the Elementary Physical Education Curriculum Committee for its work in developing Physical Education Curriculum Standards.

The Physical Education Standards are designed to promote the development of positive self-concept and interpersonal relations in play and sports activities which reflect the gospel values of justice, fair play, and cooperation.

These standards have been developed to provide specific information regarding course content and process skills to be taught at each grade level. Topics listed may be emphasized at another grade level in a school, but it is imperative that articulation between grade levels take place to avoid duplication and to insure that the necessary skills and content are emphasized.

It is the hope of the committee that with these standards, we will be better able to foster an atmosphere in which students develop physically active lifestyles which promote lifelong fitness and good health.

Gratefully,

A handwritten signature in black ink that reads "MaryBeth Mueller". The signature is written in a cursive style with a large, prominent initial "M".

MaryBeth Mueller

Executive Director of the Division of Education and Evangelization
and Superintendent of Catholic Schools

ELEMENTARY PHYSICAL EDUCATION CURRICULUM COMMITTEE

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PHYSICAL EDUCATION CURRICULUM STANDARDS

Catholic Schools Office
Diocese of Phoenix

Philosophy

Physical education is a sequential, instructional program in which students develop physically active lifestyles that promote lifelong fitness and good health. The planned curriculum of skills and concepts promotes optimal development of physical, spiritual and mental wellness among youth – with emphasis on positive self-concept, social behavior, leadership ability, and moral development.

Physical education is an integral part of the Catholic Schools total education program, taught by qualified personnel, and complements the other curriculum areas.

Goals

The Physical Education Curriculum will provide an opportunity for students to:

- acquire physical skills and a satisfactory level of fitness
- develop effective and efficient motor skills
- gain and apply a knowledge and understanding of human movement
- promote lifetime skills (e.g. fitness, nutrition...)
- develop positive self-esteem through recreational activities
- achieve personal, safety, and social skills important for success in leisure time, democratic living, and cultural advancement
- receive opportunity for expression in sound leadership

Special Thanks to the Dominican Sisters of Mary, Mother of the Eucharist. Their Education in Virtue program is the basis for the Catholic Identity focus for each PE standard.

The program can be found at <https://educationinvirtue.com/>.

Diocese of Phoenix Physical Education Curriculum Standards

The Diocese of Phoenix Physical Education curriculum for Kindergarten through eighth grade is the document adopted to reflect the desired outcomes for our students. The curriculum document provides teachers with the content and processes taught at each grade level. The performance objectives are for all students unless a differentiated curriculum is defined through a Student Service Plan. The adopted curriculum supports all students in receiving a common knowledge base through their education in the Diocese of Phoenix. The curriculum content is aligned to the following sources:

National Standards: designed by **Shape America, the Society of Health and Physical Educators**, (www.shapeamerica.org) to develop physically-educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The purpose of the National Standards document is to provide the framework for a quality physical education.

- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

State Standards: Arizona State Standards also reference the National standards and are reflected in the Diocesan Physical Education Standards.

- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- The physically literate individual recognizes the value of physical activity of health, enjoyment, challenge, self-expression and/or social interaction.

Diocesan Standards: Developed by the Diocesan Curriculum Committee to exceed the National and State standards in terms of expectation and Catholic Identity.

Code Translation Key

S1.E19 Manipulative (Sample)	S= Standard, 1="Standard 1", E19="Essential Skill #19", Manipulative=the category of activity being referenced
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Grades K-5

Physical Education

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

Catholic Identity Focus for Standard 1:

Students will exhibit joyful mastery of and appreciation for one’s own physical gifts.

	Grades K-2	Grades 3-5
<p>S1.E1-3 Locomotor</p> <p><i>Hopping, galloping, running, sliding, skipping, leaping</i></p>	<ol style="list-style-type: none"> 1. Performs locomotor skills (hopping, galloping, running, sliding, skipping, leaping; in a mature pattern by grade 2). (S1.E1-3.1) 2. Travels showing differentiation between jogging and sprinting. (S1.E1-3.2) 	<ol style="list-style-type: none"> 1. Leaps using a mature pattern. (S1.E1-3.1) 2. Uses various locomotor skills in a variety of small –sided practice tasks, dance and educational gymnastics experiences. (S1.E1-3.2) 3. Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1-3.3) 4. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1-3.4) 5. Travels showing differentiation between sprinting and running. (S1.E1-3.5) 6. Uses appropriate pacing and a mature pattern for a variety of running distances. (S1.E1-3.6)

Standard 1 (Continued)		
	Grades K-2	Grades 3-5
S1.E4 Locomotor <i>Jumping and landing</i>	1. Performs 4 of the 5 critical elements for jumping and landing actions (horizontal/vertical) using 2 foot take-offs and landings by grade 2. (See appendix II)	1. Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E4.1) 2. Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E4.2) 3. Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E4.3)
S1.E5 Locomotor <i>Dance</i>	1. Performs a teacher or student led movement activity using music or rhythm.	1. Performs teacher selected and developmentally appropriate dance steps and movement patterns. (S1.E5.1) 2. Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.2)
S1.E6 Locomotor <i>Combinations</i>		1. Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student designed small-sided practice tasks.
S1.E7 Nonlocomotor <i>Balance</i>	1. Balances on different bases of support, combining levels and shapes. (S1.E7.1) 2. Balances in an inverted position with stillness and supportive base. (S1.E7.2)	1. Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. 2. Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (S1.E8-9.1)

Standard 1 (Continued)		
	Grades K-2	Grades 3-5
<p>S1.E8-9 Nonlocomotor <i>(stability)</i> <i>Weight Transfer</i></p>	<ol style="list-style-type: none"> 1. Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8-9.1) 2. Rolls in different directions with either a narrow or curled body shape. (S1.E8-9.2) 	<ol style="list-style-type: none"> 1. Applies skills. (S1.E8-9.2)
<p>S1.E10 Nonlocomotor <i>(stability)</i> <i>Curling & stretching;</i> <i>twisting & bending</i></p>	<ol style="list-style-type: none"> 1. Performs twisting, curling, bending and stretching movements. 	<ol style="list-style-type: none"> 1. Performs curling, twisting and stretching actions with correct application in dance, gymnastics, small sided practice tasks in game environments.
<p>S1.E11 Nonlocomotor <i>(stability)</i> <i>Combinations</i></p>	<ol style="list-style-type: none"> 1. Combines sequences of locomotor and nonlocomotor movements. 	<ol style="list-style-type: none"> 1. Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time-flow) to create and perform a dance. (S1.E11.1) 2. Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, forces, time, flow) to create and perform a dance with a partner. (S1.E11.2) 3. Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, forces, time, flow) to create and perform a dance with a group. (S1.E11.3)

Standard 1 (Continued)		
	Grades K-2	Grades 3-5
<p>S1.E12 Nonlocomotor <i>(stability)</i> <i>Balance and weight transfers</i></p>		<ol style="list-style-type: none"> 1. Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.1) 2. Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.2) 3. Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.3)
<p>S1.E13 Manipulative <i>Underhand throw</i></p>	<ol style="list-style-type: none"> 1. Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. 	<ol style="list-style-type: none"> 1. Throws underhand to a partner or target with different sizes and types of objects. (S1.E13.1) 2. Throws underhand to a large target with accuracy. (S1.E13.2)
<p>S1.E14 Manipulative <i>Overhand throw</i></p>	<ol style="list-style-type: none"> 1. Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. <i>(see appendix II)</i> 	<ol style="list-style-type: none"> 1. Throws overhand for distance and/or force. (S1.E14.1) 2. Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.2)

Standard 1 (Continued)		
	Grades K-2	Grades 3-5
S1.E15 Manipulative <i>Passing with hands</i>		1. Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.1) 2. Throws with accuracy, both partners moving. (S1.E15.2)
S1.E16 Manipulative <i>Catching</i>	1. Drops a ball and catches it before it bounces twice. (S1.E16.1) 2. Catches various sizes of a balls before it bounces, self-tossed or tossed by skilled thrower. (S1.E16.2)	1. Catches a thrown ball above the head at chest or waist level, and below the waist. (S1.E16.1) 2. Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment. (S1.E16.2) 3. Catches with accuracy, both partners moving. (S1.E16.3)
S1.E17 Manipulative <i>Dribbling / ball control with hands</i>	1. Dribbles a ball with hands continuously in self-space using preferred hand proficiently by grade 2. (S1.E17.1) 2. Dribbles a ball with hands while walking proficiently by grade 2. (S1.E17.2)	1. Dribbles in self space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.1) 2. Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.2)
S1.E18 Manipulative <i>Dribbling/ball control with feet</i>	1. Taps or dribbles with the inside of the foot, sending it forward or while walking in general space.	1. Dribbles with the feet in general space with control of ball and body with various speeds.

Standard 1 (Continued)		
	Grades K-2	Grades 3-5
S1.E19 Manipulative <i>Passing and receiving with feet</i>		<ol style="list-style-type: none"> 1. Passes and receives a ball with the insides of the feet while keeping the ball under control. (S1.E19.1) 2. Passes with the feet to a non moving partner and moving partner. (S1.E19.2)
S1.E20 Manipulative <i>Dribbling in combination</i>		<ol style="list-style-type: none"> 1. Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.1) 2. Dribbles with hands or feet with mature patterns in a variety of small-sided games. (S1.E20.2)
S1.E21 Manipulative <i>Kicking</i>		<ol style="list-style-type: none"> 1. Using a continuous running approach and kicks a stationary and moving ball for accuracy. (S1.E21.1) 2. Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.2)
S1.E22 Manipulative <i>Volley, underhand</i>	<ol style="list-style-type: none"> 1. Volleys a light-weight object (balloon), sending it upward. 	<ol style="list-style-type: none"> 1. Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner.

Standard 1 (Continued)		
	Grades K-2	Grades 3-5
S1.E23 Manipulative <i>Volley, overhand</i>		1. Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.
S1.E24 Manipulative <i>Striking, short implement</i>	1. Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.	1. Strikes an object consecutively, with a partner, using a short-handled implement, over a low net or against a wall, in either a competitive or cooperative game environment.
S1.E25 Manipulative <i>Striking, long implement</i>	1. Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.	1. Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through. (S1.E25.1) (See appendix II) 2. Strikes a pitched ball with a bat. (S1.E25.2) 3. Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small sided game. (S1.E25.3)

Standard 1 (Continued)		
	Grades K-2	Grades 3-5
<p>S1.E26 Manipulative</p> <p><i>In combination with locomotor movements</i></p>		<p>1. Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice-task environments.</p>
<p>S1.E27 Manipulative</p> <p><i>Jumping rope</i></p>	<p>1. Executes a single jump with self-turned rope (K). (S1.E27.1)</p> <p>2. Jumps long rope with teacher assisted turning (K). (S1.E27.2)</p> <p>3. Jumps a self-turned rope consecutively forward and backward mature pattern by grade 2. (S1.E27.3)</p> <p>4. Jumps a long rope 5 times consecutively with teacher or student assisted turning proficiently by grade 2. (S1.E27.4)</p>	<p>1. Performs intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.</p>

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Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Catholic Identity Focus for Standard 2: Students will pray, think, and act; learn how to gather information to make a decision, and demonstrate good judgment when working on movement and/or performance related tasks alone or with others.

	Grades K-2	Grades 3-5
<p>S2.E1 Movement Concepts <i>Space</i></p>	<ol style="list-style-type: none"> Differentiates between movement in personal (self-space) and general space. (S2.E1.1) Combines locomotor skills in self-space and general space in response to designated beats and rhythms. (S2.E1.2) 	<ol style="list-style-type: none"> Recognizes the concept of open spaces in a movement context. (S2.E1.1) Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.2) Dribbles in general space with changes in direction and speed. (S2.E1.3)
<p>S2.E2 Movement Concepts <i>Pathways, shapes, levels</i></p>	<ol style="list-style-type: none"> Travels in 3 different pathways demonstrating low, middle and high levels with dance and gymnastic sequences (S2.E2.1) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.2) 	<ol style="list-style-type: none"> Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.1)

Standard 2 (Continued)		
	Grades K-2	Grades 3-5
<p>S2.E3 Movement Concepts <i>Speed, direction, force</i></p>	<ol style="list-style-type: none"> 1. Differentiates between fast and slow speeds. (S2.E3.1) 2. Differentiates between strong and light force with gradual increases and decreases. (S2.E3.2) 	<ol style="list-style-type: none"> 1. Applies the movement concepts of speed, endurance, and pacing for running. (S2.E3.1) 2. Applies the concepts of directions and force when striking an object with a short-handled and long-handled implement, sending it toward a designated target. (S2.E3.2) 3. Applies movement concepts to strategy in game situations. (S2.E3.3)
<p>S2.E4 Movement Concepts <i>Alignment & muscular tension</i></p>		<ol style="list-style-type: none"> 1. Employs the concept of alignment in gymnastics and dance. (S2.E4.1) 2. Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.2)
<p>S2.E5 Movement Concepts <i>Strategies & tactics</i></p>		<ol style="list-style-type: none"> 1. Applies simple offensive and defensive strategies & tactics in chasing and fleeing activities. (S2.E5.1) 2. Applies simple offensive and defensive strategies & tactics in invasion small-sided practice tasks. (S2.E5.2) 3. Recognizes the type of kick, throw, volley or striking action needed for different games and sports situations. (S2.E5.3) 4. Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. (S2.E5.4)

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Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Catholic Identity Standard Focus for Standard 3: Students will demonstrate understanding that one's own knowledge of physical activities and fitness come from God and acknowledgment of others' accomplishments as well as one's own humility.

	Grades K-2	Grades 3-5
S3.E1-2 Physical Activity Knowledge	<ol style="list-style-type: none"> 1. Discusses the benefits of being active and exercising and /or playing (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1-2.1) 	<ol style="list-style-type: none"> 1. Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1-2.1) 2. Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1-2.2)
S3.E2 Engages in Physical Activity	<ol style="list-style-type: none"> 1. Actively engages in physical education class in response to instruction and practice. 	<ol style="list-style-type: none"> 1. Actively engages in all the activities of physical education.
S3.E3 Fitness Knowledge <i>Heart Health</i>	<ol style="list-style-type: none"> 1. Recognizes that when you move fast, your heart beats faster and you breathe faster . (S3.E3.1) 2. Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.2) 	<ol style="list-style-type: none"> 1. Evaluate heart rate during exercise utilizing methods such as manual, pulse checking, perceived exertion index or heart rate monitors. (S3.E3.1) 2. Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.2)

Standard 3: (Continued)		
	Grades K-2	Grades 3-5
<p>S3.E4 Fitness Knowledge</p> <p><i>Health related fitness</i></p> <p><i>Warm-up/Cool down</i></p> <p><i>FITT principle</i></p> <p><i>Muscle identification</i></p> <p><i>Muscular/skeletal movement</i></p>	<ol style="list-style-type: none"> 1. Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength. (S3.E4.1) 2. Identifies physical activities that contribute to fitness. (S3.E4.2) 	<ol style="list-style-type: none"> 1. List, define, and demonstrate the 5 components of health-related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition). (S3.E4.1) 2. Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.2) 3. Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (S3.E4.3.) 4. Identify major muscles. (S3.E4.4)
<p>S3.E5 Fitness Knowledge</p> <p><i>Skill related</i></p>		<ol style="list-style-type: none"> 1. Identifies the six components of skill related fitness (speed, reaction time, agility, balance, coordination, power).

Standard 3: (Continued)		
	Grades K-2	Grades 3-5
S3.E6 Assessment and Program Planning and Nutrition	<ol style="list-style-type: none"> 1. Recognizes that food provides energy for physical activity. (S3.E6.1) 2. Differentiates between healthy and unhealthy foods. (S3.E6.2) 3. Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.3) 	<ol style="list-style-type: none"> 1. Completes fitness assessments. (pre and post.) (S3.E6.1) 2. Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E6.2) 3. Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E6.3) 4. Identifies foods that are beneficial for before and after physical activity. (S3.E6.4) 5. Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.5) 6. Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.6)
S3.E7 Sun Safety	<ol style="list-style-type: none"> 1. Identify sun safe practices. 	<ol style="list-style-type: none"> 1. Identify sun safe practices.

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

Catholic Identity Focus for Standard 4: Students will exhibit responsible personal and social behavior that respects self and others. Good sportsmanship is the virtue of treating ourselves, our fellow teammates, and our competitors with dignity and respect in all physical activities, winning with graciousness and losing with dignity and honor. Our behavior at all times should reflect that of Christ and our demeanor speak to the value of healthy competition.

	Grades K-2	Grades 3-5
S4.E1 Personal Responsibility	<ol style="list-style-type: none"> 1. Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.1) 2. Accepts personal responsibility by using equipment and space appropriately. (S4.E1.2) 3. Acknowledges responsibility for behavior when prompted. (S4.E1.3) 4. Accepts responsibility for class protocols with behavior and performance actions. (S4.E1.4) 	<ol style="list-style-type: none"> 1. Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.1) 2. Participates with responsible behavior for self and others in a variety of physical activity contexts, environments and facilities. (S4.E1.2)
S4.E2 Accepting Feedback	<ol style="list-style-type: none"> 1. Responds appropriately to general feedback from the teacher. (S4.E2.1) 2. Accepts specific corrective feedback from the teacher. (S4.E2.2) 	<ol style="list-style-type: none"> 1. Listens respectfully to corrective feedback from others. (e.g., peers, adults) (S2.E2.1). 2. Gives corrective feedback respectfully to peers. (S2.E2.2)

Standard 4: (Continued)		
	Grades K-2	Grades 3-5
S4.E3 Working with Others	<ol style="list-style-type: none"> 1. Shares equipment and space with others (S4.E3.1) 2. Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E3.2) 	<ol style="list-style-type: none"> 1. Accepts players of all skill levels into the physical activity (S4.E3.1) 2. Works cooperatively with others. (S4.E3.2)
S4.E4 Rules & Etiquette	<ol style="list-style-type: none"> 1. Recognizes and exhibits the established protocols for class activities. (S4.E4.1) 2. Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E4.2) 	<ol style="list-style-type: none"> 1. Exhibits etiquette and adherence to rules in a variety of physical activities.
S4.E5 Safety	<ol style="list-style-type: none"> 1. Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E5.1) 2. Works independently and safely in physical education and with equipment use. (S4.E5.2) 	<ol style="list-style-type: none"> 1. Works safely with peers and equipment in physical activity settings.

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Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Catholic Identity Focus for Standard 5: Students will demonstrate the ability to stick with the task at hand even when a task is difficult or boring. Students will also show gratitude for the gifts God gave them and see the correlation between these gifts and the positive outcomes that grow from physical activity.

	Grades K-2	Grades 3-5
S5.E1 Health	<ol style="list-style-type: none">1. Identifies physical activity as component of good health.	<ol style="list-style-type: none">1. Discusses the relationship between physical activity and good health. (S5.E1.1)2. Examines the health benefits of participating in physical activity. (S5.E1.2)
S5.E2 Challenge	<ol style="list-style-type: none">1. Acknowledges that some physical activities are challenging/difficult. (S5.E2.1)2. Recognizes that challenge in physical activities can lead to success. (S5.E2.2)	<ol style="list-style-type: none">1. Discusses the challenge that comes from learning a new physical activity. (S5.E2.1)2. Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.2)

Standard 5 (Continued)		
	Grades K-2	Grades 3-5
S5.E3. Self-expression & Enjoyment	<ol style="list-style-type: none"> 1. Describes positive feelings that result from participating in physical activities. (S5.E3.1) 2. Identifies physical activities that provide self-expression e.g., dance, gymnastics routines, practice tasks/games environment). (S5.E3.2) 	<ol style="list-style-type: none"> 1. Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
S5.E4 Social Interaction	<ol style="list-style-type: none"> 1. Demonstrates socially acceptable conflict resolution skills. 	<ol style="list-style-type: none"> 1. Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.1) 2. Describes the social benefits gained from participating in physical activity. (e.g., recess, youth sports)

Grades 6-8

<u>Physical Education, Grades 6-8</u>	
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
Catholic Identity Focus for Standard 1	
Students will exhibit joyful mastery of and appreciation for one's own physical gifts.	
S1.M1 Dance & rhythms	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group proficiently by 8 th grade.
S1.M2 Games & sports Invasion & field games <i>Throwing</i>	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
S1.M3 <i>Catching</i>	Catches using an implement in a dynamic environment or modified game play.
S1.M4 Games & sports Invasion games <i>Passing & receiving</i>	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse, hockey, basketball, flag football, handball, and soccer.
S1.M5 Games & sports Invasion games <i>Passing & receiving</i>	Throws a lead pass, while stationary or moving, to a moving partner off a dribble or pass.
S1.M6 Games & sports Invasion games <i>Offensive skills</i>	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens proficiently by 8 th grade.

Standard 1 (Continued)	
S1.M7 Games & sports Invasion games <i>Offensive skills</i>	Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes.
S1.M8 Games & sports Invasion games <i>Dribbling/ball control</i>	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.
S1.M9 Games & sports Invasion games <i>Dribbling/ball control</i>	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.
S1.M10 Games & sports Invasion games Shooting on goal	Shoots on goal with body or long-handled implement with power and accuracy in small-sided game play.
S1.M11 Games & sports Invasion games Defensive skills	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.1) Slides in all directions without crossing the feet. (S1. M11.2)

Standard 1 (Continued)	Grades 6-8
<p>S1.M12</p> <p>Games & sports</p> <p>Net/wall games</p> <p><i>Serving</i></p>	<p>Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.</p>
<p>S1.M13</p> <p>Games & sports</p> <p>Net/wall games</p> <p><i>Striking</i></p>	<p>Strikes with a mature overhand pattern for net/wall games such as volleyball, handball, badminton or tennis.</p>
<p>S1.M14</p> <p>Games & sports</p> <p>Net/wall games</p> <p><i>Forehand & backhand</i></p>	<p>Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement in net games such as pickleball, tennis, badminton or paddle ball.</p>
<p>S1.M15</p> <p>Games & sports</p> <p>Net/wall games</p> <p><i>Weight transfer</i></p>	<p>Transfers weight with correct timing, with the forehand and backhand, for the striking pattern.</p>
<p>S1.M16</p> <p>Games & sports</p> <p>Net/wall games</p> <p><i>Volley</i></p>	<p>Forehand- and backhand-volleys using a short-handled implement during modified game play.</p>

Standard 1 (Continued)	Grades 6-8
<p>S1.M17</p> <p>Games & sports</p> <p>Net/wall games</p> <p><i>Two-handed volley</i></p>	<p>Two-hand-volleys with control in a variety of practice tasks.</p>
<p>S1.M18</p> <p>Games & sports</p> <p>Target games</p> <p><i>Underhand throw</i></p>	<p>Performs underhand throws for target games such as bowling, bocce or horseshoes.</p>
<p>S1.M19</p> <p>Games & sports</p> <p>Target games</p> <p><i>Striking</i></p>	<p>Strikes, with an implement, a stationary object for accuracy, distance, and power in activities such as croquet, shuffleboard or golf.</p>
<p>S1.M20</p> <p>Games & sports</p> <p>Fielding/striking games</p> <p><i>Throwing</i></p>	<p>Strikes a pitched ball with an implement to open space in a variety of practice tasks.</p>
<p>S1.M21</p> <p>Games & sports</p> <p>Fielding/striking games</p> <p><i>Catching</i></p>	<p>Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks.</p>

Physical Education, Grades 6-8

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Catholic Identity Focus for Standard 2

Students will pray, think, and act; learn how to gather information to make a decision, and demonstrate good judgment when working on movement and/or performance related tasks alone or with others.

S2.M1 Games & sports Invasion games <i>Creating space with movement</i>	Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).
S2.M2 Games & sports Invasion games <i>Creating space with offensive tactics</i>	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.
S2.M3 Games & sports Invasion games <i>Creating space using width & length</i>	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
S2.M4 Games & sports Invasion games <i>Reducing space by changing size & shape</i>	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

Standard 2 (Continued)	Grades 6-8
<p>S2.M5</p> <p>Games & sports</p> <p>Invasion games</p> <p><i>Reducing space using denial</i></p>	<p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.</p>
<p>S2.M16</p> <p>Games & sports</p> <p>Invasion games</p> <p><i>Transitions</i></p>	<p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with team-mates.</p>
<p>S2.M7</p> <p>Games & sports</p> <p>Net/wall games</p> <p><i>Creating space through variation</i></p>	<p>Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back proficient by 8th grade. (S2.M7.8)</p>
<p>S2.M8</p> <p>Games & sports</p> <p>Net/wall games</p> <p><i>Using tactics & shots</i></p>	<p>Selects offensive shot based on opponent's location (hit where opponent is not).</p>
<p>S2.M9</p> <p>Games & sports</p> <p>Target games</p> <p><i>Shot selection</i></p>	<p>Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.</p>

Standard 2 (Continued)	Grades 6-8
<p>S2.M10</p> <p>Games & sports</p> <p>Fielding/striking games</p> <p><i>Offensive strategies</i></p>	<p>Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.</p>
<p>S2.M11</p> <p>Games & sports</p> <p>Fielding/striking games</p> <p><i>Reducing space</i></p>	<p>Selects the correct defensive play based on the situation (e.g., number of outs).</p>
<p>S2.M12</p> <p>Individual-performance activities, dance and rhythms</p> <p><i>Movement concepts</i></p>	<p>Varies application of force during dance or gymnastic activities.</p>
<p>S2.M13</p> <p>Outdoor pursuits</p> <p><i>Movement concepts</i></p>	<p>Implements safe protocols in self-selected outdoor activities.</p>

Physical Education, Grades 6-8

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Catholic Identity Focus for Standard 3

Students will demonstrate understanding that one’s own knowledge of physical activities and fitness come from God and acknowledgment of others’ accomplishments as well as one’s own humility.

<p>S3.M1</p> <p>Physical activity knowledge</p>	<p>Describes how being physically active leads to a healthy body. (S3.M1.1)</p> <p>Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.2)</p> <p>Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.3)</p>
<p>S3.M2</p> <p>Engages in physical activity</p>	<p>Discuss the importance of playing 60 minutes every day in the activity of their choice.</p>
<p>S3.M6</p> <p>Fitness knowledge</p>	<p>Discuss the difference in moderate to vigorous aerobic activity and muscle and bone-strengthening physical activity.</p>
<p>S3.M9</p> <p>Fitness knowledge</p>	<p>Employs a variety of appropriate static/dynamic stretching techniques for all major muscle groups.</p>
<p>S3.M10</p> <p>Fitness knowledge</p>	<p>Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.1)</p> <p>Describes the role of exercise and nutrition in weight management. (S3.M10.2)</p>
<p>S3.M11</p> <p>Fitness knowledge</p>	<p>Describes the role of flexibility in injury prevention. (S3.M10.3)</p>

Standard 3 (Continued)	Grades 6-8
S3.M12 Fitness knowledge	Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.
S3.M13 Fitness knowledge	Defines resting heart rate and describes its relationship to aerobic fitness.
S3.M14 Fitness knowledge	Identifies major muscles used in selected physical activities. (S3.M14.1) Describes how muscles to create movement in pairs by relaxing and contracting. (S3.M14.2)
S3.M15 Assessment & program planning	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.
S3.M16 Assessment & program planning	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.1) Designs and implements a program to improve levels of health-related fitness and nutrition proficiently by 8 th grade. (S3.M16.2)
S3.M17 Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. (S3.M17.1) Describes the relationship between poor nutrition and health risk factors. (S3.M17.2)
S3.M18 Stress management	Practices strategies for dealing with stress, such as deep breathing, guided visualization, meditation and aerobic exercise.

Physical Education, Grades 6-8

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Catholic Identity Focus for Standard 4

Students will exhibit responsible personal and social behavior that respects self and others. Good sportsmanship is the virtue of treating ourselves, our fellow teammates, and our competitors with dignity and respect in all physical activities, winning with graciousness and losing with dignity and honor. Our behavior at all times should reflect that of Christ and our demeanor speak to the value of healthy competition.

S4.M1 Personal responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.1) Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.2) Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.3)
S4.M2 Personal responsibility	Demonstrates both intrinsic and extrinsic motivate on by selecting opportunities to participate in physical activity outside of class. (S4.M2.1) Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.2)
S4.M3 Accepting feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.1) Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.2)
S4.M4 Working with others	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
S4.M5 Working with others	Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.

Standard 4 (Continued)	Grades 6-8
S4.M6 Rules & etiquette	Identifies the rules and etiquette for physical activities/games and dance activities.
S4.M7 Safety	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Physical Education, Grades 6-8

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interactions.

Catholic Identity Focus for Standard 5

Students will demonstrate the ability to stick with the task at hand even when a task is difficult or boring. Students will also show gratitude for the gifts God gave them and see the correlation between these gifts and the positive outcomes that grow from physical activity.

S5.M1 Health	Identifies the 5 components of health-related fitness (muscular Strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.
S5.M2 Health	Identifies positive mental and emotional aspects of participating in a variety of physical activities.
S5.M3 Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.
S5.M4 Self expression & enjoyment	Identifies why self-selected physical activities create enjoyment.
S5.M5 Self expression & enjoyment	Explains the relationship between self-expression and lifelong enjoyment through physical activity.
S5.M6 Social interaction	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.

Appendix I

Diocese of Phoenix

**Exit Outcomes and
Suggested Activities**

Grades 5-8

BADMINTON

Description

During the badminton unit, students have the opportunity to practice in game situations and learn about the vocabulary, skills, and scoring system associated with badminton.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of the rules, terminology and scoring of badminton
- Demonstrate proficiency or show improvement in developing hand-eye, foot-eye coordination
- Develop an appreciation of the recreational value of badminton

Skills

Grip

Forehand

Backhand

Serve

Clear

Smash

Drop

Scorekeeping

Sample Activities

Volleying

Singles games

Doubles games

Queen of the court

BASKETBALL

Description

Students will work on developing the skills associated with the game of basketball. They will play various lead up games and gradually progress to modified game situations.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of game rules
- Demonstrate knowledge of game strategy
- Demonstrate proficiency or show improvement in dribbling, passing, shooting and catching
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship
- Develop an appreciation of the recreational value of basketball

Skills

Ball handling

Catching

Passing

Dribbling

Shooting

Offensive and defensive techniques

Sample Activities

Around the world

No dribble basketball

Bump Out

Knock Out

FIELD HOCKEY

Description

Students will work on developing the skills associated with the game of field hockey. Students will learn the various positions and rules of field hockey and progress from lead-up games to small sided games.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of game rules
- Demonstrate knowledge of game strategy
- Demonstrate knowledge of safety and correct handling of the stick
- Develop hand-eye coordination
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship
- Develop an appreciation of the recreational value of field hockey

Skills

Offensive and defensive techniques

Stick handling

Dribbling (Push, tap)

Push pass

Dodges

Shooting

Driving

Fielding

Sample Activities

Keep away

2 on 1

3 on 3

5 on 5

FITNESSGRAM/ACTIVITY GRAM

www.fitnessgram.net

Description

Students will be assessed on their aerobic capacity, body composition, muscle strength, endurance and flexibility.

Exit Outcomes

Students will be able to:

- Demonstrate PACER test or one mile run
- Demonstrate curl-up
- Demonstrate trunk lift
- Calculate Body Mass Index (BMI)
- Demonstrate a push-up
- Demonstrate flexibility sit and reach test

FOOTBALL

Description

Students will work on developing the skills associated with the game of football. Students will play various lead up games and gradually progress to small sided games.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of game rules and terminology
- Demonstrate knowledge positions and game strategy
- Demonstrate or show proficiency in passing, catching, centering, kicking, punting and running
- Demonstrate a knowledge of safety in the game of football
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship
- Develop an appreciation of the recreational value of field hockey

Skills

Passing

Catching

Blocking

Ball carrying

Punting

Offensive and defensive techniques

Sample Activities

Pass, Punt, Kick

4 on 4

6 on 6

Pattern practice

FLYING DISC (FRISBEE)

Description

Students will work on developing the skills associated with Frisbee. Students will play various lead up games and gradually progress to small-sided games.

Exit Outcomes

Students will be able to:

- Demonstrate game rules and terminology
- Demonstrate knowledge of game strategy
- Demonstrate proficiency or show improvement in throwing and catching a Frisbee
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship
- Develop an appreciation of the recreational value of Frisbee

Skills

Throwing

Catching

Offensive and defensive techniques

Sample Activities

Keep away

Frisbee baseball/softball

Twenty one

Frisbee soccer

Frisbee golf

Ultimate Frisbee

GOLF

Description

Students will work on developing the skills associated with golf. Students will learn the vocabulary and scoring system used in a game situation.

Exit Outcomes

Students will be able to:

- Demonstrate game rules and terminology
- Demonstrate knowledge of game strategy
- Demonstrate proficiency or show improvement in developing hand-eye coordination
- Develop an appreciation of the recreational value of golf

Skills

Grip

Stance

Ball Alignment

Body Alignment

Swing

Chip Shot

Full Shot

Putt

Sample Activities

Driving

Target golf

Putting green

JUMP ROPE/JUMP BANDS

Description

Students will work on developing the skills associated with jump rope/jump bands. Students will participate in various individual, partner and group rope jumping/jump band activities.

Exit Outcomes

- Demonstrates basic individual and long rope jumping techniques
- Demonstrate jump band techniques
- Demonstrate importance of rhythm for successful participation
- Demonstrate knowledge of safety
- Enhance aerobic capacity, muscular strength and muscular endurance
- Develop an appreciation of the concepts of teamwork and cooperation
- Develop an appreciation of recreational value or rope jumping

Skills

Choosing the right size individual rope

Individual rope jumping

Turning a long rope

Front and back door entrance into a long jump rope

Jumping a long rope

Jump band positions: enders and jumpers

Jump band jumping skills

Cooperation

Sample Activities

Individual rope jumping (bell, skier, criss cross, straddle...)

Single Long rope jumping (front door and back door entrance, jumping with chants, mousetrap)

Multiple Long rope jumping (egg beater, down the line, double dutch)

Jumping Bands (basic and challenging jumping skills)

Jump roping and jump band routines

LACROSSE

Description

Students will work on developing the skills associated with the game of lacrosse. Students will play various lead up games and gradually progress to game situations.

Exit Outcomes

Students will be able to:

- Demonstrate game rules and terminology
- Demonstrate knowledge of game strategy
- Demonstrate proficiency or show improvement in cradling, passing, shooting, catching and scooping
- Demonstrate a knowledge of safety and stick control
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship

Skills

Passing

Catching

Cradling

Scooping

Shooting

Goal keeping

Offensive and defensive techniques

Sample Activities

2 on 1

3 on 2

Keep away

PILATES / STRENGTH TRAINING

Description

Students will demonstrate movements and exercises associated with muscle development. Students will have the opportunity to develop a sense of personal responsibility for their fitness and gain knowledge to lead an active healthy lifestyle.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of core muscle groups and terminology
- Demonstrate proficiency or show improvement in poses
- List household items that may be used to increase muscle strength
- Demonstrate exercises with bands to increase muscle strength
- Discuss the lifetime value of muscular fitness
- Increase flexibility

Skills

Patience

Self-Discipline

Concentration

Meditation

Flexibility

Sample Activities

Pilates Stance

Scoop the Abs

C-Curve

Pilates Point

Bicep Curl

Tricep Extension

Rows

Leg Extension

Leg Press

QUIET GAMES

Description

Students will work on developing cooperative group skills associated with quiet games. They will play board and card games against various people and gradually progress until they have been paired with everyone in the class. Quiet games integrate other subjects such as spelling and math and usually coincide with inclement weather.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of various game rules and terminology
- Demonstrate knowledge of game strategy for a variety of games
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship
- Demonstrate the ability to teach someone else the games they learn

Skills

Concentration

Offensive and defensive techniques

Strategy

Addition

Patience

Sample Activities

Chess/checkers	Card Games
Chinese checkers	Puzzles
Connect 4	Cup Stacking
Dominoes	Quiet Ball
Boggle	Heads Up, 7 Up
Jenga	4 Corners
Uno	

SOCCER

Description

Students will work on skills associated with the game of soccer. Students will play various lead up games and gradually progress to small-sided games.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of game rules and terminology
- Demonstrate knowledge of positions and game strategy
- Demonstrate proficiency or show improvement in passing, receiving, dribbling, punting and shooting
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship
- Demonstrate knowledge of safety
- Demonstrate an appreciation of the recreational value of soccer

Skills

Dribbling

Passing

Shooting

Trapping

Punting

Throw-ins

Goal tending

Offensive and defensive techniques

Sample Activities

3 on 3 games

6 on 6 games

Pattern practice

Soccer golf

SOFTBALL

Description

Students will work on skills associated with the game of softball. Students will play various lead up games and gradually progress to game situations.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of game rules
- Demonstrate knowledge of positions and game strategy
- Demonstrate proficiency or show improvement in batting, catching, throwing and fielding
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship
- Demonstrate knowledge of safety
- Demonstrate an appreciation of the recreational value of softball

Skills

Throwing

Catching

Pitching

Batting

Base Running

Fielding

Sample Activities

T-ball

Hot pepper

Kickball

Over the line

All Run Softball

TENNIS

Description

Students will work on skills associated with the game of tennis. Students will have the opportunity to learn about the vocabulary and scoring system associated with tennis.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of game rules and terminology
- Demonstrate proficiency or show improvement in developing hand-eye and foot-eye coordination
- Demonstrate an appreciation of the recreational value of tennis

Skills

Grip

Forehand

Backhand

Serve

Lob

Smash

Scorekeeping

Doubles strategy

Singles strategy

Sample Activities

Volleying

Singles games

Doubles games

Alley Rally

King/Queen of the court

TRACK AND FIELD

Description

Students will be exposed to a variety of track and field events with an opportunity to practice them. Students will also receive instruction in the proper mechanics of running and engage in cardiovascular endurance training.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of rules, terminology and strategy of the various track and field events.
- Demonstrate an understanding of safe participation in activities
- Increase muscular agility
- Demonstrate an appreciation of the recreational value of tennis

Skills

Sprints

Hurdling

Jumping (high, long)

Throwing (shot put, discus)

Distance Running

Relay (baton exchange)

Sample Activities

Circuits

Pentathlon

Relay Races

Track & Field Day

VOLLEYBALL

Description

Students will work on skills associated with the game of volleyball. Students will play various lead up games and gradually progress to small-sided games.

Exit Outcomes

Students will be able to:

- Demonstrate knowledge of game rules
- Demonstrate knowledge of positions and game strategy
- Demonstrate proficiency or show improvement in bumping, setting, spiking and serving
- Develop an appreciation of the concepts of teamwork, cooperation and sportsmanship
- Demonstrate an appreciation of the recreational value of volleyball

Skills

Serve (Underhand and Overhand)

Bump

Set

Spike

Block

Sample Activities

3 on 3 (Short Court-using 10 foot line as boundary)

3 on 3 (Queen and their Court)

4 on 4 (Queen and their Court)

6 on 6

Serve and Receive

Appendix II

Diocese of Phoenix

Suggested Assessments

Grades K-5

Name _____

Critical Elements for Locomotor Movements

Movement	Critical Element (X = Element demonstrated)
Walk (Kindergarten)	<input type="checkbox"/> Body faces forward <input type="checkbox"/> Relaxed swinging arms/move opposite legs <input type="checkbox"/> Toes pointed forward <input type="checkbox"/> Heels touch ground first
Run (Kindergarten)	<input type="checkbox"/> Pumping arm action <input type="checkbox"/> Arms move opposite legs <input type="checkbox"/> Drive knees forward <input type="checkbox"/> Rolling foot action
Jump (First Grade)	<input type="checkbox"/> Knees bend before and after jump <input type="checkbox"/> Swinging arms forward and up <input type="checkbox"/> Push off with both feet <input type="checkbox"/> Land on the balls of both feet
Gallop (First Grade)	<input type="checkbox"/> Body faces forward <input type="checkbox"/> Arms slightly out for balance <input type="checkbox"/> One foot stays in front of other, toes leading <input type="checkbox"/> Toe-to-heel action
Hop (Second Grade)	<input type="checkbox"/> Arms out for balance <input type="checkbox"/> Use only one leg <input type="checkbox"/> Bend knee before and after the hop <input type="checkbox"/> Land on the balls of one foot
Skip (Second Grade)	<input type="checkbox"/> Arms swing and move opposite legs <input type="checkbox"/> High knee lift <input type="checkbox"/> Step-hop leg action <input type="checkbox"/> Land on the balls of the feet
Slide (Second Grade)	<input type="checkbox"/> Face forward, arms out for balance <input type="checkbox"/> Move sideways with toes forward <input type="checkbox"/> Push off on the balls of the feet <input type="checkbox"/> Apart together leg action
Leap (Second Grade)	<input type="checkbox"/> Arms out to side for balance <input type="checkbox"/> Start on one foot, land on the other foot <input type="checkbox"/> Knee up high on the reaching foot <input type="checkbox"/> Land on the ball of foot

Name _____

Critical Elements for Non-Locomotor Movements

Movement	Key Element (X = Element demonstrated)
Bend (Flex) (Kindergarten)	<input type="checkbox"/> Made body/part short, small, or narrow <input type="checkbox"/> Two body parts became close together <input type="checkbox"/> Occurs at joints of the body <input type="checkbox"/> Body parts draw inwards smoothly
Stretch (Extension) (Kindergarten)	<input type="checkbox"/> Make body of part(s) long, tall, or wide <input type="checkbox"/> Body or part(s) move away from center <input type="checkbox"/> Occurs at the joint of the body <input type="checkbox"/> Movement is slow and smooth, held for 20-30 seconds
Turn (First Grade)	<input type="checkbox"/> Change direction of body <input type="checkbox"/> Face a new direction <input type="checkbox"/> Shift body weight smoothly
Twist (First Grade)	<input type="checkbox"/> Rotate a selected body part at a joint <input type="checkbox"/> Rotate smoothly
Rock (First Grade)	<input type="checkbox"/> Side to side or back and forth movement <input type="checkbox"/> Transfers weight from one body part to another
Sway (First Grade)	<input type="checkbox"/> Stationary base of support <input type="checkbox"/> Smooth side to side or back and forth movement
Balance (Second Grade)	<input type="checkbox"/> Eyes on focal point <input type="checkbox"/> Use limbs for balance <input type="checkbox"/> Steady base of support <input type="checkbox"/> Hold 3-5
Pull (Second Grade)	<input type="checkbox"/> Wide base of support <input type="checkbox"/> Bend elbows and knees <input type="checkbox"/> Lean away from object <input type="checkbox"/> Movement is towards the body
Push (Second Grade)	<input type="checkbox"/> Wide base of support <input type="checkbox"/> Bend elbows and knees <input type="checkbox"/> Lean towards object <input type="checkbox"/> Movement is away from the body

Name _____

Critical Elements for Manipulative Skills

Skill	Key Element (X = Element demonstrated)
Roll, Two Handed (First Grade)	<input type="checkbox"/> Straddle stance, eyes on target <input type="checkbox"/> Knees and body bent <input type="checkbox"/> Hands on side of the ball <input type="checkbox"/> Smooth contact with floor
Toss, Two Handed (First Grade)	<input type="checkbox"/> Eyes on object <input type="checkbox"/> Feet apart, knees bent <input type="checkbox"/> Arms swing up from knee level <input type="checkbox"/> Release object upwards
Throw, Underhand (Second Grade)	<input type="checkbox"/> Feet slightly apart, knees bent <input type="checkbox"/> Bring object back, pendulum swing <input type="checkbox"/> Step with opposite foot, transfer weight <input type="checkbox"/> Smooth release of object towards target
Bowl (Second Grade)	<input type="checkbox"/> Feet together, eyes on target <input type="checkbox"/> Knees and body bent, bring ball back <input type="checkbox"/> Step with opposition and release ball <input type="checkbox"/> Smooth contact with floor
Catch (Second Grade)	<input type="checkbox"/> Eyes on object <input type="checkbox"/> Feet apart, knees bent <input type="checkbox"/> Give upon receiving object <input type="checkbox"/> Bring object towards body
Kick (Fourth Grade)	<input type="checkbox"/> Step with non-kicking foot <input type="checkbox"/> Forcibly swing kicking foot <input type="checkbox"/> Contact ball with designated portion on foot <input type="checkbox"/> Follow through with kicking leg
Trap (Fourth Grade)	<input type="checkbox"/> Step with non-trapping foot <input type="checkbox"/> Move trapping foot to contact ball <input type="checkbox"/> Contact ball with little rebound
Dribble, Hand (Fifth Grade)	<input type="checkbox"/> Feet apart, knees bent <input type="checkbox"/> Fingertips spread, push ball to the floor <input type="checkbox"/> Ball in control at waist level <input type="checkbox"/> Eyes up, away from ball

Name _____

Critical Elements for Manipulative Skills

Skill	Key Element (X = Element demonstrated)
Dribble, Feet/Apparatus (Fifth Grade)	<input type="checkbox"/> Keep object close and in front of body <input type="checkbox"/> Little taps or pushes <input type="checkbox"/> Use both sides of the foot/body <input type="checkbox"/> Eyes up
Throw - Overhand (Fifth Grade) <i>Verbal cues – “Ready position, Step, Turn, Throw”</i>	<input type="checkbox"/> Correct ready position <input type="checkbox"/> Non-throwing side to target, throwing arm raised to 90 degrees, feet slightly apart and parallel <input type="checkbox"/> Overhand action <input type="checkbox"/> Lead with elbow, hips turned, step to target, release with force <input type="checkbox"/> Follow through
Strike (3 of 4 elements of mastery) (Fifth Grade)	<input type="checkbox"/> Assume ready position (Specific to activity/skill) <input type="checkbox"/> Track object with eyes <input type="checkbox"/> Step with opposite foot, transfer weight <input type="checkbox"/> Make contact, follow through
Punt (Demonstrate progress)	<input type="checkbox"/> Eyes on ball <input type="checkbox"/> Drop ball <input type="checkbox"/> Contact ball with instep of foot <input type="checkbox"/> Kick ball with designated portion of foot
Volley (Demonstrate progress)	<input type="checkbox"/> Eyes on ball/object <input type="checkbox"/> Move to the ball/object <input type="checkbox"/> Push ball/object using hand/racquet <input type="checkbox"/> Follow through in direction of target

Appendix III

Diocese of Phoenix

Glossary of Terms

Critical Elements –

The skill components that make up the mature form of a skill or task.

Fundamental Skills –

Skills that are the foundation of human movement

A. Locomotor Movements –

Movement from one place to another. The eight fundamental locomotor movements are walk, run, skip, slide, gallop, jump, hop, and leap.

B. Non-Locomotor Movements –

A movement where the body stays in one place (bend, turn, twist, balance, stretch, rock, sway, push and pull).

C. Manipulative Skills –

Use of equipment to perform a motor skill (strike, throw, dribble, kick, catch, roll, trap, punt, volley, etc.).

Health–Related Physical Fitness –

The measure of a person's ability to perform physical activities that require endurance, strength or flexibility. The five components are cardio-respiratory endurance, body composition, flexibility, muscular strength and endurance.

A. Cardio-respiratory Endurance (Aerobic Endurance) – The ability of the body's circulatory & respiratory systems to supply fuel during sustained physical activity.

B. Muscular Strength – Measure of the greatest force that can be produced by a muscle or group of muscles.

C. Muscular Endurance – The ability to contract a muscle or group of muscles repeatedly without incurring fatigue.

D. Flexibility – The ability of a joint to move freely in every direction or, more specifically, through a full and normal range of motion.

E. Body Composition – The quality or makeup or total body mass (ration or lean body mass and fat mass).

Health-Related Physical Fitness Concepts (From Physical Best)

- A. **Warm-Up** – The gradual preparation of the body for activity (increase in heart rate and breathing rate).
- B. **Cool-Down** – The gradual slow down of the breathing rate and heart rate.
- C. **Frequency** – Number of times a person engages in physical activity that is moderate to vigorous in nature.
- D. **Intensity** – Refers to the speed or workload used in a given exercise period (moderate to vigorous).
- E. **Type (Specificity)** – Specificity of training in the physiological adaptation to exercise that is specific to the system being worked or stressed during exercise.
- F. **Overload** – Amount of exercise that is needed to improve fitness levels.
- G. **Progression** – How overload should take place, an increase in frequency, intensity, time or type.
- H. **Physiological Indicators of Exercise** – Heart rate, respiration (breathing rate), body temperature (sweating)

Healthy Fitness Zone –

- A. **Fitnessgram** – The Cooper’s Institute for Aerobics Research Fitness Assessment and Recording Program, based on criterion-referenced standards.
- B. **Metabolism** – Sum of chemical reactions that occur in the body (energy in – food + energy out – expenditure).
- C. **Gross Motor Movement** – Involve the body as a whole and provide abrupt change from one movement to another. Most movements of the gross motor type stress locomotor activities, but some include manipulative and non-locomotor movements.
- D. **Fine Motor Movements** – Fine motor involves development of the small muscle systems in the hands and fingers.

Mature Form –

Consistently demonstrates all critical skill elements.

Example: Throwing: turn sideways, proper stance, opposition, follow through.

Movement Concepts –

Learning about the classification and vocabulary of movement (skills and concepts used when performing locomotor, non-locomotor and manipulative skills).

A. Space Awareness –

General space, personal space

Direction (forward, backwards, sideways, diagonal)

Level (high, low, medium)

Pathways (straight, zigzag, curved)

Planes (horizontal, vertical)

B. Body Awareness –

Shapes, balance, body weight transfer, flight

C. Qualities of Movement –

Time or speed, force, flow

D. Relationships –

Among body parts, objects or people

Physical Activity –

Bodily movements produced by skeletal muscles that result in an expenditure of energy.

Physical Fitness –

A characteristic of an attribute one can achieve by being physically active (something you acquire).

Rhythm –

Movement to music or a steady beat or pattern.

Skill-Related Physical Fitness –

Components used to perform motor tasks related to sport and athletics (agility, balance, coordination, power, speed, reaction time).

Specialized Sport Skills –

Skills used to participate in specific sports, dance, leisure activities, etc. (e.g. dribble, spiking a volleyball).

Teaching Styles

- A. Command** – Direct and teacher-controlled approach. Teacher prepares all facets of the lesson; including explanation, demonstration and practice.
- B. Stations (Task)** – Teacher is responsible for setting lesson objectives, selecting the activities and determining instructional sequences for achieving the objectives.
- C. Mastery Learning** – An instructional strategy requiring that the terminal target skill be broken into progressive subunits, each of which becomes, in progression, the focus of the learner.
- D. Individualized** – Based on the concept of student-centered learning through an individualized curriculum, this style utilizes a variety of teaching strategies and allows students to progress at an individualized rate.
- E. Cooperative Learning** – This style involves assigning students to groups so that they can learn to work together to reach common goals.
- F. Problem Solving** – The problem-solving style involves input, reflection, choice and response. The problem must be structured so that there is no prescribed answer.
- G. Limited Exploration** - The teacher is responsible for lesson preparation, subject matter selection and the general direction of responses.
- H. Unlimited (Free) Exploration** – The only guidelines from the teacher are the selection of the instructional materials to be used and designation of the area to be explored.

Appendix IV

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Resources

BOOKS:

A Physical Best Activity Guide Elementary Level. *American Alliance Health Physical Education Recreation and Dance.*

American Alliance Health Physical Education Recreation and Dance. *Physical Best Activity Guide Secondary Level.*

Branner, T.T. *The Safe Exercise Handbook*

Carr, Gerry. *Fundamentals of Track & Field.*

Cooper Institute for Aerobic Research. *The Prudential FITNESSGRAM Test Administration Manual.*

Darst, Paul W. & Pangrazi P. *Dynamic Physical Education for Secondary Students.*

Glover, Donald R. & Midura, Daniel W. *Team Building Through Physical Challenges.* Champaign, IL: Human Kinetics.

Graham, George. *Teaching Children Physical Education.*

Graham, G, Holt/Hale S. A. & Parker M. *Children Moving: Reflective Approach to Teaching Physical Education*

Hellison, Donald R. *Teaching Responsibility Through Physical Activity*

Midura, Daniel W. & Glover, Donald R. *The Competition-Cooperation Link: Games for Developing Respectful Competitors*

National Association for Sport and Physical Education. *Appropriate Practices for Elementary School Physical Education.*

National Association for Sport and Physical Education. *Appropriate Practices for Middle School Physical Education*.

Pangrazi, Robert P. & Dauer, Victor P. *Dynamic Physical Education for Elementary School Children*

Pangrazi, Robert P. & Dauer, Victor P. *Lesson Plans for Dynamic Physical Education for Elementary School Children*

Schiemer, Suzann. *Assessment Strategies for Elementary Physical Education*.

Champaign, IL: Human Kinetics. ISBN 0-88011-569-6.

Steps to Success Activity Series : <http://www.humankinetics.com/home>

Bowling

Field Hockey

Fitness

Golf

Social Dance

Additional Information and Resources

- Arizona Health and Physical Education
www.azhpe.org
- P.E. Scholar
www.pescholar.com
- P.E. Central
www.pecentral.org
- The President's Challenge
www.presidentschallenge.org
- Disciple of Christ; Education in Virtue
www.educationinvirtue.com
- Shape America, Society of Health and Physical Educators
www.shapeamerica.org
- SPARK: Countering Childhood Obesity Since 1989
www.sparkpe.org
- Learn to be Healthy
www.learntobehealthy.org
- NFL Rush- Play 60
www.nflrush.com/play60/kids
- The Physical Educator; Resources for PE
www.thephysicaleducator.com
- Sun Wise; Sun safety for kids and educators
www2.epa.gov/sunwise
- Staying Hydrated- Staying Healthy
http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/FitnessBasics/Staying-Hydrated---Staying-Healthy_UCM_441180_Article.jsp