

**SECONDARY  
PHYSICAL EDUCATION  
CURRICULUM  
STANDARDS**

**Catholic Schools Office  
Diocese of Phoenix  
2015**

# **SECONDARY PHYSICAL EDUCATION CURRICULUM STANDARDS**

**Diocese of Phoenix**

**Spring 2015**

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The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the Secondary 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 in required courses. High School Physical Education teachers should also refer to the Diocesan Wellness Policy available on the Catholic Schools website for additional references.

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, wellness and good health.

Gratefully,

A handwritten signature in cursive script that reads "MaryBeth Mueller".

MaryBeth Mueller  
Executive Director  
Division of Education and Evangelization  
and Superintendent of Catholic Schools

## SECONDARY PHYSICAL EDUCATION CURRICULUM COMMITTEE

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# SECONDARY 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.

## **Diocese of Phoenix Secondary Physical Education Curriculum Standards**

Students graduating from a Catholic High School in the Diocese of Phoenix should have completed a minimum of two (2) semesters of physical education courses.

Learning experiences should be designed that help the student to gain an understanding of mechanical principles and the effects of exercise on the body, to understand concepts that deal with the role of the sport and physical activity in society, to continue development of interpersonal skills through competitive activities, and to participate in a variety of lifetime skills that can be used upon completion of formal education.

In addition to general overview courses students may be encouraged to specialize in a given activity.

Our Physical Education courses are designed to acquaint the student with a variety of sports and activities including individual and team oriented activities.

**National Standards:** designed by Shape America, around which most states and dioceses are designing their standards.

- Demonstrate competency in many movement forms and proficiency in a few movement forms
- Applies movement concepts and principles to the learning and development of motor skills
- Exhibits a physically active lifestyle
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal and social behavior in physical activity settings
- Demonstrates understanding and respect for differences among people in physical activity settings
- Understands that physical activity provides opportunities for enjoyment challenge, self-expression, and social interaction

**State Standards:** as per April 1997 standards:

- Students demonstrate proficiency and the achievement of higher cognitive skills necessary to enhance motor skills
- Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers
- Students exhibit a physically active lifestyle
- Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings
- Students demonstrate understanding and respect for differences among people in physical activity settings
- Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle

**Diocesan Standards:** designed by and adapted by the Diocesan Curriculum Committee to exceed the National and State standards.

## Secondary Physical Education Curriculum Standards

**\*Standard 1: Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.**

Goal 1: Demonstrate competency in multiple types of movement forms.

DPO 1: Demonstrate an understanding of rules and procedures for team and lifetime sports.

D-Goal 2: Demonstrate and apply the biomechanical concepts and principals to skills.

PO 1: Use specific concepts to identify and apply to movement competence/proficiency.

DPO1: Demonstrate appropriate form/stance when engaged in an activity.

D-Goal 3: Demonstrate proficiency of movement and evaluate performance.

PO 1: Identify strengths and weaknesses and skills needed to improve performance.

**\*Standard 2: Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems, and to become self-directed lifelong learners who are informed physical activity participants.**

D-Goal 1: Develop within each student an understanding of the need for physical fitness throughout life.

D-Goal 2: Address issues concerning consumer knowledge and awareness with regard to personal fitness, consumer health products, and marketing claims.

DPO 1: Make informed decisions concerning consumer items, personal needs, safety, and cost.

Goal 3: Demonstrate the ability to self-assess each area of health related physical fitness.

PO 1: Identify strengths and weaknesses.

PO 2: Explain the value of various sports/activities on fitness.

PO 3: Identify possible physiological changes.

Goal 4: Design a personal fitness program that identifies the contributions of different sports and activities to specific health related physical fitness, demonstrates knowledge of physiological changes, and identifies safety principles associated with fitness development. *(This goal is not intended for basic level PE.)*



- PO 1: Program will lead to, or maintain an acceptable level of health related fitness, and is based on an understanding of training principles, individual skill levels, and availability of resources.
- PO 2: Design, participate, and complete a personal fitness program.

**\*Standard 3: Students exhibit and achieve a physically active lifestyle.**

Goal 1: Select, participate in and develop a personal fitness activity program to meet individual needs.

PO 1: Identify a personal level of fitness as related to the health related components of fitness (i.e. cardio-respiratory performance, muscular strength, muscular endurance, flexibility, and body composition).

PO 2: Develop and maintain sufficient strength, endurance, agility, coordination, flexibility, and balance to perform one's daily tasks.

PO 3: Develop skills and the knowledge to participate in a variety of physical activities throughout life.

PO 4: Complete a program in cardio-vascular fitness, muscular strength and endurance, and flexibility.

DPO 5: Follow, monitor, and adjust the program.

**\*Standard 4: Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.**

Goal 1 Apply safe practices, rules, procedures, and etiquette in all physical activity settings while acting independently of peer pressure.

PO 1: Show respect by following rules and displaying proper behavior.

Goal 2 Resolve conflict in appropriate ways.

PO 1: Demonstrate conflict resolution skills.

PO 2: Develop leadership qualities.

**\*Standard 5: Students demonstrate understanding and respect for differences among people in physical activity.**

- Goal 1 Explain the value of sport and physical activity in multiculturalism.
- PO 1: Identify sports and activities that appeal to students of various backgrounds.
  - PO 2: Create activities that encourage participation of all students.
  - PO 3: Develop an appreciation for sports and a positive attitude toward conduct in these sports, both as a spectator and as a participant.
  - PO 4: Develop desirable standards of social behavior based on mutual understanding of and respect for all people.

**\*Standard 6: Students develop skills essential to maintaining a physically active lifestyle.**

- Goal 1 Demonstrate a knowledge of goal setting and commitment to the accomplishment of those goals.
- PO 1: Set and apply goal setting strategies to personal fitness plan.
- Goal 2 Organize time management skills.
- PO 1: Develop a program of activities suitable to abilities and needs.
  - PO 2: Complete and document regular physical activity inside and outside.