

<u>Resources</u>	<u>Websites</u>
<p>Catechism CYO – Play Like a Champion Archdiocesan sponsored camps and activities The Physical Educator’s Big Book of Sports Lead-Up Games by Guy Bailey</p>	<p><a href="http://pecentral.com/">http://pecentral.com/</a> <a href="http://www.peuniverse.com/">http://www.peuniverse.com/</a> <a href="http://www.sparkpe.org/">http://www.sparkpe.org/</a> <a href="http://www.gophersport.com/">http://www.gophersport.com/</a> <a href="http://www.teachpe.com">http://www.teachpe.com</a> <a href="http://www.noodlegames.net/activities.html">http://www.noodlegames.net/activities.html</a> <a href="http://www.educationworld.com/a_lesson/archives/pe.shtml">http://www.educationworld.com/a_lesson/archives/pe.shtml</a> <a href="http://www.physicaleducationupdate.com/public/main.cfm">http://www.physicaleducationupdate.com/public/main.cfm</a> <a href="http://www.pelinks4u.org">http://www.pelinks4u.org</a> <a href="http://www.fueluptoplay60.com">http://www.fueluptoplay60.com</a> <a href="http://fit.nba.com">http://fit.nba.com</a> <a href="http://www.connectionsacademy.com/blog/posts/2013-06-07/15-Outdoor-P-E-Activities-for-Grades-K-12.aspx">http://www.connectionsacademy.com/blog/posts/2013-06-07/15-Outdoor-P-E-Activities-for-Grades-K-12.aspx</a> <a href="http://teachingrocks.ca/useful-links-for-educators-teaching-physical-education/">http://teachingrocks.ca/useful-links-for-educators-teaching-physical-education/</a></p>

**MOTOR SKILLS**

**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities while living as a child of God.

**Benchmark 1:** The student will demonstrate initial skills of locomotion and balance.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) demonstrate initial form in galloping, skipping, hopping, and sliding</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) review jump, walk, hop, and slide and introduces skip, gallop, and leap through activities that allow exploration of each of these skills.</p>
<p>b) demonstrate control in traveling, weight bearing, weight shifting, and balancing activities.</p>	<p>(b) reinforce use or change of direction and speed while moving with others in general and personal space while reinforcing weight bearing, weight shifting, and balancing activities.</p>

**MOTOR SKILLS**

**Standard 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities while living as a child of God.

**Benchmark 2:** The student will demonstrate rhythmic patterns and manipulative ball skills.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) combine locomotor patterns in time to music.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) introduce activities, such as simple dances and rhythmic activities, which use various locomotor patterns in time to music.</p>
<p>(b) demonstrate the manipulative skills of throwing, catching, dribbling with hand and foot, kicking, and striking.</p>	<p>(b) provide opportunities to throw, catch, strike, as well as dribble with feet and hands through low organized activities and lead-up games.</p>
<p>(c) demonstrate motor patterns in simple combinations and recognizes that the human body is the handiwork of God and needs to be respected.</p>	<p>(c) provide activities that incorporate the manipulation of objects while moving (e.g., dribble while running and rope jumping).</p>

**LEARNING CONCEPTS**

**Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities while modeling respect for individual differences.

**Benchmark 1:** The student will identify body parts and levels.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) identify various body parts and levels in performing physical activities.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) use body part identification activities while incorporating differing levels.</p>

**LEARNING CONCEPTS**

**Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities while modeling respect for individual differences.

**Benchmark 2:** The student will demonstrate movement skills safely and appropriately.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) apply movement concepts to a variety of basic skills.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) introduce learning cues for throwing, catching, or striking.</p>
<p>(b) recognize appropriate safety practices in general space.</p>	<p>b) use positive feedback (Virtuous Behavior Formation plan) through general space activities to reinforce appropriate safety practices.</p>

**LEARNING CONCEPTS**

**Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities while modeling respect for individual differences.

**Benchmark 3:** The student will develop performances as a response to corrective feedback.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) correct movement errors in response to corrective feedback.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) provide a variety of activities to practice the cues (e.g. on paper, on self, with peers and teacher).</p>
<p>(b) explain that appropriate practice improves performance.</p>	<p>(b) provide opportunities for students to demonstrate learning cues and to increase success by modeling respect in words and through actions.</p>

### ACTIVE PARTICIPATION

**Standard 3:** The student participates regularly in physical activity while showing glory to God in their movement, words and actions.

**Benchmark 1:** The student will be able to participate in a wide variety of non-structured and structured physical activities at moderate to vigorous levels both in and out of physical education.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) engage in moderate to vigorous physical activity on an intermittent basis.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) devise a variety of activities that raise heart rate.</p>
<p>(b) engage in a wide variety of physical activity outside of physical education.</p>	<p>(b) provide examples and incentives to be active outside of school (e.g. community resources, after-school programs, fitness calendars, as well as family activities.)</p>
<p>(c) participate in a variety of activities that involve manipulation of objects in and outside of physical education class.</p>	<p>c) provide activities that encourage participation in, and experience of, the manipulation of objects (e.g., stacking cups, scarves, parachutes, balls).</p>

**PHYSICAL FITNESS**

**Standard 4:** The student achieves and maintains a health-enhancing level of physical fitness to care for the gifts of life and physical health entrusted to them by God.

**Benchmark 1:** The student will understand the need for physical fitness while recognizing that the human body is the handiwork of God and that it is beautiful and good and should be respected.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) demonstrate sufficient muscular strength to bear body weight for climbing, hanging, and momentary body support of the hands.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) provide a variety of activities that require students to use weight bearing muscles (e.g., climbing, hanging).</p>
<p>(b) participate in a variety of games that increase breathing and heart rate.</p>	<p>(b) plans activities that encourage climbing, bar hanging, and weight support positions to increase breathing and heart rate.</p>
<p>(c) sustain activity for increasingly longer periods of time while participating in various activities in physical education.</p>	<p>(c) lead and encourages students in activities that increase intensity or the length of time that students are vigorously active.</p>
<p>(d) recognize the health related physical fitness components.</p>	<p>(d) provide opportunities for students to recognize health related fitness components.</p>

**PERSONAL AND SOCIAL BEHAVIOR**

**Standard 5:** The student will exhibit responsible personal and social behavior that respects self and others while demonstrating a sense of personal and social responsibility for the sacredness of life in the physical activity setting.

**Benchmark 1:** The student will demonstrate self-management.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) follow instructions and class procedures while participating in physical education.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) establish class rules and expectations aligned with the school wide Virtuous Behavior Formation plan.</p>
<p>(b) recognize and appreciate that God’s family includes people of all races, languages and abilities.</p>	<p>(b) provide a wide variety of grouping strategies.</p>
<p>(c) use equipment safely and appropriately.</p>	<p>(c) provide guidelines for the safe use of equipment aligned with the school wide Virtuous Behavior Formation plan.</p>
<p>(d) demonstrate cooperation and consideration of others in group activities.</p>	<p>(d) lead students in cooperative learning activities that foster a caring environment.</p>
<p>(e) demonstrate socially acceptable conflict resolution during class activity.</p>	<p>(e) provide the class tools to use for problem solving (e.g., rock-paper-scissors) and opportunities to demonstrate forgiveness.</p>

**ACTIVITY APPRECIATION**

**Standard 6:** The student values God's gift of life and the benefit of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark 1:** The student will appreciate various physical activities.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God the student will:</b></p> <p>(a) exhibit both verbal and nonverbal indicators of enjoyment.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) establish opportunities for students to self-assess class enjoyment</p>
<p>(b) willingly tries new movements and skills.</p>	<p>(b) provide a wide variety of activities with an expectation to try everything, but with the opportunity to pick a favorite based on their personal gifts and talents.</p>
<p>(c) continue to participate when not successful on the first try by demonstrating fortitude and courage to keep trying.</p>	<p>(c) set a safe, encouraging, noncompetitive learning environment.</p>