

<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>http://pecentral.com/ http://www.peuniverse.com/ http://www.sparkpe.org/ http://www.gophersport.com/ http://www.teachpe.com http://www.noodlegames.net/activities.html http://www.educationworld.com/a_lesson/archives/pe.shtml http://www.physicaleducationupdate.com/public/main.cfm http://www.pelinks4u.org http://www.fueluptoplay60.com http://fit.nba.com http://www.connectionsacademy.com/blog/posts/2013-06-07/15-Outdoor-P-E-Activities-for-Grades-K-12.aspx http://teachingrocks.ca/useful-links-for-educators-teaching-physical-education/</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 appropriate movement patterns of locomotion, manipulation of objects, and rhythmic concepts.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God the student will:</p> <p>(a) use a appropriate form on the following skills: throw, catch, kick, volley, dribble with hands, dribble with feet, and strike.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) reinforce motor skills through lead-up games, partner, and group practice.</p>
<p>(b) develop and refines a creative dance into a repeatable pattern.</p>	<p>(b) provide examples of a variety of movement patterns and guides students through developing a routine.</p>
<p>(c) jump and lands for height and distance using a mature form.</p>	<p>(c) provide opportunities for the students to practice and refine jumping and landing skills in applied situations.</p>
<p>(d) develop and refines an individual short-jump rope routine using a variety of basic skills.</p>	<p>(d) review individual short-jump rope skills and guides students through developing a routine with appropriate practice time.</p>
<p>(e) demonstrate the ability to change direction quickly while the body is in motion.</p>	<p>(e) provide opportunities through lead-up activities that incorporate changing directions quickly.</p>
<p>(f) transfer and supports body weight on upper body.</p>	<p>(f) provide a variety of opportunities to develop upper-body strength and endurance through low organized games and fitness activities (e.g., push-ups, handstand, cartwheel, traversing a rock wall).</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 apply knowledge to improve skill development.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God the student will:</p> <p>(a) demonstrate knowledge of key elements related to throw, catch, kick, volley, dribble with hands, dribble with feet, and strike.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) provide and assesses verbal and/or written cues associated with the movement concept.</p>
<p>(b) explain the necessity of transferring weight from the back to the front leg during any action that propels an object forward.</p>	<p>(b) use a progression of the specific skill to show and reinforce the improvement that weight transfer has on the outcome of the action.</p>
<p>(c) explain how appropriate practice improves performance.</p>	<p>(c) instruct and reinforces the importance of practicing skills correctly.</p>
<p>(d) design a new game, including rules.</p>	<p>(d) provide the students with parameters that allows opportunities for them to create their game.</p>
<p>(e) identify spiritual, physical and psychological benefits that result from long term participation in physical activity.</p>	<p>(e) offer examples of the benefits of a physically active lifestyle while showing respect and care for their own and others developing bodies as temples or dwelling places of the Holy Spirit.</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 participate in a wide variety of physical activities at moderate to vigorous levels both in school and in the community.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God the student will:</p> <p>(a) identify at least one activity for participation on a regular basis outside of physical education class.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) give examples of a variety of out-of-school activities in which students may engage.</p>
<p>(b) recognize the opportunities for physical activity in the community.</p>	<p>(b) encourage the use of community resources for the improvement of physical skills.</p>
<p>(c) maintain a physical activity log documenting activity date.</p>	<p>(c) provide an example of how to record physical activity and monitor student progress.</p>
<p>(d) accumulate at least 60-minutes of moderate to vigorous physical activity outside of physical education class on most days of the week.</p>	<p>(d) suggest recess and free-time activities and encourages the use of community resources to promote physical activity outside of physical education.</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 components of physical fitness and work to achieve increased levels of fitness.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God the student will:</p> <p>(a) participate in selected activities that develop and maintain each component of physical fitness.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) provide a variety of activities that involve muscular strength, muscular endurance, flexibility, and cardiovascular endurance.</p>
<p>(b) understand the importance of being active within the target heart zone.</p>	<p>(b) introduce taking pulse, target heart zone and perceived exertion, and instructs on the health-related benefits of exercising in the target heart rate zone.</p>
<p>(c) monitor heart rate during aerobic activity.</p>	<p>(c) plan activities with maximum participation that achieve moderate to vigorous activity levels.</p>
<p>(d) meets the specific health related fitness standards.</p>	<p>(d) provide opportunities for practice of health related fitness components through lead up games, individual, partner, and group activities.</p>
<p>(e) identify strengths and weaknesses based upon the results of health related fitness assessments and demonstrate a sensitivity to the feelings of others.</p>	<p>(e) assess and reports the student's level of fitness to both the student and parent(s).</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 exhibit responsible personal and social behavior while working in diverse groups.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God the student will:</p> <p>(a) cooperate with all class members by taking turns and sharing equipment.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) demonstrate appropriate procedures for changing partners, distribution of equipment, respecting of others, and general conduct based on the school wide Virtuous Behavior Formation plan.</p>
<p>(b) accept the teacher's decision without displaying negative reactions.</p>	<p>(b) reinforce stated expectations through activities that encourage sportsmanship, respect, and acceptance for other's ideas and decisions.</p>
<p>(c) assess and takes responsibility for behavior choices without blaming others.</p>	<p>(c) provide activities and experiences for students to learn appropriate behavior reactions in the learning environment and provides tools for assessment of these reactions (e.g., Hellison Model).</p>
<p>(d) recognize and appreciates similar and different skill abilities while understanding that boys and girls are equal in dignity before God and within the human family.</p>	<p>(d) provide activities for the inclusion of all students while honoring the second great commandment of loving your neighbor as yourself.</p>
<p>(e) encourage others regularly and refrains from derogatory statements.</p>	<p>(e) promote a positive atmosphere and fosters high expectations for peer encouragement.</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 value physical activity and recognize its impact on skill-improvement and health.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God the student will:</p> <p>(a) identify positive feelings associated with participation in physical activities and care for their own and others developing bodies as temples or dwelling places of the Holy Spirit.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) provide opportunities for self-expression and the sharing of joy of movement.</p>
<p>(b) recognize the impact of physical activity on health.</p>	<p>(b) offer examples of the benefits of a physically active lifestyle.</p>
<p>(c) display persistence in learning new motor skills.</p>	<p>(c) use appropriate progressions to challenge students to continually improve skill levels.</p>
<p>(d) recognize the impact of practice on skill improvement.</p>	<p>(d) provide appropriate pre- and post-assessment, as well as opportunities for practice for personal skill improvement.</p>