

<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 mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God, the student will:</b></p> <p>(a) use basic offensive and defensive strategies in modified net games and invasive games.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) introduce initial strategies of identifying an opponent's court position (tennis, badminton, soccer, basketball, etc.).</p>
<p>(b) perform a variety of simple folk, square, and creative dances.</p>	<p>(b) provide expanded opportunities for group and individual rhythmic expression.</p>
<p>(c) design and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.</p>	<p>(c) provide parameters for student created routines.</p>
<p>(d) demonstrates competency while participating in modified versions of team and individual sports while showing the virtue of Brotherly Love.</p>	<p>(d) provides a variety of lead-up games that require the use of basic rules, skills, and cooperation.</p>
<p>(e) explores introductory outdoor pursuit skills while appreciating all of God's creations.</p>	<p>(e) introduces initial skills in a variety of outdoor activities in God's creation. (e.g., rock climbing, cycling, map reading, ).</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 demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God, the student will:</b></p> <p>(a) identifies similarities in body position in various team sports.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) asks students to provide examples of sports and skills where the body positions are similar.</p>
<p>(b) detects and corrects errors in personal performance.</p>	<p>(b) provides a skills checklist to students as feedback to reinforce correct technique.</p>
<p>(c) explains at least two game tactics involved in playing a team sport.</p>	<p>(c) asks the student to describe and/or demonstrate game strategies.</p>
<p>(d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.</p>	<p>(d) provides the opportunity for students to create a game which incorporates skills, strategies, fair play, and inclusion while demonstrating behaviors and attitudes that foster sensitivity, appreciation and respect for all people.</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 regularly participate in moderate to vigorous levels of physical activity.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God, the student will:</b></p> <p>(a) participates in physical activities both during and outside of school for the purpose of improving skill and health while respecting and caring for their own and others developing bodies as temples or dwelling places of the Holy Spirit.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) provide a list of suggested activities that can be performed during recess, lunch, and/or after school.</p>
<p>(b) set realistic, measurable, and attainable goals for participation in activities of own choosing.</p>	<p>(b) provide an opportunity for students to select a partner and discuss activity goals.</p>
<p>(c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.</p>	<p>(c) creates a calendar in which the students log their activities.</p>
<p>(d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.</p>	<p>(d) asks the students to write a brief summary about their activity log, in which the students analyze progress toward personal goals.</p>
<p>(e) logs a specified number of steps during the day using pedometers.</p>	<p>(e) provides motivational challenges to log pedometer readings.</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 develop high levels of basic physical fitness while using respectful language, behavior and attitudes.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God, the student will:</b></p> <p>(a) participate in activities designed to improve or maintain the health related fitness components.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) provide the opportunity for participation in games/activities that incorporate cardiovascular endurance, flexibility, body composition, muscular strength, and muscular endurance in and out of school.</p>
<p>(b) understand the importance of staying within the target heart rate (THR) zone while participating in games and activities.</p>	<p>(b) ask the students to analyze the benefits of exercising within the THR verses exercising below the THR.</p>
<p>(c) self-assess heart rate before, during, and after vigorous physical activity.</p>	<p>(c) provide methods for documenting heart monitor readings/heart rate checks.</p>
<p>(d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.</p>	<p>(d) provides activities and games designed to enhance personal fitness levels of students which incorporate the principles of frequency, intensity, and time.</p>
<p>(e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.</p>	<p>(e) provides fitness activities that allow for continuous movement and increased heart rate.</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 implementing moral decisions based on the commandments and Beatitudes while working in diverse groups.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God, the student will:</b> (a) make responsible decisions about using time, applying rules, and following through with the decisions made.</p>	<p><b>As a model of Christ, the teacher will:</b> (a) provides a rubric in which students self-assess time-on-task, respect, and self-responsibility.</p>
<p>(b) remain on-task without close teacher monitoring.</p>	<p>(b) provide the opportunity for student self-evaluation or peer evaluation.</p>
<p>(c) demonstrate concern for safety of self and others during games and activities.</p>	<p>(c) create a checklist for self-assessment dealing with safety of self and others.</p>
<p>(d) recognize and appreciates similar and different skill abilities of peers.</p>	<p>(d) provide the opportunity for group discussion dealing with peer pressure and its consequences.</p>
<p>(e) play within the rules of the game or activity and shows self-control by accepting a controversial decision.</p>	<p>(e) provide clear and simple rules for participation and establishes consequences for misbehavior.</p>
<p>(f) resolve conflict by demonstrating a sensitivity to the feelings of others and an appreciation of their differences.</p>	<p>(f) provide the opportunity for students to identify sin versus mistakes and respond to specific scenarios dealing with basic conflict resolutions.</p>
<p>(g) demonstrate cooperation with God's family of all races, languages, gender and abilities in a physical activity setting.</p>	<p>(g) provide a wide variety of activities that allow students to practice with others as Jesus would do.</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 that the human body is the handiwork of God and should be respected and glorified through skill-improvement and health.

<b>INDICATORS</b>	<b>INSTRUCTIONAL EXAMPLES</b>
<p><b>As a unique child of God, the student will:</b></p> <p>(a) recognize physical activity as a positive opportunity for social and group interaction.</p>	<p><b>As a model of Christ, the teacher will:</b></p> <p>(a) encourage and promote students to interact through team building and group activities.</p>
<p>(b) appreciate the creative aspects of skilled performance in others and self.</p>	<p>(b) provide the opportunity for students to praise and encourage one another.</p>
<p>(c) respect the physical and performance limitations of self and others by demonstrating behaviors that foster sensitivity, appreciation and respect for all people.</p>	<p>(c) reinforce stated expectations dealing with the acceptance of students' performance limitations.</p>
<p>(d) analyze selected physical experiences for social, emotional, and health benefits.</p>	<p>(d) provide information which informs students on the benefits of physical activity.</p>