

<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 various locomotor patterns, balances, ball handling skills and rhythms.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God, the student will:</p> <p>(a) demonstrate the ability to move using a variety of locomotor skills.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) introduce initial levels of walk, run, slide, hop, and jump through activities that allow exploration of each of these locomotor skills.</p>
<p>(b) demonstrate clear contrasts between slow and fast movements traveling in different directions (e.g., sideways, backward) and in personal and general space.</p>	<p>(b) introduce spatial elements of change of direction and change of speed while working with others in personal and general space.</p>
<p>(c) maintain momentary balance in a variety of positions and levels.</p>	<p>(c) introduce basic balances and poses using various body parts in low, middle, and high levels.</p>
<p>(d) project objects through space using various means (e.g., rolling, sliding, throwing).</p>	<p>(d) use foam or other appropriate soft equipment to introduce basic throwing (propulsion) patterns.</p>
<p>(e) catch a self-tossed ball after it bounces.</p>	<p>(e) introduce basic skills of catching self-tossed ball after bounce through low organized games or open-play activities.</p>
<p>(f) strikes a balloon repeatedly with different body parts.</p>	<p>(f) introduce basic striking skills with hands, feet, head, elbows, knees, etc., in open-play activities.</p>
<p>(g) perform a simple rhythmic pattern.</p>	<p>(g) introduce basic elements such as walk and clap, repetitive clap patterns and body awareness rhythms.</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 the cognitive concepts associated with locomotion and body awareness.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God, the student will:</p> <p>(a) recognize locomotor skills, levels, and pathways when demonstrated.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) use low organized games (e.g., follow the leader) to emphasize recognition of the skills of walk, run, slide, jump and hop.</p>
<p>(b) understand and respond appropriately to the terms of over, under, beside, between, in, out, above, below, front, and back.</p>	<p>(b) use open-play activity and appropriate soft equipment to stress relationships of body to space.</p>
<p>(c) identify various body parts (e.g., head, knee, shoulder, back).</p>	<p>(c) use body identification activities (e.g., head, shoulders, knees, and toes) to reinforce body part recognition.</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 non-structured and structured physical activities.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God, the student will:</p> <p>(a) participate regularly in a variety of non-structured physical activities outside of physical education class (e.g., tag, hide and seek).</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) suggest free-time activities to students, classroom teachers, and parents.</p>
<p>(c) participate regularly in games and activities that use manipulatives (e.g., balls, hoops, beanbags) outside of physical education class.</p>	<p>(b) encourage use of community resources (e.g., dance, t-ball, swimming).</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 achieve a level of fitness and muscular strength.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God, the student will:</p> <p>(a) Participates in a variety of games that increase breathing and heart rate.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) Plan low organized games and basic rhythmic activities that increase heart and breathing rate. The teacher could use religious based music (http://www.catholicmusic.us/)</p>
<p>(b) demonstrates sufficient muscular strength by supporting body weight in various activities.</p>	<p>(b) plan activities that encourage climbing, bar hanging, and weight supported positions.</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 self-discipline, respect for others and the Christian learning environment, as well as sportsmanship through spirituality.

INDICATORS	INSTRUCTIONAL EXAMPLES
As a unique child of God, the student will:	As a model of Christ, the teacher will:
(a) follow instructions in games and activities.	(a) use activities that promote listening skills.
(b) demonstrate self-discipline and responsibility while actively participating in group, individual, and partner activities.	(b) establishes appropriate class rules and expectations, from the schools Virtuous Behavior Formation plan, for class activities and games by reflecting on the Golden Rule. Matthew 7:12
(c) resolve conflicts with others with a virtuous manner.	(c) offer acceptable strategies to resolve conflict (e.g., rock-paper-scissors; reporting vs. tattling).
(d) respect others, equipment, and learning environment.	(d) institute acceptable patterns of equipment distribution, partner changing, and sharing of personal and general space.
(e) help others in the physical activity setting using Christ-like actions and words.	(e) use appropriate activities to promote positive feedback (e.g. thanks for being partners, nice job).

ACTIVITY APPRECIATION

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

Benchmark 1: The student will engage in various physical activities.

INDICATORS	INSTRUCTIONAL EXAMPLES
<p>As a unique child of God, the student will:</p> <p>(a) develop positive attitudes towards physical activity.</p>	<p>As a model of Christ, the teacher will:</p> <p>(a) offers a variety of activities so that each child can easily find enjoyable physical activity opportunities.</p>
<p>(b) show diligence and continues to participate when learning a new activity even when not successful.</p>	<p>(b) use various teaching strategies to assist students in improving physical Skills and acknowledging what the student is able to do.</p>
<p>(c) understand the importance of participating with others.</p>	<p>(c) introduce basic concepts of sportsmanship through simple and low organized games while demonstrating Catholic values.</p>