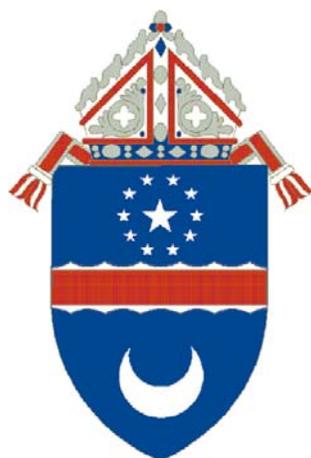


# PHYSICAL EDUCATION CURRICULUM



DI OCESE OF ARLINGTON

2007

## *Philosophy*

God grants us the intellect to know, to care for and to protect the body that houses His image. For students, this is learned when schools promote and model lifetime wellness by teaching health concepts and physical fitness activities. As such, physical education needs to be an integral part of a holistic Catholic educational process.

Physical fitness and a healthy lifestyle need to be everyday priorities. Evidence based research strongly supports improved student academic outcomes when health, P.E. and wellness strategies are utilized in the school setting. Each promotes the development of confidence, dignity and respect for self and others. Within our Mission, we will reinforce Christian values that will promote life-long health and physical and spiritual fitness.

## **Introduction**

Given limited resources, space and equipment, the identified objectives for each grade level have been developed to be broad enough to meet the needs of each individual school's program.

Grateful acknowledgement is extended the committee members who devoted their time, talents and experience in revising the physical education objectives to support the Diocesan Wellness Policy.

Adaptations/modifications were made to the NASPE's copyrighted text:

*Moving into the Future: National Standards for Physical Education, 2<sup>nd</sup> Edition (2004) reprinted with permission form the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.*

National Standards are highlighted at the beginning of each section followed by grade specific objectives, and suggested resources. Grade specific monitoring sheets can be downloaded from the Office of Catholic Schools Website.

## **Prayer to St. Sebastian**

*Patron Saint of Athletes*

*O Lord, grant us the spirit of fortitude, so that guided by the example of St. Sebastian, we may learn to bear witness to the Christian Faith and patiently support the sufferings of life. Through Christ our Lord. Amen.*

## National Standards for Physical Education Grades K-2

### **Grades K-2 Skilled Movement: Student expectations (at the end of grade 2)**

Young children are very active and enjoy learning and mastering new ways to move and be active. Students achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations. They demonstrate smooth transitions between sequential locomotor skills. Students show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw). They demonstrate control in traveling, weight-bearing, and balance activities on a variety of body parts.

### **Grades K-2 Movement Principles and Concepts: Student expectations (at the end of grade 2)**

Young children are rapidly maturing in their basic cognitive abilities. They learn and apply concepts such as actions, planes, and personal/general space. They identify and perform concepts of effort and relationships that vary the quality of the movement. Students identify elements of correct form for fundamental skills and use them in performance. They use feedback to improve motor performance.

### **Grades K-2 Personal Fitness: Student expectations (at the end of grade 2)**

Young children engage in a variety of activities that serve to promote health-related physical fitness. They enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness. They participate in physical activity intermittently for short periods of time and will accumulate a relatively high volume of total activity and have fun while doing so. They recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing). Students at this level possess basic knowledge of the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition).

### **Grades K-2 Responsible Behaviors: Student expectations (at the end of grade 2)**

Young children discover the joy of playing with friends and experience how social interaction can make activities more fun. They know safe practices and physical education class rules and procedures, and they are able to apply them with little or no reinforcement. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity. By improving motor skills, children have gained a basis and appreciation for working with others in cooperative movement, sharing, working together to solve a problem, and/or tackling a challenge.

### **Grades K-2 Physically Active Lifestyle: Student expectations (at the end of grade 2)**

Young children participate in physical activities largely because of the pleasure they experience. They engage primarily in nonstructured physical activities on an intermittent basis outside of physical education class and have fun while doing so. They participate in a wide variety of gross motor activities that involve locomotion, nonlocomotion, and manipulation of objects. Students knowingly select and participate in activities during their leisure time that are moderate to

vigorous in nature and that they find enjoyable. They recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body and voluntarily choose to engage in activities that contribute to improved health. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure-time physical activity.

Young children are the most active segment of our population. They are physically active because they enjoy merely participating. Students like the challenge of experiencing new movements and learning new skills. They feel joy as they gain competence in them. They begin to function as members of a group and to work cooperatively for brief periods of time.

## **Kindergarten Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

- P.K.1 The student will demonstrate a minimum of two critical elements (isolated, small parts of the whole skill or movement) for locomotor, non-manipulative, and manipulative skills.
- a) Demonstrate a minimum of two critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, sliding, and skipping.
  - b) Demonstrate a minimum of two critical elements used in the non-manipulative movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.
  - c) Demonstrate a minimum of two critical elements used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, trap, volley with hand).
  - d) Demonstrate a minimum of two critical elements used in manipulative skills while moving.
  - e) Demonstrate moving to a rhythm, using basic rhythmic patterns.

### **Movement Principles and Concepts**

- P.K.2 The student will demonstrate use of the movement concepts of *directions*, *levels*, *pathways*, and *effort* while performing locomotor skills.

### **Personal Fitness**

- P.K.3 The student will participate in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration.
- P.K.3.1 The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)

### **Responsible Behaviors**

- P.K.4 The student will use appropriate behaviors and safe practices in physical activity settings.
- a) Demonstrate good listening skills when learning procedures and receiving instruction.
  - b) Demonstrate ability to share, and be cooperative and safe with others.

### **Physically Active Lifestyle**

- P.K.5 The student will participate in regular physical activity.
- P.K.6 The student will explain why physical activity is good for health.

## **Grade One Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

- P.1.1 The student will demonstrate the correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, non-manipulative, and manipulative skills.
- Demonstrate critical elements used in all of the locomotor skills.
  - Demonstrate critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand and overhand, volley).
  - Demonstrate critical elements for manipulative skills while moving.
  - Demonstrate **simple** tumbling sequences, on a mat, when appropriate, that contain a variety of balance, roll, transfer of weight, and flight.
  - Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.

### **Movement Principles and Concepts**

- P.1.2 The student will demonstrate improvement in locomotor, non-manipulative, and manipulative skills while applying the movement concepts.

### **Personal Fitness**

- P.1.3 The student will participate in sustained, moderate-to-vigorous physical activities that cause increased heart and respiration rates.
- P.1.3.1 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.
- P.1.3.2 The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)

### **Responsible Behaviors**

- P.1.4 The student will apply, with little or no reinforcement, safe and cooperative behaviors in physical activity settings.
- Work independently for short periods of time.
  - Try new activities and skills.

### **Physically Active Lifestyle**

- P.1.5 The student will participate regularly in physical activities that require physical exertion and skill.

## **Grade Two Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

P.2.1 The student will continue to demonstrate correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, non-manipulative, and manipulative skills.

- a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
- b) Demonstrate tumbling sequences, including balance, roll, transfer of weight, and flight.
- c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.

### **Movement Principles and Concepts**

P.2.2 The student will apply the basic movement concepts to change performance of locomotor, non-manipulative, and manipulative skills.

- a) Use the concept of relationships (e.g., *over, under, around, in front of, behind, and through*) in dynamic movement situations.
- b) Use feedback to improve movement skill performance.

### **Personal Fitness**

2.3 The student will identify and participate in physical activities that promote cardiorespiratory, muscular, and flexibility benefits.

2.3.1. The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)

### **Responsible Behaviors**

P.2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

### **Physically Active Lifestyle**

P.2.5 The student will identify opportunities outside of school to participate in regular physical activities.

## National Standards for Physical Education Grades 3-5

### **Grades 3-5 Skilled Movement: Student expectations (at the end of grade 5)**

Children develop maturity and versatility in the use of fundamental motor skills for more pleasurable movement experiences. Students achieve mature forms in the basic nonlocomotor and manipulative skills. They demonstrate locomotor, nonlocomotor, and manipulative skills for performance outcomes (e.g., hitting targets). They use these skills in dynamic and complex environments (e.g., formal dance to music) and in combination with each other. Students also acquire some specialized skills basic to a movement form (i.e., basketball chest pass, softball fielding with a glove).

### **Grades 3-5 Movement Principles and Concepts: Student expectations (at the end of grade 5)**

Children are able to comprehend more complex concepts and principles and apply them in structured settings. They use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. They also use their knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others. As they learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

### **Grades 3-5 Personal Fitness: Student expectations (at the end of grade 5)**

Children regularly participate in physical activity for the purpose of improving physical fitness. Students participate in moderate to vigorous physical activity for longer periods of time without tiring. They begin to engage in physical activities specifically related to each component of physical fitness and are capable of monitoring the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly. Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations. With teacher assistance, students interpret the results and understand the significance of information provided by formal measures of physical fitness.

### **Grades 3-5 Responsible Behaviors: Student expectations (at the end of grade 5)**

Children are active participants and learn to work independently and with small groups, enjoying the diversity of those around them. Students identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation and communication skills to facilitate completion of a common goal while working with a partner and/or small diverse groups. Children work independently and productively for short as well as progressively longer periods of time. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

### **Grades 3-5 Physically Active Lifestyle: Student expectations (at the end of grade 5)**

Children develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they derive. They voluntarily participate in moderate to vigorous physical activity for longer periods of time

outside of physical education class. Students are able to identify and make use of opportunities at school and within the community for regular participation in physical activity. They begin to recognize and use critical elements and movement concepts to sustain their own participation in activities they enjoy. They are capable of using information from a variety of sources (internal and external) to regulate their activity participation.

Children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of different and similar skill levels.

## **Grade Three Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

- P.3.1 The student will apply locomotor, non-manipulative, and manipulative skills in increasingly complex movement activities.
- Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
  - Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner; develop and refine tumbling).
  - Demonstrate moving to a rhythm (e.g., performing simple dances in various formations, developing and refining a creative educational dance sequence that repeats).
  - Perform tumbling sequences with at least four non-manipulative movements, such as egg roll, log rolls, forward/backward rolls, bear walk, army crawl, etc.

### **Movement Principles and Concepts**

- P.3.2 The student will apply movement principles in increasingly complex movement activities.
- Apply the principles of relationships while moving in space and using non-manipulative and manipulative skills.
  - Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

### **Personal Fitness**

- 3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).
- P.3.3.1 The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)

### **Responsible Behaviors**

- P.3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
- Demonstrate independence and good use of time while practicing physical activity.
  - Provide input into establishing rules and guidelines for behavior in physical activity settings.
  - Work cooperatively with peers.

### **Physically Active Lifestyle**

- P.3.5 The student will identify and participate in regular physical activities to improve skills and personal health.
- Select and participate in physical activities during unscheduled times at home, at school, or in the community.

- b) Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction.

## **Grade Four Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

P.4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.

- a) Demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).
- b) Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances, combining shapes, levels, pathways, and locomotor patterns, and having apparent beginning, middle, and end).
- c) Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

### **Movement Principles and Concepts**

P.4.2 The student will understand and apply movement concepts and principles in complex motor skills.

- a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
- b) Apply movement principles and concepts to basic game strategies.
- c) Use movement principles to improve personal performance and provide feedback to others.

### **Personal Fitness**

P.4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.

- a) Identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition).
- b) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)
- c) Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals.
- d) Maintain a PE contract which tracks his/her activities done according to the FITT principle (frequency, intensity, time and type) to be turned in at the end of each quarter.

### **Responsible Behaviors**

P.4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.

- a) Work productively and respectfully with others in achieving a common group goal.
- b) Work toward positive solutions in resolving disagreements.
- c) Demonstrate appropriate etiquette and application of rules and procedures.

**Physically Active Lifestyle**

P.4.5 The student will identify opportunities to participate in regular physical activity at home, at school, and in the community.

## **Grade Five Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

P.5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.

- a) Perform tumbling sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow.
- b) Perform different types of rhythm/dance sequences.

### **Movement Principles and Concepts**

P.5.2 The student will understand and apply movement principles and concepts in complex movement activities.

- a) Apply movement concepts of body, space, effort, and relationship to movement.
- b) Apply principles of accuracy, force, and follow-through when projecting objects.
- c) Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).
- d) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
- e) Use feedback, including available technology, to improve performance.

### **Personal Fitness**

P.5.3 The student will describe short- and long-term benefits of engaging in regular physical activity.

P.5.3.1 The student will use personal fitness assessment data to enhance understanding of physical fitness.

- a) Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers).
- b) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)
- c) Maintain a PE contract which tracks his/her activities done according to the FITT principle (frequency, intensity, time and type) to be turned in at the end of each quarter.

### **Responsible Behaviors**

P.5.4 The student will participate in establishing and maintaining a safe environment for learning physical activities.

- a) Work independently and with others to improve learning during physical activity.
- b) Display appropriate cooperative and competitive behaviors.

### **Physically Active Lifestyle**

5.5 The student will identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).

## National Standards for Physical Education Grades 6-8

### **Grades 6-8 Skilled Movement: Student expectations (at the end of grade 8)**

Adolescents are able to participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities. Students achieve mature forms in the basic skills of the more specialized sports, dance, and gymnastics activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other basic skills. Students demonstrate use of tactics within sport activities.

### **Grades 6-8 Movement Principles and Concepts: Student expectations (at the end of grade 8)**

Adolescents exhibit an increasingly complex discipline-specific knowledge. They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play. They use information from a variety of sources, both internal and external, to guide and improve performance.

### **Grades 6-8 Personal Fitness: Student expectations (at the end of grade 8)**

Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. Students know the components of fitness and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., threshold, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

### **Grades 6-8 Responsible Behaviors: Student expectations (at the end of grade 8)**

Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

### **Grades 6-8 Physically Active Lifestyle: Student expectations (at the end of grade 8)**

Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and utilize practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and non-school settings.

Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.

## **Grade Six Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

P.6.1 The student will demonstrate competence in locomotor, non-manipulative, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activity applications.

- a) Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
- b) Demonstrate putting complex movement sequences to a rhythm.
- c) Demonstrate skill in a variety of individual and team activities representative of different countries.

### **Movement Principles and Concepts**

P.6.2 The student will apply movement principles and concepts to movement-skill performance.

- a) Refine and adapt individual and group activity skills by applying concepts of *relationship, effort, spatial awareness, speed, and pathways*.
- b) Use feedback, including available technology, to improve skill performance.
- c) Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).
- d) Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).

### **Personal Fitness**

P.6.3 The student will use personal fitness data to improve physical fitness.

- a) Use measurement and assessment data (e.g., standardized assessments, Internet, software, Fitness Gram, heart rate monitors, pedometers) to develop goals for improvement in at least two fitness components.
- b) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)
- c) Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.
- d) Maintain a PE contract which tracks his/her activities done according to the FITT principle (frequency, intensity, time and type) to be turned in at the end of each quarter.

**Responsible Behaviors**

P.6.4 The student will work independently and with others in physical activity settings.

- a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
- b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
- c) Follow rules and safety procedures.
- d) Use practice time to improve performance.

**Physically Active Lifestyle**

P.6.5 The student will identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity.

## **Grade Seven Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

P.7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.

- a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
- b) Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).
- c) Demonstrate basic abilities and safety precautions in recreational pursuits.
- d) Demonstrate moving to a rhythm in a selected dance such as folk, country, square, contemporary, and line dances.

### **Movement Principles and Concepts**

P.7.2 The student will understand and apply movement principles and concepts.

- a) Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).
- b) Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.
- c) Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.
- d) Analyze skill patterns of self and partner, detecting and correcting mechanical errors.
- e) Identify similarities in movements across different physical activities.

### **Personal Fitness**

P.7.3 The student will apply concepts and principles of training to improve physical fitness.

- a) Identify safe practices for improving physical fitness.
- b) Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving at least three self-selected components of health-related fitness.
- c) Maintain a PE contract which tracks his/her activities done according to the FITT principle (frequency, intensity, time and type) to be turned in at the end of each quarter.
- d) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)
- e) Use a variety of resources, including available technology, to monitor fitness improvement.
- f) Analyze the relationship between physical activity and body composition.

### **Responsible Behaviors**

P.7.4 The student will work independently and with others in cooperative and competitive physical activity settings.

- a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings.
- b) Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.
- c) Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.

**Physically Active Lifestyle**

P.7.5 The student will select and participate in physical activity to produce health-related benefits.

- a) Select and set goals, and participate in and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition.
- b) Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.

## **Grade Eight Grade Level Objectives**

(refer to monitoring sheets for guided breakdown skills)

### **Skilled Movement**

P.8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.

P.8.1.1 The student will perform skills in several game/sport, dance, and recreational activities.

- a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
- b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing).
- c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).

### **Movement Principles and Concepts**

P.8.2 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.

- a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.
- b) Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
- c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
- d) Analyze skill patterns of self and partner.
- e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.

### **Personal Fitness**

P.8.3 The student will apply self-assessment skills to improve or maintain personal fitness.

- a) Self-assess his/her level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.
- b) Maintain a PE contract which tracks his/her activities done according to the FITT principle (frequency, intensity, time and type) to be turned in at the end of each quarter.
- c) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement.
- d) Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.
- e) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Fitness Test)

**Responsible Behaviors**

P.8.4 The student will work independently and with others in cooperative and competitive physical activity settings.

- a) Exhibit fair play, and act responsibly in physical activity settings.
- b) Identify positive and negative effects of peer influence.
- c) Exhibit respect for the unique characteristics and abilities of peers.

**Physically Active Lifestyle**

P.8.5 The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.

- a) Participate regularly in health-enhancing and personally rewarding physical activity during unscheduled times.
- b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

PE Websites

[www.pecentral.com](http://www.pecentral.com)

[www.greatactivities.net](http://www.greatactivities.net)

[www.presidentschallenge.org](http://www.presidentschallenge.org)

*The Ultimate Sport Lead-Up Game Book* by Guy Bailey ISBN 0-966-9727-1-6

*Ready-to-Use Pre-sport Skills Activities Program* by L. F. “Bud” Turner, Susan L. Turner  
ISBN 0-13-026252-8

SPARK – Sports, play, and active recreation for kids! [www.sparkpe.org](http://www.sparkpe.org), 800-sparkPE

Youngheart Music  
CTP/Youngheart  
P.O. Box 6017  
Cypress, CA 90630-0017  
1 (800) 444-4287

*National Standards for Physical Education* – The book describes what students should know and be able to do as the result of a quality physical education program. Purchase through AAHPERD at [www.aapherd.org](http://www.aapherd.org).

*Appropriate Practices in Movement Programs for Physical Education* – Learn appropriate instructional practices that are in the best interest of children. For young children, ages 3-5, elementary school and middle school. Purchase through AAHPERD at [www.aapherd.org](http://www.aapherd.org).

*How to Teach P.E.: Instruction for Teachers in Physical Education*: this text required for college course: Elementary School Instruction in Physical Education.

Graham, G., Holt/Hale, S., & Parker, M. (1998). *Children Moving; A Reflective Approach to Teaching Physical Education* (4<sup>th</sup> Ed.) Mountain View, CA: Mayfield Publishers. ISBN 1-55934-923-9 (Amazon.com)

Holt/Hale, S. (1998). *On the Move*. Lesson plans to accompany *Children Moving* (4<sup>th</sup> ed.). Mountain View, CA: Mayfield Publishers. ISBN 1-55934-923-9 (Amazon.com)

## **What to teach: Curriculums in Physical Education**

Fairfax County P.E. Curriculum: Three separate books – purchase through  
Fairfax County Public Schools  
Office of Procurement Services  
6800B Industrial Road  
Springfield, VA 22152

*Physical Education for Children – Daily Lesson Plans*, Thomas, Jreey R., Lee, Amelia M., Thomas, Katherine T., Human Kinetics Books: ISBN 0-897322-176-1

## **Supplemental resources to augment your curriculum**

Ready-to-Use P.E. Activities – Joanne M. Landy and Maxwell J. Landy  
Grade K-2 Book 1 ISBN 0-13-673054-X  
This book comes in all grade levels K-2, 3-4, 5-6, and 7-9

## **Professional Journals/Associations**

American Alliance for Health, Physical Education Recreation and Dance (AAHPERD)  
[www.aahperd.org](http://www.aahperd.org)

*Journal of Physical Education, Recreation & Dance* – sponsored by the American Association for Physical Activity and Recreation (AAPAR), National Association for Girls and Women in Sport (NGWS), National Association for Sport and Physical Education (NASPE), and National Dance Association (NDA). It brings the most up-to-date information in such diverse areas as: teaching, curriculum, assessment, administration, adapted physical education, coaching, fitness, and professional preparation. Purchase through AAHPERD at [www.aapherd.org](http://www.aapherd.org) or 800-213-7193 x 493

*Strategies: A Journal for Physical and Sport Educators* – sponsored by the National Association for Sport and Physical Education. This is a peer-reviewed professional journal that publishes practical, how-to articles for sport and physical education professionals at all levels. It provides information to help educators and coaches become more effective in their work. Purchase through AAHPERD at [www.aapherd.org](http://www.aapherd.org) or 800-213-7193 x 493