

2012

Physical Education Curriculum Guide

Catholic Diocese of Wilmington, Delaware

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TABLE OF CONTENTS

Philosophy.....	1
Content Standards.....	2
Overview and Assessment.....	3
Glossary of Terms.....	4
Standard One.....	5
Standard Two.....	13
Standard Three.....	19
Standard Four.....	25
Standard Five.....	32
Standard Six.....	42
Assessment Choice.....	48
General Guidelines for Assessment.....	51
Choosing Appropriate Lesson Guides.....	51
Teacher Observations/Student Event Examples	
• Standard One.....	52
• Standard Two.....	55
• Standard Three.....	58
• Standard Four.....	59
• Standard Five.....	60
• Standard Six.....	61
Resources.....	62
Committee.....	64

PHYSICAL EDUCATION PHILOSOPHY

Physical Education is an integral part of the Catholic school's total education program. As such, it strives to develop qualities which enable students to "play a constructive role in a changing world" through the study of physical, affective, cognitive, and social-emotional development.

In an atmosphere that encourages self-confidence, students are able to make decisions, work cooperatively, and engage in new experiences which will enable them to make healthy lifestyle choices. Recognizing God's gift of life and movement, participation in physical activities contributes to the acquisition of physical, social, and psychological skills.

CONTENT STANDARDS IN PHYSICAL EDUCATION

A physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Maintains a physical active lifestyle.
4. Achieves and maintains a health-improving level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings
6. Understands that physical activity provides opportunities for better health, enjoyment, challenge, self-expression, and social interaction.

OVERVIEW

The curriculum guide is designed to give an overview of each of the six national standards along with suggestions for assessing the achievement of these standards. The observations and events are only suggestions and are by no means the only manner of assessing achievement. After standard six, there is a section giving examples of student events and teacher observations that illustrate how a classroom teacher might observe that particular standard. The ultimate goal is to develop a physically educated individual; therefore, no standard stands alone. Each is designed to build on the other. Activities, then, can be used to assess more than one standard. You are encouraged to add your own activities to this section.

ASSESSMENT

With the passage of Goals 2000: Educate America Act in March of 1994, educational standards were written into federal law. These Standards provide a basis for student assessment and for evaluating the education program. Along with the content standards, there is a move from traditional forms of assessment to performance assessments. Physical Education, by its very nature, lends itself to this form of assessment. By observation and participation, the progress a student makes toward a specific goal can be chronicled. Achievement is measured by the skills attained. Hence, the role of assessment, as indicated by either teacher observation or student event, is an integral part of these curriculum guidelines. The assessment choices are only suggestions and are illustrative of numerous performance assessments that may be used to make inferences about student learning.

GLOSSARY OF TERMS

<i>ASSESSMENT:</i>	The process of gathering evidence about a student's level of achievement in a specific area and of making inferences based on that evidence for a variety of purposes.
<i>BENCHMARK:</i>	A description of student performance which offers identifiable progress toward a standard.
<i>CURRICULUM FRAMEWORK:</i>	A comprehensive document outlining the broad goals and standards of an entire system of education, while leaving the local district the freedom to develop a specific program to address the framework.
<i>MODE:</i>	A strategy or manner for thinking and developing ideas.
<i>PERFORMANCE INDICATOR:</i>	Articulation of each content objective from K-8 and specific standard expectations of students by grade level cluster. The indicators are assessable.
<i>PERFORMANCE TASKS:</i>	An activity, or series of activities, often spread over a number of days and often integrated across a number of disciplines.
<i>PROFICIENCY:</i>	A particular level of performance.
<i>STANDARD:</i>	A statement about what is valued in a discipline.

Standard One

Demonstrates competency in many movement forms

and proficiency in a few movement forms

STANDARD ONE

GRADE K

Demonstrates competency in many movement forms and proficiency in a few movement forms

OBJECTIVE

The student will be able to...

- demonstrate progress toward the mature form of selected nonlocomotor, locomotor, and manipulative skills
- demonstrate mature form in walking and running

SAMPLE BENCHMARKS

- travels in forward and sideways directions using a variety of locomotor, nonlocomotor patterns and changes direction quickly in response to a signal
- demonstrates clear contrasts between slow and fast movement while traveling
- walks and turns using mature form
- rolls sideways without hesitating or stopping
- tosses a ball and catches it before it bounces twice
- kicks a stationary ball using a smooth continuous running step
- maintains momentary stillness bearing weight on a variety of body parts

ASSESSMENT CHOICES

Teacher Observations

Demonstrates selected critical elements of locomotor skills (e.g. walk, hop, gallop, etc.)

Responds with correct locomotor skill as named by teacher (e.g. balance, foot placement, arm swing, etc.)

Raises and lowers body with correct body alignment and good balance

Maintains balance in a variety of postures

Student Events

Upon hearing a designated signal the student will change to the locomotor pattern named

Identifies and models locomotor movements shown by teacher

Demonstrates correct locomotor skill when the skill is named by the teacher

Mirrors movement of leader

Uses movement imitatively: animals, personalities, fictitious characters, machines

Increases flexibility in large muscle joints

STANDARD ONE

GRADES 1-2

Demonstrates movement in many movement forms and proficiency in a few movement forms

OBJECTIVE

The student will be able to...

- demonstrate mature form in skipping, hopping, galloping, sliding, and leaping
- demonstrate progress towards a mature motor patterns in simple combinations (e.g. dribbling while running)
- demonstrate progress towards a smooth transition between sequential motor skills (e.g. running into a jump)
- demonstrates the ability to adapt and adjust movement skills to uncomplicated, yet changing environmental conditions and expectations (e.g. tossing a ball to a moving partner, using different rhythms)
- demonstrate control in movement activities and weight bearing and balance activities on a variety of body parts

SAMPLE BENCHMARKS

- demonstrates skills of chasing, fleeing, and dodging to avoid others
- combines locomotor patterns in time to music
- balances, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts
- receives and sends an object in a continuous motion
- strikes a ball repeatedly with a foot, hand, and a paddle

ASSESSMENT CHOICES

Teacher Observations

Demonstrates critical elements of the selected skills over several trials
Demonstrates progress towards a mature form for each of the movement patterns
Demonstrates consistent and smooth performance
Mirrors movement of leader or partners
Demonstrates ability to solve movement problems

STANDARD ONE

GRADES 1—2 CONTINUED

Student Events

Demonstrates a sequence of three different locomotor movements with smooth transitions

Demonstrates mature pattern of each locomotor skill

Moves within basic formations, partners, scattered, line, circle

Uses self-expressive movement in response to rhythmical accompaniments, imagery, and stories

Increases flexibility in large muscle joints

Demonstrates the ability to control body balance

STANDARD ONE

GRADES 3-4

Demonstrates movement in many movement forms and proficiency in a few movement forms

OBJECTIVE

The student will be able to...

- demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills
- adapt a skill to the demands of a dynamic, unpredictable environment
- acquire beginning skills of a few specialized movement forms
- combine movement skills in applied settings

SAMPLE BENCHMARKS

- throws, catches, and kicks using mature form
- dribbles and passes a basketball to a moving receiver
- balances with control on a variety of objects (balance board, large apparatus)
- develops and refines a movement sequence demonstrating smooth transitions
- develops and refines a creative dance sequence into a repeatable pattern
- jumps and lands for height/distance using mature form

ASSESSMENT CHOICES

Teacher Observations

Receives the pass and sends it in one motion
Passes ahead of the moving player (receiver does not have to stop)
Receiving student cuts into a space to receive the pass
Demonstrates ability to solve movement problems
Explores and develops new movement problems
Controls body balance on an increasingly smaller base

STANDARD ONE

GRADES 3 -4 CONTINUED

Student Events

Demonstrates a balance, a roll, and a traveling action during the performance of a movement sequence

Demonstrates a clear beginning and ending to the sequence

Demonstrates smooth transitions between the various skills

Performs combinations of locomotor and nonlocomotor skills in relation to development of sport skills

Performs basic locomotor movements in response to a beat

Performs traditional dance steps in various ethnic, cultural, and recreational dance

STANDARD ONE

GRADES 5-6

Demonstrates movement in many movement forms and proficiency in a few movement forms

OBJECTIVE

The student will be able to...

- demonstrate mature form for all basic manipulative, locomotor, and nonlocomotor skills
- demonstrate increasing competence in more advanced specialized skills
- adapt and combine skills to the demands of increasingly complex situations of selected movement forms

SAMPLE BENCHMARKS

- throws a variety of objects demonstrating both accuracy and force (e.g. basketballs, footballs, frisbees)
- hand dribbles and foot dribbles while preventing an opponent from stealing the ball
- designs and performs movement and dance sequences that demonstrate smooth flowing sequences with intentional changes in direction, speed and flow
- keeps an object going continuously with a partner using a striking pattern
- maneuvers the ball away from an opponent in a racket sport activity

ASSESSMENT CHOICES

Teacher Observations

Passes when the defense attacks, maintains the ball when the defense holds back
Executes accurate passes ahead of the receiver
Receiver moves into a space to create a passing angle not covered by the defense
Responds to changes in patterns and rhythms

Student Events

Recognizes differences in various types of throws
Compares and contrasts throwing of different objects for different purposes
Performs basic locomotor movements in response to a beat
Performs traditional dance steps in various ethnic, cultural and recreational dances
Dribbles to a rhythmic pattern
Begins to identify and understand basic rhythmic and dance terminology

STANDARD ONE

GRADES 7-8

Demonstrates movement in many movement forms and proficiency in a few movement forms

OBJECTIVE

The student will be able to...

- demonstrate competence in modified versions of a variety of movement forms

SAMPLE BENCHMARKS

- uses basic offensive and defensive strategies in a modified version of a team sport
- performs a variety of simple folk, square, or line dance
- displays the basic skills and safety procedures to participate in lifetime activities

ASSESSMENT CHOICES

Teacher Observations

Demonstrates competence to participate safely in an activity

Demonstrates competence in identifying basic movement patterns and terminology associated with them

Performs combinations of locomotor and nonlocomotor skills in relation to the development of sport skills

Appreciates dance as an adventure for development of social relationships

Appreciates dance as a lifetime activity

Student Events

Performs basic locomotor movements in response to a beat

Identifies and understands basic rhythmic and dance terminology

Increases flexibility in large muscle joints

Responds to change in patterns or rhythms

Demonstrates the knowledge and basic skills necessary to be a regular participant in a lifetime activity

Standard Two

***Demonstrates understanding of movement concepts, principles, strategies and tactics
as they apply to the learning and performance of physical activities***

STANDARD TWO

GRADES K

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

OBJECTIVE

The student will be able to...

- identify fundamental movement patterns
- establish a beginning movement vocabulary (e.g. personal space, high/low, fast/slow, light/heavy, balance, twist)
- apply appropriate concepts to performance (e.g. games, body movement, and dance)

SAMPLE BENCHMARKS

- walks, runs, hops, stops, jumps and changes direction and speed in response to a signal
- gallops, slides and skips in response to cues
- identifies and uses a variety of relationships with objects (e.g. over/under, behind, alongside, through)
- identifies and begins to utilize the technique employed (leg flexion) to soften the landing in jumping

ASSESSMENT CHOICES

Teacher Observations

Demonstrates the ability to replicate the locomotor skills
Responds appropriately to a variety of cues
Selects proper body parts, skills, and movement in response to a cue
Demonstrates the ability to track a moving object

Student Events

Mirrors movement of leader
Demonstrates ability to follow and lead
Demonstrates body positions: standing, sitting, kneeling, etc.
Moves in space without collisions
Demonstrates controlled movements (e.g. balancing)

STANDARD TWO

GRADES 1-2

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

OBJECTIVE

The student will be able to...

- identify the critical elements of basic movement patterns
- apply movement concepts to a variety of basic skills
- use feedback to improve performance

SAMPLE BENCHMARKS

- identifies characteristics of a throwing motion
- uses concepts of spatial awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling
- identifies and demonstrates the major characteristics of mature walking, running, hopping, and skipping
- uses proper concepts of striking skills (e.g. kicking a ball, hitting ball with paddle, etc.)

ASSESSMENT CHOICES

Teacher Observations

Demonstrates proper throwing form toward a target

Demonstrates the ability to catch an object using one and/or two hands, right or left

Demonstrates the ability to jump over an object

Demonstrates an understanding of directions, body positions, and relationships between self and others

Student Events

Begins to understand the concept of dribbling

Raises and lowers body with correct body alignment and good balance

Moves with basic formations

Passes a ball using one bounce

Demonstrates the knowledge of the basic elements of a relay race

STANDARD TWO

GRADES 3 - 4

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

OBJECTIVE

The student will be able to...

- apply critical elements to improve personal performance in fundamental and selected specialized motor skills
- recognize and apply concepts that impact the quality of increasingly complex movement performance
- recognize the concepts of proper lifting and body posture
- differentiate between offense and defense as well as basic positioning in team activities

SAMPLE BENCHMARKS

- transfers weight from feet to hands at fast and slow speeds using large extensions
- accurately recognizes the critical elements of a throw
- consistently strikes a softly thrown ball with a bat or paddle demonstrating an appropriate grip
- understands that appropriate practice improves performance
- understands the proper method of lifting an object
- begins to understand the concept of offense and defense

ASSESSMENT CHOICES

Teacher Observations

During the practice of a skill the student:

Shows a definite intent to use the information given to improve performance

Stays with the focus given by the teacher until that aspect of performance approaches mastery

Demonstrates the ability to lift and carry an object (e.g. backpacks, equipment, etc.)

Student Events

Uses underhand and overhand throwing and catching skills

Demonstrates the critical elements and similarities/differences of catching at a high or low level

Demonstrates characteristics of a throw that predicts the height and speed of the thrown ball

Shows a combination of various basic skills used in a changing environment

Maintains balance in a variety of postures with or without objects

Changes direction and rate of speed

STANDARD TWO

GRADES 5 - 6

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

OBJECTIVE

The student will be able to...

- use information from a variety of sources of internal and external origin to improve performance
- identify and apply principle of practice and conditioning that enhance performance
- recognize general characteristics of movement skills that can be applied to specific settings
- use basic offensive and defensive strategies in noncomplex settings
- use basic strategies to improve performance

SAMPLE BENCHMARKS

- detects, analyzes and corrects errors in personal movement patterns
- identifies basic practice and conditioning principles that improve performance
- understands that practicing proper techniques improves performance

ASSESSMENT CHOICES

Teacher Observations

Demonstrates the elements of batting, dribbling, throwing, etc.
Demonstrates the consistency of movement patterns
Demonstrates the willingness to practice for improvement in a skill
Recognizes the basic offensive and defensive strategies
Demonstrates the ability to solve movement problems
Demonstrates the ability to combine speed, power, and movement

Student Events

Uses a time for warming-up and cooling-down routines
Performs sequence of varied locomotor skills
Explores and develops new movement experiences
Attains reasonable ability to change levels and direction in quick succession
Increases ability to combine speed and power in movement
Increases ability to react to stimulus with appropriate motor response
Has the ability to play both offense and defense

STANDARD TWO

GRADES 7 - 8

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

OBJECTIVE

The student will be able to...

- define and apply more advanced movement and game strategies
- identify the critical elements of more advanced movement skills
- identify the characteristics of highly skilled performance in a few movement forms
- understand and apply more advanced discipline strategies with specific knowledge

SAMPLE BENCHMARKS

- demonstrates a growing understanding and application of more advanced game strategies
- demonstrates the ability to describe the characteristics that enable success in team sports such as volleyball
- describes the principles of training and conditioning for specific physical activities
- uses a variety of movement skills appropriate to different activities such as: dance, team, and individual sports
- uses knowledge of movement concepts to increase independent/group participation in physical activities

ASSESSMENT CHOICES

Teacher Observations

Identifies motor fitness requirement of the selected physical activity

Identifies component skills and movement patterns of a selected activity or sport

Selects appropriate practice procedures to learn and master skills and movement patterns of an activity

Student Events

Correctly analyzes an activity to determine an appropriate component skill and movement pattern (e.g. volleyball rotating, hands under for return, hands over for setting, etc.)

Uses cognitive information about physical performance to adjust practice procedures in order to improve skill performance

Develops and explains a physical activity to other students

Accurately assesses personal motor fitness status in relation to a specific activity or an activity of a physical nature (e.g. runs a mile and paces self, etc.)

Chooses skills of an appropriate difficulty level

Standard Three

Maintains a physically active lifestyle

STANDARD THREE

GRADE K

Maintains a physically active lifestyle

OBJECTIVE

The student will be able to...

- experience and express pleasure from participation in physical activity
- establish a pattern of regular participation in meaningful physical activities
- engage in moderate to vigorous physical activity
- select and participate in activities that require some physical exertion during unscheduled times
- explore a variety of new physical activities for personal interest in and out of the physical education class

SAMPLE BENCHMARKS

- participates regularly in vigorous physical activity
- recognizes that physical activity is important for the development of a healthy life style
- identifies strengths and feelings that result from participation in physical activities
- recognizes skill differences and similarities between students

ASSESSMENT CHOICES

Teacher Observations

Selects activities that are vigorous in nature
Participates at a level sufficient to increase breathing and sweating
Participates regularly in health-improving physical activities
Encourages others to become physically active

Student Events

Identifies feelings following participation in physical activity
Communicates likes and dislikes connected with the activity
Identifies the physical changes that occur as a result of various physical activities

STANDARD THREE

GRADES 1 - 2

Maintains a physically active lifestyle

OBJECTIVE

The student will be able to...

- engage in moderate to vigorous physical activity outside of physical education class
- identify at least one activity associated with each of the five components of physical fitness (e.g. cardiovascular endurance, flexibility, muscle endurance, muscle strength, body composition)
- explore a variety of new physical activities for personal interest in and out of the physical education class

SAMPLE BENCHMARKS

- seeks participation in gross motor activity of a moderate to vigorous nature
- participates in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class
- understand connection between stretching and flexibility

ASSESSMENT CHOICES

Teacher Observations

Selects activities that are vigorous in nature
Participates at a level sufficient to increase breathing and sweating
Participates regularly in health-improving physical activities
Sustains vigorous activity for more than ten minutes
Seeks outside involvement for group settings for physical activities

Student Events

Practices a teacher-designed exercise or game designed to improve performance on selected manipulative skills
Communicates likes and dislikes connected with the activity
Identifies the physical changes that occur as a result of various physical activities

STANDARD THREE

GRADES 3 - 4

Maintains a physically active lifestyle

OBJECTIVE

The student will be able to...

- select and participate regularly in physical activities for the purpose of improving skill and health
- identify the benefits derived from regular physical activity
- identify several moderate to vigorous physical activities that provide personal pleasure in and out of the physical education class
- explore a variety of new physical activities for personal interest in and out of the physical education class

SAMPLE BENCHMARKS

- regularly participates in physical activity for the purpose of developing a healthy lifestyle
- describes healthful benefits that result from regular and appropriate participation in physical activity
- identifies at least one physical activity that they participate in on a regular basis
- is beginning to be aware of opportunities for more formal participation in physical activities in the community

ASSESSMENT CHOICES

Teacher Observations

Selects activities from a variety of health improving physical activities
Participates at a level sufficient to increase breathing and sweating
Participates regularly in health-improving physical activities
Sustains vigorous activity for more than 15 minutes
Participates in group physical activities that increase social skills

Student Events

Practices a teacher-designed exercise or game in order to improve performance on selected manipulative skills
Sustains activity throughout a designated time period
Identifies the physical changes that occur as a result of various physical activities
Practices a classroom physical activity in the community (e.g. kickball, base runners, etc.)

STANDARD THREE

GRADES 5 - 6

Maintains a physically active lifestyle

OBJECTIVE

The student will be able to...

- explore a variety of new physical activities for personal interest in and out of the physical education class
- identify opportunities in the school community for regular participation in physical activity
- participate in some form of health-improving physical activity on a regular basis
- analyze personal interests and capabilities in regard to one's exercise behavior
- identify the five components of (health) fitness

SAMPLE BENCHMARKS

- chooses to exercise at home for personal enjoyment and benefit
- participates in games, sports, and outdoor pursuits both in and out of school which may include the five components of physical fitness based on individual interests and capabilities

ASSESSMENT CHOICES

Teacher Observations

Describes the various factors in their lives that inhibit or enable them to participate regularly in health-improving physical activities
Provides insightfulness regarding the modifications that could be made to daily routines

Student Events

Develops a chart that could be used to identify opportunities in the school and the community for regular participation in physical activity
Selects a favorite activity, and with assistance, sets goals for improvement of a skill for that activity
Develops a log of the actual physical activities that took place with times, dates, and a check on their progress toward goals

STANDARD THREE

GRADES 7 - 8

Maintains a physically active lifestyle

OBJECTIVE

The student will be able to...

- establish personal physical activity goals
- participate regularly in health-improving physical activities to accomplish these goals
- explore a variety of new physical activities for personal interest in and out of the physical education class
- describe relationships between a healthy lifestyle and “feeling good”

SAMPLE BENCHMARKS

- participates in an individualized physical activity program designed with the help of the teacher
- lists long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activities in and out of the physical education class

ASSESSMENT CHOICES

Teacher Observations

Undertakes a planned personal exercise program designed with the help of the teacher
Applies principles of practice and conditioning appropriately
Demonstrates an understanding of the value of an active lifestyle
Applies personal physical training to improve one’s health and social skills

Student Events

Identifies two physical and health-related activities available in the community in which they might participate
Interviews an adult who regularly engages in a personal activity program to see what motivates them, why they do it, how long they have done it
Uses resources in the library, on the internet, or at a university to determine what is available in the community for activities that support an active lifestyle

Standard Four

Achieves and maintains a health-improving level of physical fitness

STANDARD FOUR

GRADE K

Achieves and maintains a health-improving level of physical fitness

OBJECTIVE

The student will be able to...

- sustain moderate to vigorous physical activity for short periods of time
- identify the physiological signs of moderate physical activity (e.g., fast heart rate, heavy breathing)
- enjoy physical activity for the pleasure experienced from simple movement

SAMPLE BENCHMARKS

- sustains moderate to vigorous physical activity
- is aware of his or her heart beating fast during physical activity
- is self-aware of how certain activities improve muscle strength

ASSESSMENT CHOICES

Teacher Observations

Identifies those able/unable to sustain an activity for a short period of time (use timed segments of hopping, walking, jumping, galloping, skipping, running)

Develops desirable attitudes toward physical fitness

Begins to understand the necessity to warm up before strenuous exercise and cool down after exercise

Student Events

Associates the faster heartbeat with vigorous activity

Associates the slower heartbeat with rest

Identifies other physical activities that elicit a faster heartbeat

Identifies activities that help increase strength

STANDARD FOUR

GRADES 1 - 2

Achieves and maintains a health-improving level of physical fitness

OBJECTIVE

The student will be able to...

- engage in sustained physical activity that causes an increased heart rate and heavy breathing
- recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing)
- identify the components of health-related physical fitness (strength, endurance, and flexibility)

SAMPLE BENCHMARKS

- sustains an activity for longer periods of time while participating in chasing or fleeing, traveling activities in physical education, and/or on the playground
- identifies changes in the body during physical activity
- supports body weight for climbing, hanging, and momentarily taking weight on hands
- moves each joint through a full range of motion

ASSESSMENT CHOICES

Teacher Observations

Demonstrates the ability to sustain the physical activity level needed for full participation in an activity
Sustains moderate to vigorous physical activity for a minimum of 10 minutes
Recognizes the necessity to warm up before strenuous exercise and cool down after exercise
Recognizes that changes in heart rate occur as a result of participation in moderate to vigorous activity

Student Events

Identifies several physiological changes that occur at moderate or vigorous activity
Identifies correctly the body parts used in specific activities
Demonstrates flexibility by: touching toes while seated in the proper sit-and-reach position, successfully completing the upper trunk lift, touches fingers while performing the shoulder stretch

STANDARD FOUR

GRADES 3 - 4

Achieves and maintains a health-improving level of physical fitness

OBJECTIVE

The student will be able to...

- engage in moderate to vigorous physical activities in a variety of settings
- identify several activities related to each component of physical fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition)
- associate results of fitness testing to personal health status and ability to perform various activities
- meet the health-related fitness standards as defined by Fitnessgram or other fitness test
- begin to monitor the heart rate before, during, and after vigorous activity
- understand that physical fitness will increase his/her overall well-being

SAMPLE BENCHMARKS

- engages in appropriate activity that results in the development of muscular strength
- maintains continuous aerobic activity for a specific time and/or activity
- supports, lifts, and controls body weight in a variety of activities
- regularly participates in physical activity for the purpose of improving physical fitness

ASSESSMENT CHOICES

Teacher Observations

Understands that physical fitness requires exercise and proper diet
Sustains moderate to vigorous physical activity for a prolonged period of time
Recognizes the necessity to warm up before strenuous exercise and cool down after exercise
Recognizes that changes in heart rate occur as a result of participation in moderate to vigorous activity
Sets goals as a result of the Fitnessgram or other fitness tests

Student Events

Identifies several physiological changes that occur at moderate or vigorous activity
Identifies correctly the body parts used in specific activities
Engages in physical activities which improve agility, flexibility, and coordination
Demonstrates full range in moving different parts of the body
Correctly identifies a personal goal that needs work and records progress towards that goal

STANDARD FOUR

GRADES 5 - 6

Achieves and maintains a health-improving level of physical fitness

OBJECTIVE

The student will be able to...

- participate in moderate to vigorous physical activities in a variety of settings
- monitor intensity of exercise
- begin to develop a strategy for the improvement of selected fitness components
- work somewhat independently with minimal supervision in pursuit of personal fitness goals
- meet the health-related fitness standards as defined by Fitnessgram or other fitness test

SAMPLE BENCHMARKS

- keeps a record of heart rate before, during, and after vigorous physical activity
- engages in physical activity at the target rate for a minimum of 20 minutes
- correctly demonstrates activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory endurance and body composition
- participates in organized physical activities outside of school that improve fitness (e.g., youth sports, gymnastic clubs, etc.)

ASSESSMENT CHOICES

Teacher Observations

Understands that physical fitness requires exercise and proper diet
Sustains moderate to vigorous physical activity for a prolonged period of time
Recognizes the necessity to warm up before strenuous exercise and cool down after exercise
Engages in activities which improve agility, flexibility, and coordination
Accurately records heart rate before, during, and after activity
Sets goals as a result of the Fitnessgram or other fitness tests
Recognizes the importance of participating in fitness related physical activities outside of school

Student Events

Accurately identifies the activities having the most value for cardiorespiratory fitness
Demonstrates the components of fitness and how these relate to their overall fitness status
Begins to assume responsibility for the development of personal fitness
Correctly identifies a personal goal that needs work and records progress towards that goal

STANDARD FOUR

GRADES 7 - 8

Achieves and maintains a health-improving level of physical fitness

OBJECTIVE

The student will be able to...

- participate in a variety of health-related fitness activities in a variety of settings
- assess physiological indicators of exercise during and after physical activity
- understand and apply basic principles of training to improve physical fitness
- begin to develop personal fitness goals independently
- meet the health-related fitness standards as defined by Fitnessgram or other fitness tests

SAMPLE BENCHMARKS

- maintains a record of moderate to vigorous physical activity
- engages in physical activity at the target heart rate for a minimum of 20 minutes
- correctly demonstrates activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory endurance, and body composition
- participates in fitness, both organized and unstructured activities outside of school (e.g. youth sports, gymnastic clubs, etc.)

ASSESSMENT CHOICES

Teacher Observations

Understands that physical fitness requires exercise and proper diet
Sustains moderate to vigorous physical activity for a prolonged period of time
Recognizes the necessity to warm up before strenuous exercise and cool down after exercise
Engages in activities which improve agility, flexibility, and coordination
Accurately records heart rate before, during, and after activity
Demonstrates an understanding of basic exercise training principles such as frequency, intensity, duration and mode of exercise
Sets goals as a result of the Fitnessgram or other fitness tests
Recognizes the importance of participating in fitness related physical activities outside of school

STANDARD FOUR

GRADES 7 - 8 CONTINUED

Student Events

- Accurately identifies the activities having the most value for cardiorespiratory fitness
- Correctly differentiates the body's response to physical activities of various exercise intensities
- Demonstrates the components of fitness and how these relate to their overall fitness status
- Begins to assume responsibility for the development of personal fitness
- Correctly identifies personal goals that need work and records progress towards those goals

Standard Five

***Exhibits responsible personal and social behavior
that respects self and others in physical activity settings***

STANDARD FIVE

GRADE K

Exhibits responsible personal and social behavior that respects self and others in physical activity settings

OBJECTIVE

The student will be able to...

- apply, with teacher reinforcement, classroom rules and procedures and safe practices
- share space and equipment with others while recognizing the benefits
- interact positively with students in class

SAMPLE BENCHMARKS

- cooperates in a group setting
- responds to teacher signals for attention
- responds to rule infractions when reminded
- follows directions given to the class for an all-class activity
- handles all equipment safely
- takes turns using a piece of equipment

ASSESSMENT CHOICES

Teacher Observations

Demonstrates willingness to join in an activity
Complies with the rules or procedures established in the class
Complies after being reminded of a rule or procedure
Is able to explain the questioned behavior and establish the expected behavior
Demonstrates cooperation with others in group tasks

Student Events

Responds accurately to the identified rules and procedures
Responds quickly to the teacher signals
Demonstrates an understanding of the concept of sharing and cooperation

STANDARD FIVE

GRADES 1 - 2

Exhibits responsible personal and social behavior that respects self and others in physical activity settings

OBJECTIVE

The student will be able to...

- treat others with respect during play
- apply rules, procedures, and safe practices with little or no reinforcement
- resolve conflicts in socially acceptable ways
- work cooperatively with another to complete an assigned task

SAMPLE BENCHMARKS

- uses equipment and space safely and properly while developing spatial awareness
- responds positively to a reminder about rule infractions
- practices specific skills as assigned until the teacher signals the end of practice
- starts and stops activity at the signal
- reports the result of work honestly
- develops a healthy attitude toward participation in group games and sports
- knows basic rules of low organizational class activities
- develops sportsmanship and emotional control in a variety of activities and games
- begins to develop the concept of constructive criticism from peers and teachers
- appreciates the need for rules
- shows regard for the safety of all classmates at all times
- develops the ability to communicate in a positive manner with others

ASSESSMENT CHOICES

Teacher Observations

Cooperates with others to reach a common goal
Understands the concept of tagging, cooperative play, and taking turns
Understands appropriate safety practices, rules, etc., for class
Attempts to execute basic skills in organized games
Understands the concept of personal space

STANDARD FIVE

GRADES 1 – 2 CONTINUED

Student Events

Recognizes that participation with a partner/group requires sharing and cooperation

Follows group routines and cooperates with others during all activities

Understands that tagging is not hitting, pushing, or tackling

Uses basic skills in low organized games and team sports

Understands the concepts involved in spatial awareness games

Recognizes the proper meaning of a signal (e.g. whistle, signs, gestures, etc.)

Puts equipment away as instructed

Takes turn when appropriate

Uses appropriate words in response to other students and teachers

Recognizes that sharing with others can lead to positive feelings such as feelings of acceptance and belonging to the group

STANDARD FIVE

GRADES 3 - 4

Exhibits responsible personal and social behavior that respects self and others in physical activity settings

OBJECTIVE

The student will be able to...

- follow with few reminders, activity specific rules, procedures, and safety practices with little or no reinforcement
- work cooperatively and productively with a partner or small group to complete an assigned task
- work independently and on task for short periods of time
- resolve conflicts in socially acceptable ways

SAMPLE BENCHMARKS

- uses equipment and space safely and properly
- responds positively to a reminder about rule infractions
- practices specific skills as assigned until the teacher signals the end of practice
- works productively with a partner to improve psychomotor skills
- reports the result of work honestly
- engages in physical activities which help developmental, social, and emotional well being
- develops a healthy attitude toward participation in group games and sports
- knows basic rules of lead-up activities
- demonstrates sportsmanship and emotional control in a variety of activities and games
- accepts constructive criticism from peers and teachers
- shows regard for the safety of all participants in an activity
- demonstrates the ability to communicate in a positive manner with others
- accepts a controversial decision of a teacher or official
- demonstrates acceptance of the skills and abilities of others

ASSESSMENT CHOICES

Teacher Observations

Demonstrates an on-task activity
Develops the concept of team play
Understands appropriate safety practices, rules etc. for class procedures and activities
Accepts a decision made by the teacher during game time

STANDARD FIVE

GRADES 3 - 4 CONTINUED

Student Events

Follows instructor's signals

Moves quickly to get organized and to start practice within a short period of the signal to begin

Works with two or more players to keep objects from opponents (e.g. basketball, soccer, etc.)

Develops basic skills in team sports

Stays focused on assigned task for longer periods of time

Works with others in the group to get better at the skills involved in an activity

Uses appropriate response to students and teachers

Demonstrates the ability to take turns, rotate positions, etc. in relays and races

Cooperates and accepts the teacher's decisions made during game time

STANDARD FIVE

GRADES 5 - 6

Exhibits responsible personal and social behavior that respects self and others in physical activity settings

OBJECTIVE

The student will be able to...

- work cooperatively with both more and less skilled peers
- work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities
- utilize time effectively to complete assigned tasks
- make a conscious decision about applying rules, procedures, and etiquette
- utilize conflict resolution practices

SAMPLE BENCHMARKS

- shows respect for persons of like and different skill levels
- understands that everyone can contribute to team performance
- uses equipment and space safely and properly
- responds positively to a reminder about rule infractions
- makes responsible decisions about using time, applying rules, and following through with the decisions made
- practices and improves performance when given the opportunity
- remains on task in a group activity without close teacher monitoring
- engages in physical activities which help develop mental, social, and emotional well being
- develops a healthy attitude toward participation in group games and sports
- knows the basic rules of lead-up activities
- demonstrates sportsmanship and emotional control in a variety of activities and games
- accepts constructive criticism from peers and teachers
- shows regard for the safety of all classmates in all activities
- demonstrates the ability to communicate in a positive manner with others
- accepts a decision of a teacher or official

STANDARD FIVE

GRADES 5 – 6 CONTINUED

ASSESSMENT CHOICES

Teacher Observations

- Maximizes practice opportunities
- Stays on task
- Demonstrates appropriate attitude in beginning and ending activity
- Demonstrates appropriate safety practices, rules, etc. for all activities
- Accepts a decision made by the teacher during a game
- Identifies their personal strengths and weaknesses in respect to physical ability, as well as those of others in the group

Student Events

- Follows instructional signals
- Follows rules specific to a selected skill
- Demonstrates an effort to perform basic skills in team sports
- Stays focused on assigned task for longer periods of time
- Uses practice space with others in the group/class
- Works with others in the group to get better at the skills involved in an activity
- Chooses skills of an appropriate difficulty level
- Executes a physical challenge cooperatively
- Uses appropriate response to students and teachers
- Cooperates and accepts the teacher's decision made during a game

STANDARD FIVE

GRADES 7 - 8

Exhibits responsible personal and social behavior that respect self and others in physical activity settings

OBJECTIVE

The student will be able to...

- work cooperatively with both more and less skilled peers
- participate in formulating the rules, procedures, strategies, and safety practices for a specific activity
- work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities
- make conscious decisions about applying rules, procedures, strategies, and etiquette
- recognize the influence of peer pressure and analyze/realize potential consequence when confronted with a behavioral choice

SAMPLE BENCHMARKS

- uses equipment and space safely and properly
- plays within rules of a game or activity
- makes responsible decisions about using time, applying rules, and following through with the decisions made
- uses time wisely when given the opportunity to practice and improve performance
- remains on task in a group activity without close teacher monitoring
- develops a healthy attitude toward participation in group games and sports
- resolves interpersonal conflicts with sensitivity to rights and feelings of others
- demonstrates sportsmanship and emotional control in a variety of activities and games
- accepts constructive criticism from peers and teachers
- shows regard for the safety of all participants in all activities
- demonstrates the ability to communicate in a positive manner with others
- accepts the decision of an official

ASSESSMENT CHOICES

Teacher Observations

Maximizes practice opportunities

Displays on task behavior

Participates in a manner that is safe for himself/herself or others

Demonstrates appropriate safety practices, rules, etc. for chosen activities

Develops ability to lead and coordinate team activities

Identifies both positive and negative sport ability behaviors and recognizes the effort that these athletes may have on the behavior of others

STANDARD FIVE

GRADES 7 - 8 CONTINUED

Student Events

- Demonstrates supportive behavior to a teammate or opponent
- Moves quickly to get organized and to start practice within a short period of the signal to begin
- Follows rules specific to a selected skill
- Stays focused on assigned task for longer periods of time
- Uses practice space with others in the group/class
- Works with others in the group to get better at the skills involved in an activity
- Executes a physical challenge cooperatively
- Uses appropriate response to students and teachers
- Accepts the teacher's or official's decision made during a game

Standard Six

***Understands that physical activity provides opportunities for
better health, enjoyment, challenge, self-expression and social interaction***

STANDARD SIX

GRADE K

Understands that physical activity provides opportunities for better health, enjoyment, challenge, self-expression, and social interaction

OBJECTIVE

The student will be able to...

- engage in physical activities
- associate positive feelings with participation in physical activity
- try new movement activities and skills

SAMPLE BENCHMARKS

- enjoys participation alone and with others
- identifies feelings that result from participation in physical activities
- looks forward to physical education classes

ASSESSMENT CHOICES

Teacher Observations

Demonstrates active involvement in physical activity
Shows both verbal and nonverbal indicators of enjoyment (e.g., shows pleasure of movement, performs creative movement)

Student Events

Participates willingly in class activities
Identifies several activities that are enjoyable
Expresses positive feelings when describing an activity

STANDARD SIX

GRADES 1 - 2

Understands that physical activity provides opportunities for better health, enjoyment, challenge, self-expression, and social interaction

OBJECTIVE

The student will be able to...

- gain competence to provide increased enjoyment in movement
- enjoy interaction with friends through physical activity
- express feelings about physical activity
- try new movement activities and skills

SAMPLE BENCHMARKS

- appreciates the benefits that accompany cooperation and sharing
- accepts the feelings resulting from challenges, successes, and failures in physical activity
- willingly tries new activities

ASSESSMENT CHOICES

Teacher Observations

Uses movement to communicate feelings
Expresses feelings that result from participation in physical activities
Performs creative movement

Student Events

Participates willingly in class activities
Identifies several activities that are enjoyable
Expresses feelings associated with successes and failures

STANDARD SIX

GRADES 3 - 4

Understands that physical activity provides opportunities for better health, enjoyment, challenge, self-expression, and social interaction

OBJECTIVE

The student will be able to...

- display and understand the importance of good sportsmanship
- experience enjoyment while participating in physical activity
- enjoy practicing activities to increase skill competence
- interact with friends while participating in group activities
- use physical activity as a means of self-expression

SAMPLE BENCHMARKS

- experience positive feelings as a result of involvement in physical activity
- design activities that are personally interesting
- celebrate personal successes and achievements as well as those of others

ASSESSMENT CHOICES

Teacher Observations

Demonstrates an understanding of individual and group successes
Contributes as a participating member of the group
Responds in a positive way to new challenges
Performs creative movements

Student Events

Expresses personal satisfaction in his/her accomplishments
Expresses appreciation for the success of others
Selects activities that are personally interesting and rewarding

STANDARD SIX

GRADES 5 – 6

Understands that physical activity provides opportunities for better health, enjoyment, challenge, self-expression, and social interaction

OBJECTIVE

The student will be able to...

- recognize physical activity as a positive opportunity for social and group interaction
- demonstrate enjoyment from participation in physical activities
- recognize that success in physical activities leads to recognition from peers
- use physical activity to express feelings
- seek personally challenging experiences in physical active opportunities

SAMPLE BENCHMARKS

- recognizes the role of games, sports, and dance in getting to know and understand self and others
- identifies benefits resulting from participation in different forms of physical activities
- describes ways to use the body and movement activities to communicate ideas and feelings

ASSESSMENT CHOICES

Teacher Observations

Cooperates and communicates with others during a risk-taking activity
Recognizes common emotions experienced by self and others
Accepts feelings expressed by others and is capable of relating personal feelings to those expressed by others
Relates personal feelings to other situations

Student Events

Identifies an appropriate goal
Expresses personal satisfaction in his/her accomplishments
Expresses appreciation for the success of others
Selects activities that are personally interesting and rewarding

STANDARD SIX

GRADES 7 - 8

Understands that physical activity provides opportunities for better health, enjoyment, challenge, self-expression, and social interaction

OBJECTIVE

The student will be able to...

- display and understand the importance of good sportsmanship
- enjoy participation in physical activity
- recognize the social benefits of participation in physical activity
- try new and challenging activities
- recognize physical activity as a vehicle for self-expression

SAMPLE BENCHMARKS

- engages in physical activities which help develop mental, social and emotional well being
- feels satisfaction when engaging in physical activity
- enjoys learning new activities
- becomes more skilled (learning strategy, additional skills) in a favorite activity

ASSESSMENT CHOICES

Teacher Observations

Recognizes the social benefits of participation in physical activity
Identifies the differences in social aspects of team and individual sports
Recognizes the value of exercise in relieving stress

Student Events

Identifies an appropriate goal
Expresses personal satisfaction in his/her accomplishments
Identifies experiences appropriately according to the positive and negative feelings they have evoked
Demonstrates insight into how to create positive experiences for self and others

Assessment Choices

ASSESSMENT CHOICES

Teacher Observation - is the most utilized form of assessment in physical education. Teachers observe students on a regular basis as part of the instructional process. Teacher observation can provide objective data on student performance to collect information on the instructional process or to evaluate students. Teachers can use various tools to record observational data including anecdotal records, checklists, rating scales, or scoring rubrics.

Anecdotal Record The teacher establishes broad categories of concern and then takes notes on everything that is observed in relation to those categories. Notes are usually kept in the form of a log.

Checklist These are usually used to determine whether a student meets or does not meet a particular criteria. E.g.

- steps with the opposite foot
- sequential rotation
- elbow out and back
- forearm lag

Rating scales Scales are used to determine the degree to which identified criteria have been met in an observation. The teacher designates a) the important components of behavior to be assessed and b) the levels of performance desired to be discriminated. E.g.

- 1= No incidence of noncompliance are observed
- 2= One incidence of noncompliance is observed
- 3= More than one incidence of noncompliance is observed but student is primarily compliant
- 4= Student is more often noncompliant than compliant

ASSESSMENT CHOICES CONTINUED

Scoring Rubric	<p>Rubrics are in one sense rating scales that use multiple criteria simultaneously. The teacher establishes desired levels of performance and then defines the criteria that are essential. Rubrics provide criteria that describe student performance at various levels of proficiency. E.g. 6 point rubric:</p> <p>6 - This level of quality is reserved for the truly exceptional; the student has not only met but has exceeded the demands of the assignment/skill.</p> <p>5 - This level of quality is for those who are clearly above average but lack a certain distinctiveness of a six. They clearly meet and to some extent exceed the demands of the assignment/skill.</p> <p>4 - This level is for those who reflect the “average”. They meet the requirements but offer no extension of the assignment/skill.</p> <p>3 - These are in the lowest range of “average”. There are deficiencies, not all aspects of the assignment/skill have been achieved.</p> <p>2 - This level is unacceptable; important aspects of the assignment/skill are neglected or unattained.</p> <p>1 - This level is left to the teacher to comment; the goals of the student are not yet at performance or grade level. (Some teachers use the term “emergent” in lieu of the number 1)</p>
Portfolio Assessment	<p>The teacher collects or student selects samples of student works, conferences, etc., and reviews regularly in order to document in a variety of ways how a student has developed over the course of the year.</p>
Peer Assessment	<p>The teacher gives students guidelines for evaluation; two or more students meet to discuss/evaluate one another’s progress.</p>
Self-Assessment	<p>The students continually evaluate their performance and progress via check lists, inventories, conferencing, portfolios, etc.</p>
Teacher-Made Tests	<p>To measure comprehension of a specific concept the students answer focused questions in various formats.</p>

GENERAL GUIDELINES FOR ASSESSMENT

- The assessment should measure the objective
- The assessment should be useful to the teacher and to the student
- The students should be aware of assessments - self assess, peer assess
- The assessment should be teacher friendly
- Consider the use of rubrics
- Keep records

CHOOSING APPROPRIATE LESSON GUIDES²

The following checklist is a guide to use when choosing appropriate lesson plans.

1. Does the activity provide for differences in the skill levels of your students? (i.e., is it developmentally appropriate?)
2. Can all students be successful, and, at the same time, challenged?
3. Does the activity provide for maximum participation?
4. Can you emphasize the “learnable piece” (i.e., cues, strategy) during the activity?
5. Does the activity provide for maximum practice time?
6. Can you **teach** your students what you want them to **learn** from the lesson using the chosen activity?
7. Can you **assess** student learning?

² PEcentral.org

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD ONE

Demonstrates competency in many movement forms and proficiency in a few movement forms

KINDERGARTEN

LOCOMOTOR MOVEMENTS

Explain and demonstrate the movement
Explain spatial awareness and pathways
Signal to start
Perform movements
Signal to stop

Teacher observes, corrects, and evaluates: critical elements in movement, records observations

GRADES 1 & 2

THROWING AND CATHCING AN OBJECT

Explain and demonstrate how to throw a ball
Explain and demonstrate how to catch a ball
Choose a partner
Establish a throwing space
Signal to throw
Perform movement
Signal to stop

Teacher observes, corrects, and evaluates: throwing mechanics, catching mechanics, evaluate

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD ONE

Demonstrates competency in many movement forms and proficiency in a few movement forms

GRADES 3 & 4

JUMPING ROPE

Explain and demonstrate proper grip
Explain and demonstrate two footed jump
Explain and demonstrate continuous turning of rope
Establish a jumping space

Teacher observes, corrects and evaluates: proper grip jumping mechanics

GRADES 5 & 6

DRIBBLING A BASKETBALL

Explain and demonstrate dribbling with one hand and then the other
Using relay form, dribble down one end of the gym and back

Teacher observes, corrects, and evaluates: that the students are using only one hand while dribbling

Note: Relay formation movement versus being in a stationary position and performing motor skill

DRIBBLING A SOCCER BALL

Explain and demonstrate soccer dribbling with one foot and then the other.
With a goal at one end of the gym, have a student dribble the ball with control toward the goal and dribble back.

Teacher observes, corrects, and evaluates: that the student controls the dribbling using both feet

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD ONE

Demonstrates competency in many movement forms and proficiency in a few movement forms

GRADES 7 & 8

STRIKING PATTERN OVER A NET (TENNIS, BADMINTON, VOLLEYBALL, ETC.)

Explain and demonstrate the proper striking for each individual activity
Have partners on opposite sides of the net
Keep object continuously moving back and forth across net to partner

Teacher observes: skill components of striking pattern and control

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD TWO

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

KINDERGARTEN

MOVEMENT PATTERNS

Explain how body parts coordinate to make various movement patterns
Explain and demonstrate body movement (galloping, skipping, sliding)
Give a signal to change movements

Teacher observes, corrects, and evaluates: response to a command, understanding of vocabulary, knowledge and performances of movements

GRADES 1 & 2

TAG

Explain and demonstrate tagging (without pushing and shoving)
Explain and demonstrate a particular tag game
Establish boundaries
Choose taggers
Signal to start play
Signal to stop play
Choose new taggers and signal start

Teacher observes, corrects, and evaluates: following of directions

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD TWO

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

GRADES 3 & 4

PASSING A BASKETBALL

Explain and demonstrate the chest pass and bounce pass

Have students line up across from a partner

Using playground balls or appropriate size basketballs; practice the two passes with a partner

Teacher observes, corrects, and evaluates: passing and catching with proper form and control

GRADES 3 & 4

INTRODUCTION OF DEFENSIVE AND OFFENSIVE STRATEGIES

Explain and demonstrate “give and go”

Explain defensive position between a goal and your opponents

Teacher observes, corrects, and evaluates: proper use of technique

GRADES 5 & 6

CAPTURE THE FLAG

Place a flag (nerf football, bean bag, etc.) at opposite corner of the gym, on top of a cone

Identify a “detention area or prison” for tagged players on same side of gym but at the opposite corner

Divide gym into two halves using the basketball mid-court line as a marker

Divide the class into two teams

Explain the object of the game - to capture the flag without being tagged and bring flag across line

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD TWO

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical strategies

GRADES 5 & 6 Continued

Explain the rules:

- if tagged you go to the detention area
- teammates can free you from the detention area by tagging you. Free walk back
- flag can be thrown or carried across the line
- whoever has control of flag over the line is winner
- all players must remain seven feet from the flag (no guarding the flag)

Explain and demonstrate strategies:

- fake stops and goes
- a defense and offense
- sacrificing
- baiting the opponent

Teacher observes, corrects, and evaluates: understanding of rules and use of strategies

GRADES 7 & 8

UNDERHAND VOLLEYBALL SERVE

Explain and demonstrate the underhand volleyball serve

- hold ball in the non-dominant hand about waist level and toward non-dominant side of the body; feet together at start

Teacher observes, corrects, and evaluates: position of ball (waist level) and toward non-dominant side of body

- bring dominant hand (striking hand) backward
- step forward with non-dominant side foot
- swing striking hand forward, making contact with the back/bottom portion of ball and heel of hand
- follow through with striking hand about chest high - serve across the net

Teacher observes, corrects, and evaluates: proper skill components

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD THREE

Maintains a physically active lifestyle

Teacher selects activities that are stimulating in nature and that are fun to do. Feedback from the child that shows excitement for the activity includes their inquisitiveness and enthusiasm for Physical Education class.

Activities K - 1 – 2

Tag games
Red Light/Green Light
Parachute Activities

Activities 3 - 4

Soccer
Monkey in the Middle

Activities 5 – 6

Basketball
Hockey
Capture the Flag

Activities 7 - 8

Lifetime sports activities
Tennis/Badminton
Golf

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD FOUR

Achieves and maintains a health-improving level of physical fitness

Students are aware of what is physically happening to their bodies. Emphasis is on the awareness of fitness components and having fun while participating in health-improving activities that promote physical fitness.

Activities K - 1 - 2

Recognize a faster heart rate and breathing rate during a tag game. Introduce the concept of warm-up, stretching, hard activity, and cool down.

Activities 3 - 4

Continue to develop: stretching, warm-up, cool down, and hard activity.
Fitness testing
Running activities (e.g., timed run, mile run)

Activities 5 - 6 - 7 - 8

Fitness Testing
Teacher observes student taking heart rate

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD FIVE

Exhibits responsible personal and social behavior that respects self and others in physical activity settings

During Physical Education classes the student engages in safe practices, adheres to the rules, cooperates with other classmates, and demonstrates an understanding of learning ways to cope with emotional upsets, and shows consideration for others.

Grades K - 1 - 2

The student understands the proper classroom procedures
(e.g. whistle means stop, look, listen)

Emphasis is on individual activities.

Grades 3 - 4

The student works cooperatively with partners and in larger groups.

Partner Activities (e.g. jump rope, having a catch, etc.)

Larger Group Activities: kickball, parachutes

Grades 5 - 6 - 7 - 8

The student cooperates in groups/teams

Relay activities

Stations

Volleyball

Basketball, etc.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD SIX

Understands that physical activity provides opportunities for health, enjoyment, challenge, self-expression, and social interaction

Students can be assessed by their non-verbal expression of: enjoyment, frustration, success, positive interaction, and willingness to participate.

At various times the student may be asked to reflect on an activity and record (in pictures or in words):

- the purpose of the activity
- how they felt about the activity
- what they liked about the activity
- how they would improve the activity

Students can be encouraged to keep a journal or a portfolio on activities that:

- they enjoyed
- helped reduce stress
- enhanced their physical well-being
- show the positive effects friends and companions bring to the experience

Resources

RESOURCES

American Alliance for Health, Physical Education Recreation, and Dance
(AAHPERD)

Moving Into the Future: National Standards for Physical Education (2nd Edition)

1900 Association Drive

Reston, VA 20191

(703)476-3400

1-800-213-7193

FAX - (703)476-9527

<http://www.aahperd.org>

Delaware Association for Health, Physical Education Recreation, and Dance
(DAHPERD)

100 Worth DuPont Road

Wilmington, DE 19807

www.DAHPERD.com

P. E. Central

P.O. Box 10262

Blacksburg, VA 24062

FAX - (540)301-0112

<http://pecentral.org/>

Email – mailpec@pecentral.org

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel//>

Delaware Department of Education

www.doe.k12.de.us

Physical Education Standards

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