

Monsignor Clarke PE Curriculum

Philosophy and Goals of Physical Education Instruction

Philosophy

MCS physical education instruction cultivates a learning environment which is consistent with the teachings of the Catholic Church. It provides a foundation for the development of age-appropriate movement skills, life skills and cooperation in a positive environment. With a focus on respect for the body, physical education instruction promotes life-long physical activity and wellness.

Goals

- To appreciate the importance and benefits from involvement in physical activities.
- To grow in the ability to function as a contributing member of society
- To develop a positive attitude toward competition and sportsmanship.
- To apply the knowledge of rules and basic strategies to a variety of activities.
- To provide opportunities for social, emotional, and cognitive development.
- To become comfortable with one's own ability level as growth and development occur.
- To apply health and safety standards as related to equipment, self, and others.

Standards and Benchmarks

STANDARD: Uses a variety of basic and advanced movement forms.

Level I (PreK—1)

1. Uses a variety of basic locomotion movements (e.g., running, skipping, hopping, galloping, sliding).
2. Uses a variety of basic non-locomotion skills (e.g., bending, twisting, stretching, turning, lifting).
3. Uses a variety of basic object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike).
4. Uses simple combinations of fundamental movement skills (e.g., locomotion, non-locomotion, object control, body control, and rhythmical skills).
5. Uses control in weight-bearing activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take-off and landings)
6. Uses control in balance activities on a variety of body parts (e.g., one foot, one hand and one foot, hands and knees).
7. Uses control in travel activities on a variety of body parts (e.g., travels in backward direction and changes direction quickly and safely, without falling; changes speeds and directions in response to various rhythms' combines traveling patterns to music).
8. Uses smooth transitions between sequential motor skills (e.g., running into a jump).
9. Uses locomotion skills in rhythmical patterns (e.g., even, uneven, fast and slow)

Level II (2-5)

1. Uses mature form in object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass).
2. Uses basic sport-specific skills for a variety of physical activities (e.g., basketball chest pass, soccer dribble, fielding a softball with a glove).
3. Uses mature form and appropriate sequence in combinations of fundamental locomotion object control, and rhythmical skills that are components of selected modified games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, throwing, shooting, kicking for sideline soccer).
4. Uses mature form in balance activities on a variety of apparatuses (e.g., balance board, large apparatus, skates).
5. Uses beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball in basketball).

Level III (6—8)

1. Uses age appropriate sport-specific skills for individual, dual, and team sports.
2. Uses age appropriate sport-specific skills for dance and rhythmical activities.
3. Uses age appropriate sport-specific skills for outdoor activities (e.g., hiking, biking, camping, orienting).

STANDARD: Uses movement concepts and principles in the development of motor skills.**Level I (Pre K—1)**

1. Understands a vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).
2. Understands terms that describe a variety of relationships with objects (e.g., over/under, behind, alongside, through).
3. Uses concepts of space awareness and movement control with a variety of basic skills (e.g., running, hopping, skipping) while interacting with others.
4. Understands the critical elements of a variety of basic movement patterns such as skipping, striking, and throwing (e.g., the ready position, arm preparation, step with leg opposite the throwing arm, follow through, accuracy of throw).
5. Uses teacher feedback to improve performance.
6. Understands the importance of practice in learning skills.

Level II (2-5)

1. Uses information from a variety of internal and external sources to improve performance (e.g., group projects, self-assessment, and coach review).
2. Understands principles of practice and conditioning that improve performance.
3. Understands proper warm-up and cool-down techniques and reason for using them.
4. Uses basic offensive and defensive strategies in unstructured game environments with limited rules, modified equipment, small numbers of participants).
5. Transfers weight from feet to hands t fast and slow speeds using large extensions (e.g., mule kick, handstand, cartwheel).

Level III (6—8)

1. Understands principles of training and conditioning for specific physical activities.
2. Understands the critical elements of advanced movement skills.
3. Uses basic offensive and defensive strategies in a team and individual sports.
4. Understands movement forms associated with highly skilled physical activities (forms that lead to successful serves, passes, and spikes in an elite volleyball game).

STANDARD: Understands the benefits and importance associated with participation in physical activity.**Level I (Pre-K—1)**

1. Understands the health benefits of physical activity (e.g., good health, physical endurance).

Level II (2-5)

1. Is aware of opportunities for participation in physical activities both in and out of school (e.g., recreational leagues, intramural sports, clubs).
2. Chooses physical activities based on a variety of factors (e.g., personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment).
3. Knows basic factors that inhibit physical activity (e.g., substance abuse, nutrition, body composition).
4. Aware of ways to modify activities to be more health-enhancing (e.g., walking instead of riding, taking the stairs rather than the elevator, nutritional).
5. Understands detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability).
6. Understands activities that provide personal challenge (e.g., risk-taking, adventure, and competitive activities).

Level III (6—8)

1. Understands long-term physiological benefits of regular participation in physical activity (e.g., improved cardiovascular and muscular strength, improved flexibility and body composition).
2. Understands long-term psychological benefits of regular participation in physical activity (e.g.,

healthy self-image, stress reduction, strong mental and emotional health).

STANDARD: Understands how to monitor and maintain a health-enhancing level of physical fitness.

Level I (Pre-K—1)

1. Engages in basic activities that cause cardiorespiratory exertion (e.g., running, galloping, skipping, hopping).
2. Knows how to measure cardiorespiratory fitness (e.g., listening and feeling heartbeat, counting pulse rate, awareness of changes in the body due to exercise).
3. Knows the physiological indicators (e.g., perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity).
4. Engages in activities that require flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving each joint through its full range of motion).

Level II (2-5)

1. Engages in activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at a specified heart rate).
2. Engages in activities that develop and maintain muscular strength (e.g., pus-ups, pull-ups, curlsups, isometric strength activities, jump role).
3. Engages in activities that develop and maintain flexibility of the major joints (e.g., sit and reach, trunk twists, and arm-shoulder stretches).
4. Knows the effects of physical activity and nutrition on body composition.
5. Knows how to monitor intensity of exercise (e.g., heart rate, breathing rate, perceived exertion, and recovery rate).
6. Knows the characteristics of a healthy lifestyle (e.g., daily health enhancing physical activity, proper nutrition).
7. Uses information from fitness assessments to improve selected fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition).

Level III (6—8)

1. Engages in more advanced activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).
2. Engages in more advanced activities that develop and maintain muscular strength and endurance (e.g., calisthenics activities, resistance, and basic weight training techniques).
3. Engages in more advanced levels of activity that develop and maintain flexibility.
4. Understands the role of exercise and other factors in weight control and body composition.
5. Understands basic principles of training that improve physical fitness (e.g., threshold overload, specificity, frequency, intensity, duration, mode of exercise, recovery time, and cool down).
6. Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance and flexibility).
7. Knows how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals.
8. Knows how to differentiate the body's response to physical activities of various exercise intensities (e.g., measurement of heart rate, resting heart rate, heart rate reserve; taking pulse at rest and during exercise).

STANDARD: Understands the social and personal responsibility associated with participation in physical activity.

Level I (PreK—1)

1. Follows rules and procedures (e.g., play area, classroom, and gymnasium rules) with little reinforcement.
2. Uses equipment and space safely and properly (e.g., takes turns using equipment, puts equipment away when not in use).
3. Understands the purpose of rules in games.
4. Understands the social contributions of physical activity (e.g., learning to cooperate and interact with others, having a role in team sports).

5. Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.
6. Understands the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).
7. Understands the importance of playing, cooperating, and respecting others regardless of personal differences (e.g., gender, ethnicity, disability) during physical activity.

Level II (2—5)

1. Practices rules, procedures, and etiquette that are safe and effective for specific activity situations.
2. Designs games, gymnastics, and dance sequences that are personally interesting.
3. Works in a group to accomplish a set goal in both cooperative and competitive activities.
4. Understands the role of physical activities in learning more about others of like and different background (e.g., gender, culture, ethnicity, and disability).
5. Understands the physical challenges faced by people with disabilities (e.g., wheelchair basketball, dancing with a hearing disability).

Level III (6—8)

1. Understands the importance of rules, procedures, and safe practice in physical activity settings.
2. Understands proper attitudes toward both winning and losing.
3. Considers the consequences when confronted with a behavior choice.
4. Handles conflicts that arise with others without confrontation.
5. Knows the difference between inclusive (e.g., changing rules of activity to include low skilled players) and exclusionary (e.g., failing to pass ball to less skilled players) behavior in physical activity settings.
6. Understands physical activity as a vehicle for self-expression (e.g., dance, gymnastics, and various sport activities).
7. Understands the concept that physical activity (e.g., sport, games, dance) is a microcosm in modern culture and society.

STANDARD: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Level I (Pre-K—1)

1. Engages in physical activities
2. Associates positive feelings with participation in physical activity.
3. Tries new movements activities and skills.
4. Enjoys participation alone and with others.
5. Identifies feelings that result from participation in physical activities.

Level II (2-5)

1. Displays a willingness to try all activities.
2. Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
3. Assesses their own performance problems without blaming others.

Level III (6—8)

1. Displays a willingness to try all activities.
2. Recognizes physical activity as a positive opportunity for social and group interaction.
3. Demonstrates enjoyment from participation in physical activities.
4. Uses physical activity to express feelings.
5. Seeks personally challenging experiences in physically active opportunities