

Physical Education Curriculum Guide

(May 2007)

Grades 1 through 8

Archdiocese of Oklahoma City

Department of Catholic Education

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Philosophy

In the Archdiocese of Oklahoma City, physical education is grounded in the knowledge that the human body is sacred and formed in God's image and likeness. Physical education is an instructional program in which students develop physically active lifestyles which promote lifelong fitness and good health. The planned curriculum of skills and concepts promotes optimal development of physical, spiritual and mental wellness among youth – with an emphasis on positive self concept, social behavior, leadership ability and moral decision making.

Furthermore, health / personal safety education is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter. Decisions regarding school lunch menus, after school snacks, treats and parties should be made in light of what is best for the health and welfare of all children. Physical activity should not be a punishment and food should not be a reward. In addition, classroom teachers should not view Physical Education as a privilege and revoke participation as a consequence for poor student behavior. Physical education is a course of study that provides students with a solid foundation that fosters healthy child development and teaches skills critical to not only the academic success of students, but also instills necessary skills for social development.

Goals

The physical education curriculum will provide an opportunity for students to

- ✓ recognize the human body as a sacred gift from God;
- ✓ view physical fitness and proper health as a responsibility;
- ✓ view health and fitness as a way of life;
- ✓ acquire physical skills and a satisfactory level of fitness;
- ✓ develop effective and efficient motor skills;
- ✓ gain and apply an understanding of human development;
- ✓ recognize positive self concept through an enjoyable learning process;
- ✓ achieve personal and social skills important for success in leisure time, democratic living and cultural advancement;
- ✓ express sound leadership.

About the Format of the Curriculum Guide

In order to assist teachers with efforts to document use of the curriculum guide, the skills and benchmarks are not only numbered and lettered, but also placed within a chart. The chart allows teachers to use the boxes located to the left of the objective to indicate the date a particular skill was taught. For example:

I. Personal Safety and Health			
Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.			
The student will:			
8/21/07			A. show regard for the safety of all participants in an activity;
	1/03/07		B. discuss the need for obeying safety rules at home, school and play (i.e. bicycle, water, fire, vehicle, firearm, bus, playground and pedestrian);

Also, the Roman numerals and letters may be used in the lesson plan book to indicate when skills and objectives taught.

Special Thanks

The following individuals offered many hours of work in the formulation of the Physical Education Curriculum Guide. Their commitment and dedication to the students of our Archdiocese is greatly appreciated.

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First Grade Objectives

I. Personal Safety and Health			
Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.			
The student will:			
			A. show regard for the safety of all participants in an activity;
			B. discuss the need for obeying safety rules at home, school and play (i.e. bicycle, water, fire, vehicle, firearm, bus, playground and pedestrian);
			C. use equipment as it is intended to be used;
			D. demonstrate knowledge of the precautions necessary for safe participation in all activities;
			E. select and wear appropriate clothing, shoes and equipment;
			F. demonstrate knowledge of and participate in proper warm ups prior to activity;
			G. demonstrate basic knowledge of the proper storage and maintenance of equipment;
			H. discuss methods and procedures for recognizing and avoiding threatening situations and where to seek help (e.g. bullying, harassment, abuse, etc.);
			I. take necessary precautions to insure an injury free play environment;
			J. give examples of unsafe behaviors in the gym and on the field;
			K. discuss basic personal hygiene;
			L. introduce/define the relationship between spiritual, physical, emotional and social health;
			M. understand and access health and safety information;
			N. identify the need for medical checkups and other health-care procedures and the role of healthcare workers;
			O. discuss warning labels and signs on hazardous substances;
			P. be introduced to the harmful of effects of drugs, alcohol and tobacco on the human body;
			Q. practice refusal skills (e.g. drugs, risky situations, strangers, etc.);
			R. understand health-enhancing behaviors and how to reduce health risks;
			S. understand the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources;
			T. discuss examples of how to deal with stress appropriately;
			U. analyze the influence of media, technology, culture and other factors on health and safety;

First Grade Objectives cont.

I. Personal Safety and Health cont.			
Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.			
The student will:			
			V. describe how media, family, church and school influences thoughts, feelings and healthy/safe behaviors;
			W. demonstrate the ability to use interpersonal communication skills to enhance health and well being;
			X. use positive verbal and nonverbal communication skills when expressing needs, wants and feelings.
II. Social / Personal Skills			
The student will:			
			A. respond with a good attitude to new experiences and challenges;
			B. recognize, accept and appreciate the individual differences of self and others
			C. cooperate with others to reach common goals;
			D. express joy in personal successes and achievements of others;
			E. accept constructive criticism;
			F. follow rules in games and sports;
			G. understand that physical fitness requires exercise and practice, and that proper diet is to be incorporated into daily life;
			H. lead and coordinate team activities;
			I. make decisions and arrive at logical conclusions;
			J. discover the importance of integrity, leadership and self-direction;
			K. learn to deal with set backs and adversity;
			L. demonstrate an understanding of integrity, leadership and self-direction;
			M. accept and respect the decisions made by game officials including faculty, volunteers and fellow students.

First Grade Objectives cont.

III. Physical Education Skills				
The student will:				
				A. demonstrate the ability to move in various locomotor patterns (e.g., galloping, skipping, hopping, sliding) and nonlocomotor patterns (e.g., bending, swaying, twisting);
				B. combine various movement skills and patterns to music;
				C. demonstrate understanding by responding appropriately to the conceptual terms of over, under, behind, alongside, through etc.);
				D. perform basic gymnastic rolls (e.g., roll smoothly in a forward direction, do a log roll without hesitation or stopping);
				E. demonstrate manipulative skills of throwing, catching, kicking and jumping a swinging rope;
				F. use different loco motor skills to move at different speeds, levels and directions;
				G. demonstrate body control (e.g., travel forward, backward, and sideward, without falling, balance on a variety of body parts) with or without apparatus;
				H. be introduced to evasive techniques (e.g., escaping, catching, dodging);
				I. participate in a variety of moderate to vigorous school activity in and out of the school building;
				J. identify activities that provide pleasure and enjoyment through participation while demonstrating basic skills/rules of the game;
				K. identify activities that promote muscular strength and cardiovascular endurance and their benefits for the body;
				L. identify and recognize changes in the body (e.g., increased heart rate) during physical activity;
				M. identify and perform proper stretching techniques;
				N. be introduced to the components of health-related fitness (muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance);
				O. explain the function of heart, lungs, bones and the importance of proper diet;
				P. follow directions while participating in class activity;
				Q. demonstrate willingness to try new challenges and activities alone and with others.

Second Grade

I. Personal Safety and Health

Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.

The student will:

				A. show regard for the safety of all participants in an activity;
				B. discuss the need for obeying safety rules at home, school and play (i.e. bicycle, water, fire, vehicle, firearm, bus, playground and pedestrian);
				C. use equipment as it is intended to be used;
				D. demonstrate knowledge of the precautions necessary for safe participation in all activities;
				E. select and wear appropriate clothing, shoes and equipment;
				F. demonstrate knowledge of and participate in proper warm ups prior to activity;
				G. demonstrate basic knowledge of the proper storage and maintenance of equipment;
				H. discuss methods and procedures for recognizing and avoiding threatening situations and where to seek help (e.g. bullying, harassment, abuse, etc.);
				I. take necessary precautions to insure an injury free play environment;
				J. give examples of unsafe behaviors in the gym and on the field;
				K. discuss basic personal hygiene;
				L. introduce/define the relationship between spiritual, physical, emotional and social health;
				M. understand and access health and safety information;
				N. identify the need for medical checkups and other health-care procedures and the role of healthcare workers;
				O. discuss warning labels and signs on hazardous substances;
				P. discuss the harmful effects of drugs, alcohol and tobacco on the human body;
				Q. practice refusal skills (e.g. drugs, risky situations, strangers, etc.);
				R. understand health-enhancing behaviors and how to reduce health risks;
				S. understand the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources;
				T. discuss examples of how to deal with stress appropriately;
				U. analyze the influence of media, technology, culture and other factors on health and safety;

Second Grade cont.

I. Personal Safety and Health cont.			
Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.			
The student will:			
			V. describe how media, family, church and school influences thoughts, feelings and healthy/safe behaviors;
			W. demonstrate the ability to use interpersonal communication skills to enhance health and well being;
			X. use positive verbal and nonverbal communication skills when expressing needs, wants and feelings;
			Y. demonstrate cooperation and respect for others in the learning environment.
II. Social / Personal Skills			
The student will:			
			A. respond with a good attitude to new experiences and challenges;
			B. recognize, accept and appreciate the individual differences of self and others;
			C. cooperate with others to reach common goals;
			D. express joy in personal successes and achievements of others;
			E. accept constructive criticism;
			F. follow rules in games and sports;
			G. understand that physical fitness requires exercise and practice, and that proper diet is to be incorporated into daily life;
			H. lead and coordinate team activities;
			I. demonstrate consideration of others while participating in physical activities (e.g., taking turns, sharing equipment, encouraging others etc.);
			I. make decisions and arrive at logical conclusions;
			J. demonstrate ability to try new challenges and activities alone and with others;
			K. learn to deal with set backs and adversity;
			L. demonstrate an understanding of integrity, leadership and self-direction;
			M. accept and respect the decisions made by game officials including faculty, volunteers and fellow students.

Second Grade cont.

III. Physical Education Skills			
The student will:			
			A. demonstrate the movement concepts of body awareness, spatial awareness, and body movement relationships;
			B. demonstrate mature form in a variety of manipulative, locomotor and nonlocomotor skills performed individually or with a partner;
			C. perform locomotor patterns in time with music (e.g., changing speeds and with or without apparatus.);
			D. demonstrate control in traveling, weight bearing and balance activities;
			E. roll smoothly in a forward directions without hesitating/stopping;
			F. Transfer body weight to hands (e.g. handstand, pull-up arm hang etc.);
			G. demonstrate motor patterns in simple combinations (e.g., dribble a ball while running);
			H. demonstrate evasive skills of chasing, fleeing and dodging to avoid others;
			I. perform loco motor patterns in time to music with changes in speed and direction;
			J. participate in moderate to vigorous physical activity;
			K. learn jumping skills (e.g., combinations of one- and two-foot takeoffs using a self-turned rope, a rope held by others);
			L. identify favorite activities and benefits for maintaining fitness and personal well-being;
			M. associate physical activities and the benefits for maintaining fitness and well being;
			N. Demonstrate fundamental and creative and rhythmic skills;
			O. explain the heart is a muscle and becomes stronger as a result of aerobic activity;
			P. locate various pulse points;
			Q. identify activities that promote muscular strength and cardiovascular endurance and their benefits for the body;
			R. identify and recognize changes in the body (e.g., increased heart rate) during physical activity;
			S. identify basic bones;
			T. identify and perform proper stretching techniques;
			U. be introduced to the components of health-related fitness (muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance);
			V. explain the function of heart, lungs, bones and the importance of proper diet;

Second Grade cont.

III. Physical Education Skills			
The student will:			
			W. follow directions while participating in class activity;
			X. understand and use correct terminology for physical activities;
			Y. demonstrate ability to try new challenges and activities alone and with others.

Third Grade

I. Personal Safety and Health

Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.

The student will:

			A. show regard for the safety of all participants in an activity;
			B. discuss the need for obeying safety rules at home, school and play (i.e. bicycle, water, fire, vehicle, firearm, bus, playground and pedestrian);
			C. use equipment as it is intended to be used;
			D. demonstrate knowledge of the precautions necessary for safe participation in all activities;
			E. select and wear appropriate clothing, shoes and equipment;
			F. demonstrate knowledge of and participate in proper warm ups prior to activity;
			G. demonstrate basic knowledge of the proper storage and maintenance of equipment;
			H. discuss methods and procedures for recognizing and avoiding threatening situations and where to seek help (e.g. bullying, harassment, abuse, etc.);
			I. take necessary precautions to insure an injury free play environment;
			J. give examples of unsafe behaviors in the gym and on the field;
			K. discuss basic personal hygiene;
			L. introduce/define the relationship between spiritual, physical, emotional and social health;
			M. understand and access health and safety information;
			N. identify the need for medical checkups and other health-care procedures and the role of healthcare workers;
			O. discuss warning labels and signs on hazardous substances;
			P. discuss the harmful effects of drugs, alcohol and tobacco on the human body;
			Q. practice refusal skills (e.g. drugs, risky situations, strangers, etc.);
			R. understand health-enhancing behaviors and how to reduce health risks;
			S. understand the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources.

Third Grade

I. Personal Safety and Health cont.

Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.

The student will:

				T. discuss examples of how to deal with stress appropriately;
				U. analyze the influence of media, technology, culture and other factors on health and safety;
				V. describe how media, family, church and school influences thoughts, feelings and healthy/safe behaviors;
				W. demonstrate the ability to use interpersonal communication skills to enhance health and well being;
				X. use positive verbal and nonverbal communication skills when expressing needs, wants and feelings;
				Y. demonstrate cooperation and respect for others in the learning environment.

II. Social / Personal Skills

The student will:

				A. respond with a good attitude to new experiences and challenges;
				B. recognize, accept and appreciate the individual differences of self and others;
				C. cooperate with others to reach common goals;
				D. express joy in personal successes and achievements of others;
				E. accept constructive criticism;
				F. follow rules in games and sports;
				G. understand that physical fitness requires exercise and practice, and that proper diet is to be incorporated into daily life;
				H. lead and coordinate team activities;
				I. demonstrate consideration of others while participating in physical activities (e.g., taking turns, sharing equipment, encouraging others etc.)
				I. make decisions and arrive at logical conclusions
				J. demonstrate ability to try new challenges and activities alone and with others;
				K. learn to deal with set backs and adversity;
				L. demonstrate an understanding of integrity, leadership and self-direction;
				M. accept and respect the decisions made by game officials including faculty, volunteers and fellow students;

Third Grade cont.

II. Social / Personal Skills cont.

The student will:

				N. use positive conflict resolution strategies in game play situations;
				O. demonstrate the ability to try new challenges and activities while encouraging others to participate
				P. practice and distinguish between appropriate and inappropriate behavior for participating with others in physical activity;
				Q. explain the benefits that accompany sportsmanship, cooperation and following the rules;

III. Physical Education Skills

The student will:

				A. travel in different directions, using a variety of loco motor skills in a combination of simple rhythmic patterns;
				B. use manipulative skills in movement combinations (e.g., dribble and/or strike a ball towards a target, strike a lightweight ball back to a partner);
				C. combine movement patterns to music;
				D. demonstrate forms of the following: 1) throwing , (weight transfer, range of motion, follow through) 2) catching (range of absorption, hand/eye coordination, pathway interception and body alignment from various distances), 3) kicking (inside/instep of foot, ball rolled to you), 4) jumping rope (self turned, held by others and running in/out);
				E. demonstrate evasive strategies (e.g., escaping, dodging);
				F. consistently strike a ball with a bat from a tee or cone, using correct grip and side orientation;
				G. balance with control on a variety of moving objects (e.g., balance boards and skates);
				H. participate in physical activity for the purpose of developing a healthy life-style;
				I. engage in appropriate activity for the development of muscular strength and endurance;
				J. maintain continuous aerobic activity for a specified time, locate various pulse points and proper stretching techniques;
				K. demonstrate physical activities and the benefits for maintaining fitness and personal well-being;
				L. the student will be able to demonstrate spatial and directional awareness;

Fourth Grade

I. Personal Safety and Health

Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.

The student will:

			A. show regard for the safety of all participants in an activity;
			B. discuss the need for obeying safety rules at home, school and play (i.e. bicycle, water, fire, vehicle, firearm, bus, playground and pedestrian);
			C. use equipment as it is intended to be used;
			D. demonstrate knowledge of the precautions necessary for safe participation in all activities;
			E. select and wear appropriate clothing, shoes and equipment;
			F. demonstrate knowledge of and participate in proper warm ups prior to activity;
			G. demonstrate basic knowledge of the proper storage and maintenance of equipment;
			H. discuss methods and procedures for recognizing and avoiding threatening situations and where to seek help (e.g. bullying, harassment, abuse, etc.);
			I. take necessary precautions to insure an injury free play environment;
			J. give examples of unsafe behaviors in the gym and on the field;
			K. discuss basic personal hygiene;
			L. introduce/define the relationship between spiritual, physical, emotional and social health;
			M. understand and access health and safety information;
			N. identify the need for medical checkups and other health-care procedures and the role of healthcare workers;
			O. discuss warning labels and signs on hazardous substances;
			P. discuss the harmful effects of drugs, alcohol and tobacco on the human body;
			Q. practice refusal skills (e.g. drugs, risky situations, strangers, etc.);
			R. understand health-enhancing behaviors and how to reduce health risks;
			S. understand the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources;
			T. discuss examples of how to deal with stress appropriately;
			U. analyze the influence of media, technology, culture and other factors on health and safety.

Fourth Grade cont.

I. Personal Safety and Health cont.

Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.

The student will:

				V. describe how media, family, church and school influences thoughts, feelings and healthy/safe behaviors;
				W. demonstrate the ability to use interpersonal communication skills to enhance health and well being;
				X. use positive verbal and nonverbal communication skills when expressing needs, wants and feelings;
				Y. demonstrate cooperation and respect for others in the learning environment.

II. Social / Personal Skills

The student will:

				A. respond with a good attitude to new experiences and challenges;
				B. recognize, accept and appreciate the individual differences of self and others;
				C. cooperate with others to reach common goals;
				D. express joy in personal successes and achievements of others;
				E. accept constructive criticism;
				F. follow rules in games and sports;
				G. understand that physical fitness requires exercise and practice and that proper diet is to be incorporated into daily life;
				H. lead and coordinate team activities;
				I. make decisions and arrive at logical conclusions
				J. discover the importance of integrity, leadership and self-direction;
				K. learn to deal with set backs and adversity;
				L. demonstrate an understanding of integrity, leadership and self-direction;
				M. accept and respect the decisions made by game officials including faculty, volunteers and fellow students;

Fourth Grade cont.

II. Social / Personal Skills cont.			
The student will:			
			O. practice and distinguish between appropriate and inappropriate behavior for participating with others in physical activity;
			P. explain the benefits that accompany sportsmanship, cooperation and following the rules.
III. Physical Education Skills			
The student will:			
			A. perform various intermediate skills such as: skipping, jumping, galloping, hopping on one foot, sliding, running, and nonlocomotor skills such as swinging, swaying, bending, and stretching pushing, and pulling, twisting and turning;
			B. demonstrate ability to perform basic tumbling skills with proper form, (e.g., summersault, cartwheel, handstand etc.);
			C. transfer weight from feet to hands at fast and slow speeds (e.g., mule stand handstand cartwheel);
			D. demonstrate intermediate jump rope skills, fling, swing, front cross, wounded duck, front kick, double under, leg over, leg over cross with or without music;
			E. escape, catch or dodge an individual or object while moving;
			F. hand dribble and/or foot dribble a ball while participating in an organized activity;
			G. strike a softly thrown ball with a bat or paddle demonstrating appropriate grip, appropriate stance, alignment with the target, and swing plane;
			H. recognize some of the opportunities for physical activity in the community;
			I. describe the health benefits that result from regular participation in physical activities;
			J. describe and participate in physical activity associated with healthy lifetime skills;
			K. monitor heart rate before and after activities;
			L. describe the components of health-related fitness and demonstrate appropriate exercises associated with each component;

Fourth Grade cont.

III. Physical Education Skills cont.				
The student will:				
				M. participate in activities that will increase strength and power, flexibility, speed, agility, coordination and cardiovascular efficiency such as the mile run/walk;
				N. describe the components of health-related fitness and demonstrate appropriate exercises associated with each component;
				O. describe the importance of proper nutrition and adequate sleep;
				P. show respect for persons from different backgrounds and cultures;
				Q. participate in physical activities that are personally interesting and enjoyable;
				R. wear proper attire, clothes, shoes necessary for successful participation;
				S. recognize the proper names of bones and muscles;
				T. use correct terminology for physical education activities.

Fifth Grade

I. Personal Safety and Health			
Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.			
The student will:			
			A. show regard for the safety of all participants in an activity;
			B. discuss the need for obeying safety rules at home, school and play (i.e. bicycle, water, fire, vehicle, firearm, bus, playground and pedestrian);
			C. use equipment as it is intended to be used;
			D. demonstrate knowledge of the precautions necessary for safe participation in all activities;
			E. select and wear appropriate clothing, shoes and equipment;
			F. demonstrate knowledge of and participate in proper warm ups prior to activity;
			G. demonstrate basic knowledge of the proper storage and maintenance of equipment;
			H. discuss methods and procedures for recognizing and avoiding threatening situations and where to seek help (e.g. bullying, harassment, abuse, etc.);
			I. take necessary precautions to insure an injury free play environment;
			J. give examples of unsafe behaviors in the gym and on the field;
			K. discuss basic personal hygiene;
			L. introduce/define the relationship between spiritual, physical, emotional and social health;
			M. understand and access health and safety information;
			N. identify the need for medical checkups and other health-care procedures and the role of healthcare workers;
			O. discuss warning labels and signs on hazardous substances;
			P. discuss the harmful effects of drugs, alcohol and tobacco on the human body;
			Q. practice refusal skills (e.g. drugs, risky situations, strangers, etc.);
			R. understand health-enhancing behaviors and how to reduce health risks;
			S. understand the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources;
			T. discuss examples of how to deal with stress appropriately.

Fifth Grade cont.

I. Personal Safety and Health cont.			
Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.			
The student will:			
			U. analyze and describe how media, family, church and school influences thoughts, feelings and healthy/safe behaviors;
			V. demonstrate the ability to use interpersonal communication skills to enhance health and well being;
			W. use positive verbal and nonverbal communication skills when expressing needs, wants and feelings;
			X. demonstrate cooperation and respect for others in the learning environment.
II. Social / Personal Skills			
The student will:			
			A. respond with a good attitude to new experiences and challenges;
			B. recognize, accept and appreciate the individual differences of self and others;
			C. cooperate with others to reach common goals;
			D. express joy in personal successes and achievements of others;
			E. accept constructive criticism;
			F. follow rules in games and sports;
			G. understand that physical fitness requires exercise, practice, and proper diet be incorporated into daily life;
			H. lead and coordinate team activities;
			I. make decisions and arrive at logical conclusions;
			J. discover the importance of integrity, leadership and self-direction;
			K. learn to deal with set backs and adversity;
			L. demonstrate an understanding of integrity, leadership and self-direction;
			M. accept and respect the decisions made by game officials including faculty, volunteers and fellow students;

Fifth Grade cont.

II. Social / Personal Skills cont.				
The student will:				
				P. practice and distinguish between appropriate and inappropriate behavior for participating with others in physical activity;
				Q. explain the benefits that accompany sportsmanship, cooperation and following the rules;
				R. recognize activity as a positive opportunity for social and group interaction;
III. Physical Education Skills				
The student will:				
				A. perform, with or without music, various intermediate skills such as skipping, jumping, galloping, hopping on one foot, sliding, running and nonlocomotor skills such as swinging/swaying, bending/stretching, pushing/pulling, and twisting/turning;
				B. perform various advanced intermediate loco motor and nonlocomotor skills in a combination of rhythmic activities;
				C. consistently strike a ball, so that it travels in an intended direction and height, using various apparatus (e.g., racket, bat, hockey stick, golf club);
				D. transfer weight from feet to hands at fast and slow speeds, with or without music (e.g., mule stand, handstand, cartwheel);
				E. demonstrate ability to perform basic tumbling skills with proper form (e.g., summersault, cartwheel, handstand etc.);
				F. perform basic dance patterns in time to music;
				G. demonstrate ability to detect, analyze and correct errors in motor skills and performance;
				H. participate daily in physical activity that is health-enhancing;
				I. demonstrate and practice proper warm up techniques;
				J. demonstrate proper form and posture in exercise activities;
				K. explain the importance of physical activity in and out of the school setting;
				L. explain the "FIT" principle (frequency, intensity, time) as applied to exercise;
				M. set personal fitness goals which are challenging yet achievable;
				N. show respect and consideration for others in physical activity.

Grades 6,7 and 8

I. Personal Safety and Health			
Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.			
The student will:			
			A. show regard for the safety of all participants in an activity;
			B. use equipment as it is intended to be used;
			C. demonstrate knowledge of the precautions necessary for safe participation in all activities;
			D. select and wear appropriate clothing, shoes and equipment;
			E. demonstrate basic knowledge of the proper storage and maintenance of equipment;
			F. discuss methods and procedures for recognizing and avoiding threatening situations and where to seek help (e.g. bullying, harassment, abuse, etc.);
			G. take necessary precautions to insure an injury free play environment;
			H. give examples of unsafe behaviors in the gym and on the field;
			I. discuss basic personal hygiene;
			J. discuss the harmful effects of drugs,(including prescription medication abuse), alcohol and tobacco on the human body;
			K. compare the dangers of marijuana and alcohol;
			L. discuss the immediate and later consequences of cigarettes and marijuana;
			M. discuss the consequences of drinking and alternatives;
			N. recognize and understand various types of pressure to participate in unsafe behaviors (e.g., peer, advertising, celebrity behavior, etc.);
			O. discuss the social pressures to use drugs;
			P. understand and use techniques to resist drugs;
			Q. discuss and explain the dangers of inhalant abuse;
			R. discuss smoking cessation;
			S. review and practice resistance techniques;
			T. understand and articulate the benefits of not using drugs;
			U. discuss warning labels and signs on hazardous substances;
			V. understand and access health and safety information;
			W. introduce/define the relationship between spiritual, physical, emotional and social health;
			X. understand health-enhancing behaviors and how to reduce health risks.

Grades 6,7 and 8 cont.

I. Personal Safety and Health cont.

Health and personal safety is the responsibility of the entire school community, and as such, should be woven into the regular classroom and taught in combination with appropriate subject matter.

The student will:

				Y. understand the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources;
				Z. demonstrate the ability to use interpersonal communication skills to enhance health and well being;
				AA.. use positive verbal and nonverbal communication skills when expressing needs, wants and feelings;
				BB. demonstrate cooperation and respect for others in the learning environment;
				CC. discuss examples of how to deal with stress appropriately;
				DD. analyze the influence of media, technology, culture and other factors on health and safety;
				EE. develop a health related fitness plan, including goals, strategies and a timeline for monitoring a physically active lifestyle;
				FF. meet and/or make steady progress towards gender and age health-related fitness standards;
				GG. design and participate in an individual fitness plan that emphasizes health-related fitness components (e.g., muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition);
				HH. analyze the interrelationship of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive and skeletal;
				II. analyze and categorize activities and exercises according to their potential fitness and health benefits;
				JJ. evaluate the role of exercise and other factors to be considered in weight control;
				KK. explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control;
				LL. identify individual and community responsibilities for protecting the environment and for promoting community health and safety.

Grades 6,7 and 8 cont.

II. Social / Personal Skills

The student will:

				A. respond with a good attitude to new experiences and challenges;
				B. recognize, accept and appreciate the individual differences of self and others;
				C. cooperate with others to reach common goals;
				D. express joy in personal successes and achievements of others;
				E. accept constructive criticism;
				F. follow rules in games and sports;
				H. lead and coordinate team activities;
				I. make decisions and arrive at logical conclusions;
				J. discover the importance of integrity, leadership and self-direction;
				K. learn to deal with set backs and adversity;
				L. demonstrate an understanding of integrity, leadership and self-direction;
				M. accept and respect the decisions made by game officials including faculty, volunteers and fellow students;
				P. practice and distinguish between appropriate and inappropriate behavior for participating with others in physical activity;
				Q. explain the benefits that accompany sportsmanship, cooperation and following the rules;
				R. recognize activity as a positive opportunity for social and group interaction;

III. Physical Education Skills

In addition to the skills based curriculum, junior high students will practice the skills by playing a variety of sports such as but not limited to, tennis , badminton, basketball, soccer, track, football, volleyball etc.

The student will:

				A. consistently throw, catch, hand and foot dribble a ball while guarded by opponents;
				B. consistently strike a ball with a paddle/racket using both forehand and backhand strokes;
				C. design and refine a routine combining various jump rope skills to music;
				D. design and perform rhythmic activities involving physical movement with or without music, encompassing a variety of multicultural forms of movement and/or manipulative objects (e.g., tinkling, jump rope, creative movement).

Grades 6,7 and 8 cont.

III. Physical Education Skills			
In addition to the skills based curriculum, junior high students will practice the skills by playing basketball, soccer, track, football, volleyball.			
The student will:			
			E. display appropriate use of speed, force and form in a variety of movement skills (e.g., throwing with power and accuracy in game-like situations) to be an effective and contributing player in selected games and sports;
			F. design smooth sequences demonstrating traveling, jumping rolling, balancing and transfer with intentional changes in direction;
			G. performs and assesses the quality of player responses to dynamic, interactive environments (e.g., appropriate offensive positions) with ball or goal;
			H. use offensive and defensive strategies in modified activities of team and individual sports;
			I. apply and analyze skill development of self and partner, detecting and correcting errors;
			J. demonstrate basic to intermediate proficiency in at least one activity from the following categories: individual, dual and team sports;
			K. identify similarities of movements across different physical activities (e.g., overhead throw, tennis serve, overhead clear in badminton);
			L. demonstrate basic to intermediate proficiency in at least one of the following categories: aquatics, dance, gymnastics, and outdoor pursuits;
			M. participate in an individualized fitness program;
			N. monitor heart rate before, during and after an activity;
			O. identify benefits of participation in different forms of physical activity;
			P. demonstrate knowledge of long term physiological and psychological benefits that may result from regular participation in physical activity;
			Q. describe principles of training and conditioning for specific activities;
			R. identify proper warm-up conditioning, cool-down techniques and safe principles of exercise;
			S. use results from fitness assessments to guide changes in personal program;
			T. synthesize and evaluate knowledge about the roles of physical activity in a diverse society;

Grades 6,7 and 8 cont.

III. Physical Education Skills cont. <i>In addition to the skills based curriculum, junior high students will practice the skills by playing basketball, soccer, track, football, volleyball.</i>			
The student will:			
			U. develop strategies for including persons of diverse backgrounds and abilities in physical activities;
			V. identify the creative aspects of performance and physical activity (e.g., choreography, developing game plans for team sports etc.);
			W. monitor and evaluate the benefits of various physical activities in relationship to opportunities for self-expression and personal enjoyment.