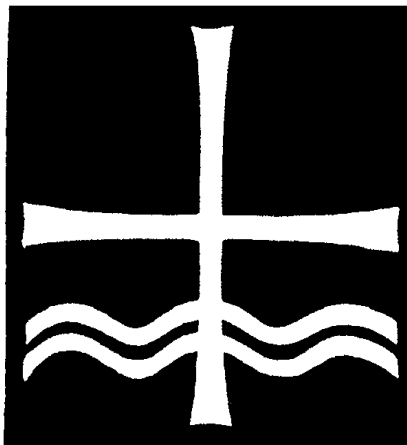


**Archdiocese of Louisville**

**Physical Education  
Curriculum Guide**



**Office of Lifelong Formation and Education  
Curriculum Office  
2009**

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# Acknowledgements

## Acknowledgements

The Curriculum Office of the Archdiocese of Louisville wishes to acknowledge and thank the following for openly sharing their professional expertise, willingly giving of their time, and tenaciously dedicating themselves to the goal of planning and completing the ***Archdiocese of Louisville Physical Education Curriculum Guide***.

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Master teachers, such as those mentioned above, who are willing to take a position of leadership by making commitments to serve on committees and teams provide the human resources that promote positive change and opportunities for growth for all those who learn and work in the Archdiocese of Louisville. We salute their efforts and hope they are an inspiration to others who might wish to serve, so the long traditions of excellence in education and continuous progress for all learners will carry our students and schools proudly and securely into the future.



# **Rationale for a Physical Education Program**

## Rationale for a Physical Education Program

We believe and understand that each person is created in God's image as unique and loveable. We are endowed with personal and collective worth through God's love. As independent thinkers, lifelong learners, and caretakers of our bodies and the environments in which we dwell, we should practice the principles of stewardship and preserve these gifts from God.

While supporting the model of stewardship and demonstrating respect for our bodies and the environment, a comprehensive and fully implemented Physical Education Program for each Catholic school provides students with the knowledge and competencies to build healthy bodies and minds.

Physical education is an essential part of a balanced curriculum. It is recommended that it be included as a daily subject. Physical education has academic standing and merit because it has positive effects on the learning process.



# **Physical Activity and Health**

## Surgeon General's Report on Physical Activity and Health

According to the most recent version of the *Report of the Surgeon General on Physical Activity and Health*, released in 1996, "lack of physical activity is detrimental to your health" (US Department of Health and Human Services). Following are the report's major findings:

- People who are usually inactive can improve their health and well-being by becoming even moderately active on a regular basis.
- Physical activity need not be strenuous to achieve health benefits.
- A person can achieve greater health benefits by increasing the frequency, intensity, time, and type of physical activity.

An increased awareness of the value of physical activity and exercise and a higher level of personal fitness for our students can be achieved through a comprehensive Physical Education Program at the local school level. Fitness increases the heart's efficiency, resulting in a healthier body that functions more effectively. Students who engage in regular physical activity are more physiologically prepared and mentally able to handle the demands of rigorous learning.

Only about one-half of Americans between the ages of twelve and twenty-one are vigorously active on a regular basis. In addition, physical activity declines dramatically during adolescence.



## Physical Activity and Health

Physical fitness is a key component of healthy living. Physical activity and exercise are beneficial to the mind as well as the body. Being physically fit also contributes to a longer life. People who include exercise and physical activity in their daily lives when they are young are more likely to continue as they grow older.

According to the Centers for Disease Control and Prevention (CDC), regular physical activity or exercise helps increase cardiovascular fitness, increase strength and flexibility, improve endurance, control weight, increase bone mass, and improve self-esteem. Regular physical activity also helps reduce stress, anxiety, depression, and the risk of developing high blood pressure.

### **Benefits to the Body**

Physical activity and exercise provide many tangible benefits to the body and overall health.

#### **Increase Cardiovascular Fitness**

Regular activity and exercise make for a healthier heart. The more efficiently the heart works, the more energy the body has. Cardiovascular fitness and lung capacity are improved by aerobic exercise.

#### **Gain Strength and Muscle Endurance**

Weight bearing activities build strength and muscle endurance. The more strength and endurance a person has, the easier it is for the muscles to resist greater force and work for longer periods of time.

#### **Improve Flexibility**

Activities and exercises that increase flexibility are helpful in preventing injuries

#### **Build Better Bones**

Physical activity builds stronger bones through weight-bearing and strength-bearing exercises. These activities actually stimulate the formation of bone.

#### **Boost Energy**

Physical activity increases energy throughout the day. It also helps people sleep more soundly. The more soundly one sleeps, the more energy is saved during that time to be used the following day.

## **Benefits to Mental Health and Outlook on Life**

Any physical activity that raises the heart rate for a sustained period of time, while being personally enjoyable and safe, provides both physical and mental benefits to the body.

### **Improve Concentration**

Concentration is essential to learning and understanding. Physical activity and exercise help improve concentration and memory.

### **Manage Stress**

Too much stress can lead to many health problems. Physical activity and exercise, especially noncompetitive activity, help to manage stress. The person typically feels calmer and more alert. The immune system also becomes more resistant to illness.

### **Build Self-Confidence and Self-Esteem**

Researchers have found that physical activity and exercise can actually improve a person's self-perception, therefore increasing confidence and self-esteem.

Centers for Disease Control and Prevention, 1600 Clifton Road, Atlanta, GA 30333.

Division of Nutrition, Physical Activity, and Obesity, National Center for Chronic Disease Prevention and Health Promotion, 4770 Buford Highway, NE MS K-40, Atlanta, GA 30341.

# Philosophy

## Philosophy

The K-8 Physical Education Curriculum of the Archdiocese of Louisville is an integral part of the school's total educational program. The curriculum reflects Catholic values embedded within structured learning experiences that are age-appropriate and promotes a commitment to lifelong enjoyment of and dedication to all types of physical activity.

Physical education is no longer limited to the areas of movement, exercise, and the development of sports skills and knowledge. Physical education is comprehensive. The curriculum fosters a cross-curricular approach that allows all students to reach their fullest potential in all areas of human development - spiritual, intellectual, physical, social, and emotional.

# Goals

## Goals

The Physical Education Curriculum integrates Catholic values and content knowledge within the context of exercise, fitness, and sport.

The curriculum goals are as follows:

- To foster an understanding of sportsmanship and cooperation in relation to Catholic doctrine and values
- To foster acceptance of physical abilities and limitations of self and others
- To promote physical fitness for the purpose of increasing the quality of life
- To build an awareness of and appreciation for lifelong physical and mental health
- To encourage and model enjoyment of all types of physical activities
- To challenge students to set realistic goals
- To enhance self-esteem by expecting performances that reflect a student's personal best
- To require attention to safety
- To explore creative movement, rhythm, music, and dance
- To instill the values of a smoke and drug-free lifestyle
- To develop age-appropriate social skills
- To promote critical and creative thinking skills and expression
- To provide practice in problem solving
- To incorporate objective, subjective, and quantifiable assessments of student performance

# Safety

## Safety

In order for any educational program to work, rules must be established. This is especially true of physical education. Safety must always be stressed as a top priority. Safety rules should be developed as a collaborative effort of students and teacher. Safety rules should be discussed to ensure complete understanding by all students and should be posted in action areas. Safety rules should also be communicated clearly to parents and other teachers at the local school level. In addition, all students and teachers must know and practice emergency evacuation procedures pertaining to physical education areas and the gymnasium facility.

Teachers should check all equipment and play areas prior to student use. Outdoor play areas should be clearly marked and well defined. Only the teacher should retrieve equipment from outside or from unsafe play areas.

To ensure safety and facilitate classroom management, the teacher should develop a clearly defined “stopping signal” that will require students to stop immediately, look at the teacher, and listen for directions. Once the signal is given, all activity stops and all equipment is placed on the floor.

The following is a sample list of suggested rules for students that could be incorporated into a physical education classroom setting in a local school program:

1. Students should dress in appropriate physical education clothing as stated in the local school handbook. Possible suggestions are as follows: tennis shoes, shorts or sweat pants, T-shirts with no snaps, zippers, or buttons, and no jewelry.
2. Students should change quickly and quietly.
3. Students must display respect for self, others, and equipment at all times. (No horseplay will be permitted.)
4. Students should go directly to assigned spot.
5. Students may not eat or chew gum during physical education class.
6. Students will leave the equipment at rest until teacher gives permission.
7. Students must respond immediately to “stopping signal”.
8. Students must stay within the activity boundaries and be in the teacher’s view.
9. Students should follow safety rules appropriate for each activity.
10. Students should follow all school rules as stated in the local school handbook.





# **Warm-up and Cool-down**

## Warm-up and Cool-down

The warm-up and cool-down are important aspects of the physical education setting. The purposes of warm-up and cool-down are:

- to prepare the body, mentally and physically, for a specific physical activity
- to prevent exercise related injury by increasing blood supply to muscles and joint tissues and by creating heat in the muscles and joints
- to regulate the heart rate to align with a specific physical activity

All physical education curriculum activities need to be preceded by a warm-up and followed by a cool-down routine.

The following is a list of activities that may be used or adapted to a given class. A variety of activities from each group should be used over the course of the school year. The instructor may use any exercises that are safe and developmentally appropriate for the students. The following list is not comprehensive.

**Warm-up** (any activities that gradually increase heart rate and prepare the body for vigorous movement):

Components of Fitness	Suggested Activities
Cardiovascular Endurance	Jogging Jumping Rope Jumping Jacks Step Test Walk or Run
Agility	Agility Ladder Jump Rope Speed Test Shuttle Run
Abdominal Strength and Endurance	Curl-Ups Crunches Elbow to Knee Curl-Ups
Flexibility	Sit and Reach Pike Stretch Straddle Stretch V-Sit
Upper Body Strength	Pull-Ups Crab Walk Chin-Ups Bear Walk Coffee Grinder Flex-Arm Hang Push-Ups

**Cool-down** (any mild activities, following vigorous exercise, that gradually lower the heart rate and allow it to return to normal):

Proper cool-down activities help prevent blood from pooling in the muscles used in exercise, allow blood to return to the heart to prevent lightheadedness, and prevent muscle soreness. The cool-down should last at least as long as the warm-up and preferably longer.

<b>Suggested Activities</b>
Relaxation Breathing Techniques Walk Laps Stretching Exercises Make "Snow Angels" on the Floor Yoga Poses Tension and Relaxation Exercises Storytelling Utilization of Relaxation Tapes

# Special Education

## Special Education Accommodations/Modifications

The basic principles for improving personal fitness apply to everyone, regardless of abilities or limitations. Based on the Archdiocesan philosophy of inclusion, students with disabilities should be included in the physical education program.

The physical education teacher should collaborate with the Special Needs Coordinator and classroom teachers at the beginning of the school year to determine which students have special needs as determined under Archdiocesan 504 Plans and School Strategy Plans. The physical education teacher should be made aware of all pertinent medical information. The physical education teacher needs to be informed about children on medication for ADHD, asthma, diabetes, etc. as well as children with permanent and temporary physical conditions requiring special accommodations (see Student Health Report).

The following accommodations/modifications to the Physical Education Curriculum may help students who have special needs. For more information or a better understanding of a specific disability, contact the special education consultant at the local school or at the Office of Lifelong Formation and Education.

### **Accommodations/Modifications**

#### **Catholic Identity**

Teaching children to value and respect all people as unique individuals and promoting an understanding of various disabilities are critical factors in implementing an inclusionary Physical Education Curriculum.

#### **Safety**

Safety rules apply to all children. The rules should be consistent and clear and reviewed frequently. It may be necessary to provide additional considerations for students with special orthopedic/physical needs, whether permanent or temporary (ex. visual impairment, broken limbs, weakened health, etc.). Teachers may need to evaluate the appropriateness of activities, depending on the specific disability.

## **Movement Education**

The outcomes of movement education can greatly impact academic learning. Development of skills such as left/right directionality, crossing the midline, managing movement within personal/general space, and the sequencing of directions reinforces reading and writing skills, especially for students who benefit from a variety of learning modalities.

Possible accommodations/modifications may include:

- Set alternative goals for a child who has special needs separate from the general age-appropriate standards
- Allow additional time for skill development
- Model movement for students with special needs
- Provide a variety of visual/auditory cues for change in movement
- Reinforce the meanings of directionality vocabulary

## **Motor Development**

In the area of motor development, accommodations/modifications will be necessary for those students with disabilities, whether permanent or temporary. Many students with mild mental disabilities experience coordination problems that might affect their ability to refine and develop intricate motor skills. It is important to consider how to best include students with physical disabilities into a motor development curriculum by modifying motor tasks as necessary.

Possible accommodations/modifications may include:

- Set alternative goals for a child as guided by the 504 Plan or School Strategy Plan
- Allow additional time for skill development
- Make appropriate changes such as larger balls, shorter distances, and less repetition to demonstrate mastery
- Reduce the weight of equipment
- Increase the size or lower the goal or target (ex. basketball goal)

## **Fitness**

Fitness allows students to be successful and achieve a sense of satisfaction from physical activities. To accomplish this, fitness goals should be individualized and appropriate for all students, including the students with special needs.

## **Sports**

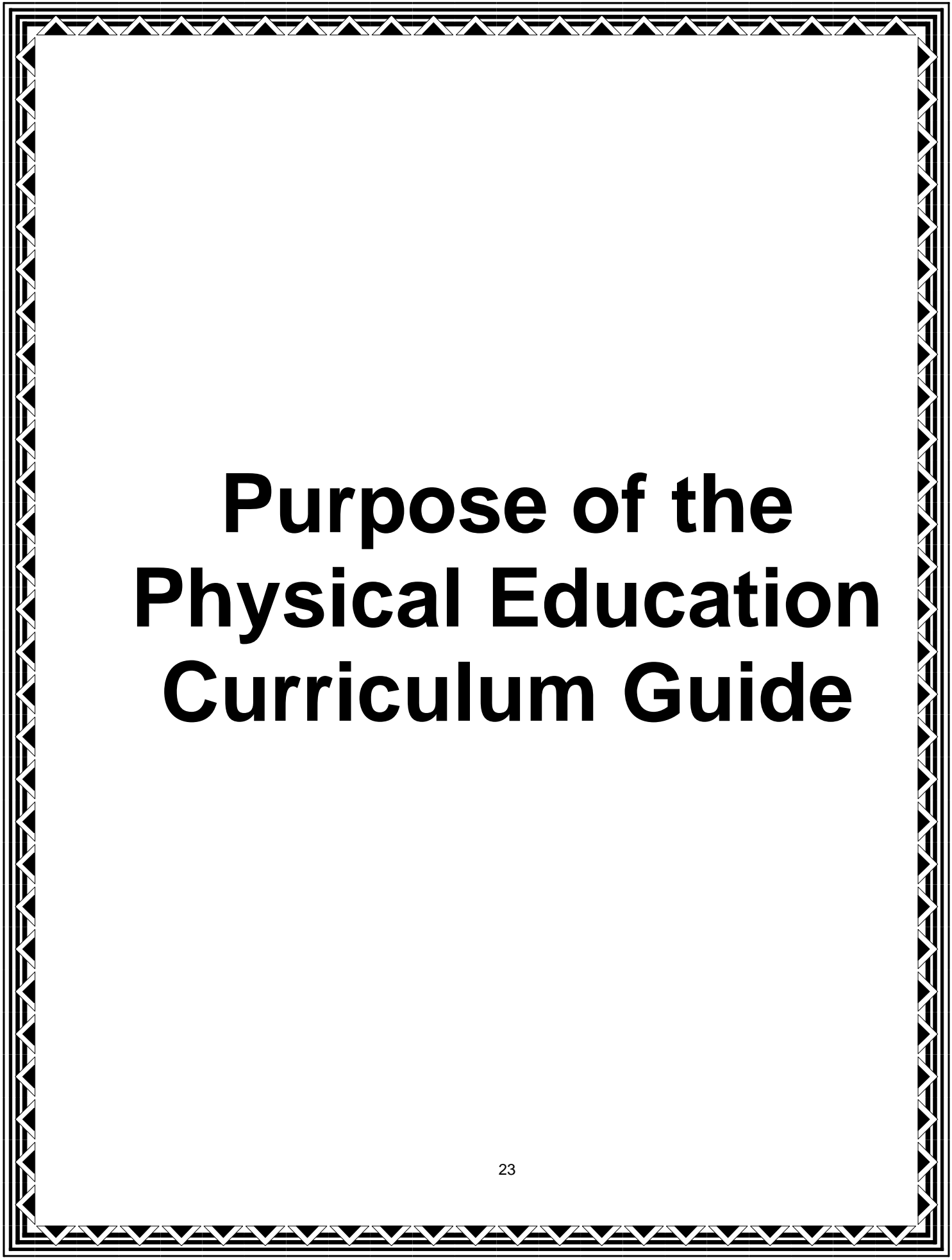
When accommodations/ modifications have been offered in other areas of physical education instruction, the same accommodations/modifications will be necessary in the sport curriculum as well. The goals for sport activities are to teach motor development skills and to foster understanding of a sport in a controlled, non-competitive environment. Students with disabilities may experience difficulty in areas of confidence, application of a skill, and comprehension of sport rules and procedures.

Possible accommodations/modifications may include:

- Focus on basic fundamentals of the sport
- Provide visuals when instructing sport concepts, procedures, and rules
- Provide an environment of fairness and consistency
- Provide clear procedures and expectations
- Provide a stable, organized environment
- Modify the tempo of the game
- Lower, raise, or enlarge goals (ex. basketball goal, volleyball net)
- Reduce the number of points required to win
- Play games in different positions
- Partner students to share skills (one student hits and the other runs)
- Use loud verbal cues or sounds in a game rather than gestures
- Use brightly colored equipment against a contrasting background
- Allow student to hold hands with a partner while running

## **Health and Wellness**

All children can learn about their own personal health and wellness. Any necessary academic and instructional strategies presently used in the classroom setting should also be offered to the student in this curricular component.



# **Purpose of the Physical Education Curriculum Guide**



## Purpose of the Physical Education Curriculum Guide

The purpose of the Physical Education Curriculum Guide for the Archdiocese of Louisville is to provide guidelines for the physical education teacher to create a productive and energetic learning environment through the use of national standards. The Curriculum Guide is designed as a resource for developing, improving, and maintaining a quality physical education program at the local school level. In order for the Curriculum Guide to be useful to the teacher and to aid in building this quality program at the local school level, the endorsement and practice of standards-based education is necessary. The standards indicate the ways in which students should be transformed by quality school programs. The Curriculum Guide includes content guidelines and performance standards that allow and encourage local schools to develop their own appropriate teaching techniques/strategies, to incorporate multiple assessments, to conduct comprehensive analysis of student performance, and to evaluate the effectiveness of the local school program. A wide variety of teaching techniques/ strategies are available to physical education teachers as they plan their local curriculum and programs.

In order to provide sound instructional programs, guidance for teachers is helpful in interpreting definitions and concepts and translating them into experiences that have in-depth and long-lasting meaning for students. On-going staff development and support are essential to the implementation of the Physical Education Curriculum.

In addition, the Curriculum Guide provides persons outside the physical education community with an understanding of the importance of the subject matter, the impact on the overall curriculum, and the ramifications for enhancement of student learning. The standards define a physically educated person and provide an understanding of the meaning of “basic literacy” in physical education.

The following is a list of suggested teaching techniques/strategies:

Demonstrations/student participation	Special projects
Field trips	TV game shows
Class discussions	Student produced commercials or songs
Fitness newsletter	Video presentations (ex. dance, aerobics)
Group projects or individual projects	
Guest instructor/speaker	
Interviews	
Personal contracts	
Role playing	
Student presentations	



# National Standards

## National Standards

The K-8 Physical Education Curriculum in the Archdiocese of Louisville is standards based. The curriculum is aligned with the National Standards for Physical Education from the National Association for Sport and Physical Education.

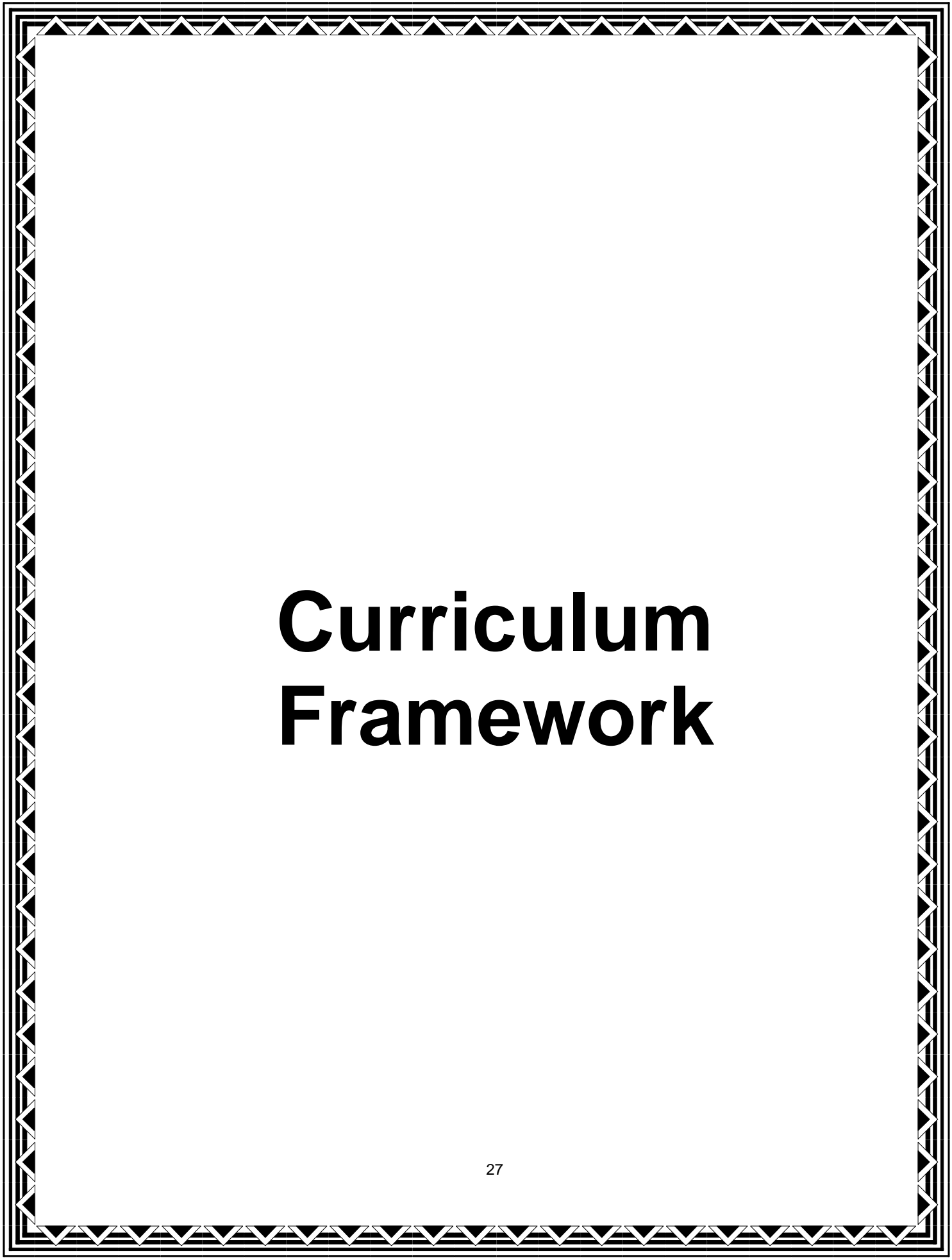
### **National Standards for Physical Education**<sup>2</sup>

#### **National Association for Sport and Physical Education**

A physically educated person:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
3. Participates regularly in physical activity
4. Achieves and maintains a health-enhancing level of physical fitness
5. Exhibits responsible personal and social behavior that respects self and others
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

<sup>2</sup> Reprinted from *Moving into the Future: National Standards for Physical Education, Second Edition (2002)* with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.



# **Curriculum Framework**

# Physical Education Curriculum Framework

## Archdiocese of Louisville

### National Standards for Physical Education

The K-8 Physical Education Curriculum Framework in the Archdiocese of Louisville is aligned with the Content Standards from the National Association for Sport and Physical Education (NASPE).

#### Content Standards in Physical Education<sup>2</sup>

National Association for Sport and Physical Education

A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

2. Reprinted from *Moving into the Future: National Standards for Physical Education* (2004) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.

**Archdiocese of Louisville  
Curriculum Framework  
Physical Education / Primary**

<b>Content Guidelines: Kindergarten through Grade Eight</b>				
<b>Motor Skills and Movement Patterns</b>	<b>Components of Movement</b>	<b>Physical Activity and Fitness</b>	<b>Sportsmanship</b>	<b>Healthy Lifestyles</b>
<ul style="list-style-type: none"> <li>• Motor skills               <ul style="list-style-type: none"> <li>• Locomotor skills</li> <li>• Non-locomotor skills</li> </ul> </li> <li>• Manipulative skills               <ul style="list-style-type: none"> <li>• Eye-hand coordination and control</li> <li>• Eye-foot coordination and control</li> </ul> </li> <li>• Body awareness               <ul style="list-style-type: none"> <li>• Spatial awareness</li> <li>• Movement exploration</li> </ul> </li> <li>• Rhythmic movement and dance               <ul style="list-style-type: none"> <li>• Patterns and sequences</li> <li>• Types of dance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive skills               <ul style="list-style-type: none"> <li>• Body awareness</li> </ul> </li> <li>• Movement education</li> <li>• Safety</li> <li>• Fitness</li> <li>• Sport and dance</li> </ul>	<ul style="list-style-type: none"> <li>• Body preparation               <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Cool-down</li> </ul> </li> <li>• Flexibility</li> <li>• Agility</li> <li>• Muscular strength and endurance</li> <li>• Cardio-respiratory endurance</li> <li>• Lifelong fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Social interaction               <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Self-expression</li> <li>• Relationships</li> <li>• Respect for individual differences</li> </ul> </li> <li>• Safety               <ul style="list-style-type: none"> <li>• Directions and rules</li> <li>• Respect for self, others, facilities, and equipment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Health and wellness               <ul style="list-style-type: none"> <li>• Physical health</li> <li>• Mental health</li> <li>• Nutrition</li> <li>• Hygiene</li> <li>• Body systems</li> <li>• Safety</li> </ul> </li> <li>• Substance use / abuse</li> <li>• Consumerism</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Physical Education / Primary**

<b>Motor Skills and Movement Patterns</b> Kindergarten through Grade Two	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Competence in movement skills enhances active lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• How are basic motor skills performed in creative and efficient ways?</li> <li>• How are basic motor skills linked to perform simple movement sequences?</li> <li>• How are basic motor skills used in games, sports, and activities?</li> <li>• How do we use space, time, and energy in movement?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Motor skills               <ul style="list-style-type: none"> <li>• Locomotor skills</li> <li>• Non-locomotor skills</li> </ul> </li> <li>• Manipulative skills               <ul style="list-style-type: none"> <li>• Eye-hand coordination and control</li> <li>• Eye-foot coordination and control</li> </ul> </li> <li>• Body awareness               <ul style="list-style-type: none"> <li>• Spatial awareness</li> <li>• Movement exploration</li> </ul> </li> <li>• Rhythmic movement and dance               <ul style="list-style-type: none"> <li>• Patterns and sequences</li> <li>• Types of dance</li> </ul> </li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• control movements in a variety of pathways (ex. straight, sideways, diagonal, zigzag, circular, curve, and backward)</li> <li>• jump and land using a continuation of one and two foot take-off and landing</li> <li>• change direction quickly</li> <li>• balance, demonstrating momentary stillness, using a variety of body parts and body positions</li> <li>• throw a ball using basic form (underhand and overhand)</li> <li>• catch, using a variety of objects and proper hand positions (ex. balloon, scarf, foam ball, whiffle ball, tennis ball, and football)</li> <li>• dribble, using foot or hand</li> <li>• strike the ball using a variety of manipulatives</li> <li>• jump a rope continuously (turned by others or self-turned)</li> <li>• skip, hop, gallop, and slide using a variety of mature motor patterns</li> <li>• use the inside, outside, and top of the foot to kick a stationary or slowly moving ball, using a smooth continuous approach</li> <li>• demonstrate a variety of relationships with objects (ex. over, under, behind, through, and alongside)</li> <li>• safely chase, flee, and dodge</li> <li>• log roll (right and left) without hesitating or stopping</li> <li>• cross the midline of the body (ex. touch elbow to opposite knee)</li> <li>• place a variety of body parts into high, middle, and low levels</li> <li>• form round, narrow, wide, and twisted body shapes alone and with a partner</li> <li>• combine a variety of traveling patterns in time to music</li> <li>• combine shapes, levels, and pathways into simple sequences</li> <li>• perform a variety of simple folk, square, children's, and creative dances (ex. hokey pokey, chicken dance, tinkling, and ribbon dances)</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Physical Education / Primary**

<b>Components of Movement</b> Kindergarten through Grade Two	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Knowledge of the human body supports wellness.</li> <li>• Competency in movement skills enhances an active lifestyle.</li> <li>• Safe practices and responsible choices protect the individual.</li> <li>• Physical fitness improves well-being.</li> <li>• Practice increases competency over time.</li> </ul>	<ul style="list-style-type: none"> <li>• How are the various body parts used in physical activity and movement?</li> <li>• How does an understanding of movement impact daily activity?</li> <li>• When are specific safety precautions appropriate to a situation?</li> <li>• Why is it important to warm up and cool down in connection to physical activity?</li> <li>• How does the body change during and after continued physical activity?</li> <li>• How do cue words enhance skill development?</li> <li>• Why are the basic sport skills important?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Cognitive skills               <ul style="list-style-type: none"> <li>• Body awareness</li> </ul> </li> <li>• Movement education</li> <li>• Safety</li> <li>• Fitness</li> <li>• Sport</li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• identify selected body parts (ex. palm, forearm, and instep)</li> <li>• identify body planes (ex. front, back, and side)</li> <li>• identify movement education vocabulary (ex. levels, pathways, and planes)</li> <li>• correct movement error following descriptive feedback</li> <li>• recognize appropriate safety practices in various situations</li> <li>• respond appropriately to verbal directions (listening skills)</li> <li>• understand the importance of warm-up and cool-down for physical activity</li> <li>• identify changes in the body during physical activity in regard to heart and respiration</li> <li>• repeat cue words in order to demonstrate and explain physical movements (ex. for overhand throw – step with the opposite foot, lead with the elbow, follow through – step, elbow, and follow through)</li> <li>• explain the connection between appropriate practice and performance</li> <li>• apply basic skills to lead-up games</li> </ul>



**Archdiocese of Louisville  
Curriculum Framework  
Physical Education / Primary**

<b>Physical Activity and Fitness</b> Kindergarten through Grade Two	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Physical fitness improves well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Why are warm-up and cool-down important?</li> <li>• Why is fitness important?</li> <li>• Why are the components of fitness essential to physical activity?</li> <li>• How is fitness measured?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Body preparation               <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Cool-down</li> </ul> </li> <li>• Flexibility</li> <li>• Agility</li> <li>• Muscular strength and endurance</li> <li>• Cardio-respiratory endurance</li> <li>• Lifelong fitness</li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• engage in loco-motor movements to elevate heart rate and respiration (ex. jogging, jumping jacks, and skipping)</li> <li>• engage in relaxation methods to decrease heart rate and respiration (ex. yoga poses, deep breathing, and stretching)</li> <li>• move joints through a full range of motions (ex. basic stretching, yoga, and Pilates)</li> <li>• change direction quickly and safely in response to a signal (ex. shuttle run and tagging games)</li> <li>• support body weight while hanging, climbing, or balancing (ex. push-ups, pull-ups, and wheelbarrow walking)</li> <li>• engage in a series of loco-motor activities (hopping, walking, jumping, and running) without tiring easily</li> <li>• participate in a variety of games that increase breathing and heart rate (ex. dance, various tagging games, and endurance run)</li> <li>• sustain activity for increasingly longer periods of time</li> <li>• identify changes in the body during physical activity</li> <li>• recognize positive feelings associated with physical activity</li> <li>• participate in daily vigorous activity (minimum of 60 minutes)</li> </ul>

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<b>Sportsmanship</b> Kindergarten through Grade Two	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Self-management promotes personal growth and group interaction.</li> <li>• Safe practices protect individuals, equipment, and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• How can people work and play together successfully?</li> <li>• How are conflict resolution skills used when working and playing together?</li> <li>• Why is safety important in a physical education class?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Social interaction               <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Self-expression</li> <li>• Relationships</li> <li>• Respect for individual differences</li> </ul> </li> <li>• Safety               <ul style="list-style-type: none"> <li>• Directions and rules</li> <li>• Respect for self, others, facilities, and equipment</li> </ul> </li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• play and cooperate with others during sport activities, regardless of personal differences</li> <li>• understand the benefits of cooperation</li> <li>• participate fairly and honestly</li> <li>• utilize conflict resolution skills</li> <li>• participate in games in a non-competitive atmosphere for the purpose of skill development, personal enjoyment, and fitness benefits</li> <li>• control movements to show respect for general and personal space</li> <li>• show respect toward others in regard to equipment and movement</li> <li>• apply established safety procedures and rules</li> <li>• respond appropriately to established signals</li> </ul>

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<b>Healthy Lifestyle</b> Kindergarten through Grade Two	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Healthy choices promote wellness.</li>   <li>• A positive self-concept contributes to well-being.</li>   <li>• Safe practices protect individuals, families, and communities.</li>   <li>• Knowledge of the human body supports wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• What is wellness?</li> <li>• Why is physical activity important to being healthy?</li> <li>• How do healthy behaviors increase wellness?</li> <li>• How do food choices affect the body?</li> <li>• What are the similarities and differences between harmful and helpful drugs?</li>   <li>• How do feelings affect actions?</li> <li>• Why are certain activities enjoyable to one person and not to another?</li>   <li>• How do people stay safe?</li> <li>• When is it important to ask for help?</li>   <li>• How are body systems used in physical activity?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Health and wellness               <ul style="list-style-type: none"> <li>• Physical health</li>   <li>• Mental health</li>   <li>• Nutrition</li>   <li>• Body systems</li>   <li>• Safety</li>   <li>• Substance use / abuse</li> </ul> </li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• participate in daily physical activity and movement</li> <li>• demonstrate willingness to try new movements and activities</li> <li>• identify several activities that are personally enjoyable</li>   <li>• express personal feelings on progress made while learning</li>   <li>• recognize the importance of water hydration</li> <li>• understand the value of good nutrition</li> <li>• identify healthy snacks</li>   <li>• explore basic body systems (ex. pulse, bones, and muscles)</li> <li>• recognize school safety practices (ex. bus, tornado, fire, earthquake, and intruder safety)</li> <li>• identify general health practices (personal hygiene)</li> <li>• identify safety practices</li>   <li>• recognize safe usage of prescription and non-prescription medication</li> <li>• understand the impact of substance abuse (ex. tobacco, alcohol, and drugs)</li> </ul>

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<b>Motor Skills and Movement Patterns</b> Grades Three through Five	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Competence in movement skills enhances and encourages active lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• How does posture affect movement?</li> <li>• How are basic motor skills linked to perform more complex movement sequences?</li> <li>• How are motor skills performed in creative and efficient ways?</li> <li>• How are motor skills used in games, sports, and activities?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Motor skills               <ul style="list-style-type: none"> <li>• Locomotor skills</li> <li>• Non-locomotor skills</li> </ul> </li> <li>• Manipulative skills               <ul style="list-style-type: none"> <li>• Eye-hand coordination and control</li> <li>• Eye-foot coordination and control</li> </ul> </li> <li>• Body and spatial awareness</li> <li>• Rhythmic movement and dance               <ul style="list-style-type: none"> <li>• Patterns and sequences</li> <li>• Types of dance</li> </ul> </li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• control movements in a variety of pathways using mature motor skills (ex. skipping, dodging, leaping, and fleeing by moving forward and backwards)</li> <li>• leap, leading with either foot</li> <li>• perform vertical and standing long jump using mature motor skills</li> <li>• perform balance activities, with control, on a variety of objects</li> <li>• maintain appropriate body alignment during physical activities (ex. lifting, carrying, pushing, and pulling)</li> <li>• change speed and direction quickly while traveling in response to a variety of rhythms</li> <li>• throw a ball, using mature form, at a receiver</li> <li>• catch objects of various sizes (ex. playground ball, football, and basketball) using proper hand positions</li> <li>• track and catch an object at different plane levels</li> <li>• dribble a ball with control, using foot or hand</li> <li>• strike a thrown ball consistently using a variety of manipulatives while demonstrating an appropriate grip and swing plane</li> <li>• jump, repeatedly, a self-turned rope</li> <li>• travel, without hesitation, in and out of a rope turned by others (ex. single long rope and double dutch)</li> <li>• punt using a smooth continuous approach</li> <li>• cross the midline of the body (ex. juggling and cup stacking)</li> <li>• support, lift, and control body weight in a variety of physical activities</li> <li>• demonstrate good posture while lifting and carrying an object</li> <li>• set defined boundaries, in regard to individual and group space</li> <li>• combine a variety of traveling patterns in time to music</li> <li>• develop patterns and combinations of movements into a repeatable sequence</li> <li>• perform a variety of simple folk, square, line, and creative dances</li> </ul>

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<b>Components of Movement</b> Grades Three through Five	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Knowledge of the human body supports wellness.</li> <li>• Safe practices and responsible choices protect the individual.</li> <li>• Physical fitness improves well-being.</li> <li>• Practice increases competency.</li> </ul>	<ul style="list-style-type: none"> <li>• How are the various body systems stimulated in physical activity and movement?</li> <li>• How do rules and responsible decisions decrease the risk of injury?</li> <li>• Why is it important to warm up and cool down in connection to physical activity?</li> <li>• How are the concepts of space, time, and energy used in movement?</li> <li>• Why is the practice of sport-related skills important?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Cognitive skills               <ul style="list-style-type: none"> <li>• Body awareness</li> </ul> </li> <li>• Safety</li> <li>• Fitness</li> <li>• Sport and dance</li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• describe body systems (ex. muscular and skeletal)</li> <li>• describe body planes (ex. axis, posterior, and anterior)</li> <li>• analyze possible risks / injury associated with physical activity</li> <li>• respond appropriately to verbal directions (listening skills)</li> <li>• demonstrate the way heart rate is used to monitor exercise intensity (ex. maximum and target heart rates)</li> <li>• identify the importance of appropriate warm-up and cool-down for physical activity</li> <li>• compare / contrast changes in the body during physical activity in regard to heart and respiration</li> <li>• explain the personal benefits of strength, flexibility, and endurance on the ability to perform various physical activities</li> <li>• identify and demonstrate the key elements of a proper grip</li> <li>• demonstrate transfer of weight from back foot to front foot</li> <li>• explain the connection between a skill and improvement</li> <li>• accurately recognize critical elements of a skill and provide feedback to a peer</li> <li>• describe approach, direction, and sequence of various sports skills</li> <li>• relate skills to complex lead-up games</li> <li>• apply critical elements of mature movement patterns</li> <li>• develop an awareness of movement as an art form</li> </ul>

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<b>Physical Activity and Fitness</b> Grades Three through Five	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Physical fitness produces lifelong wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• How do specific activities utilize the various components of fitness?</li> <li>• How are personal fitness levels measured?</li> <li>• How are personal fitness goals set?</li> <li>• How are strength, endurance, and flexibility increased?</li> <li>• How does exercise improve the structure and function of the human body?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Body preparation               <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Cool-down</li> </ul> </li> <li>• Flexibility</li> <li>• Agility</li> <li>• Muscular strength and endurance</li> <li>• Cardio-respiratory endurance</li> <li>• Lifelong fitness</li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• engage in loco-motor movements to elevate heart rate and respiration (ex. jogging, jumping rope, and skipping)</li> <li>• engage in relaxation methods to decrease heart rate and respiration (ex. yoga poses, deep breathing, and stretching)</li> <li>• move joints through a full range of motions (ex. basic stretching, yoga, and Pilates)</li> <li>• engage in activities that build flexibility</li> <li>• change direction quickly and safely in response to a signal (ex. shuttle run and tagging games)</li> <li>• engage in activities that build agility</li> <li>• support body weight for an extended period of time (ex. push-ups and pull-ups)</li> <li>• engage in activities that build muscular strength and endurance</li> <li>• engage in activities that develop core strength</li> <li>• engage in physical activity without tiring easily</li> <li>• maintain heart rate within the target heart rate zone for a specified length of time</li> <li>• sustain activity for increasingly longer periods of time</li> <li>• engage in activities that build cardio-respiratory endurance</li> <li>• work to monitor, improve, and achieve personal fitness goals</li> <li>• evaluate changes in the body during physical activity</li> <li>• recognize positive feelings associated with physical activity</li> <li>• participate in daily vigorous activity (minimum of 60 minutes)</li> </ul>

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<b>Sportsmanship</b> Grades Three through Five	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Healthy relationships and a positive self-concept contribute to cooperative group involvement.</li>   <li>• Self-management builds individual and group success.</li>   <li>• Safe practices protect individuals, equipment, and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• How can diversity affect a group or community?</li> <li>• Why are strategies and skills essential to successful group work?</li> <li>• How does attitude affect cooperation, teamwork, and sportsmanship?</li>   <li>• How does respect for self and others affect relationships?</li> <li>• How is responsibility related to successful individual and group work?</li>   <li>• Why are rules of safety important in a physical education class?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Social interaction               <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Relationships</li> <li>• Respect for individual differences</li> </ul> </li>   <li>• Safety               <ul style="list-style-type: none"> <li>• Directions and rules</li> <li>• Respect for self, others, facilities, and equipment</li> </ul> </li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• play and cooperate with others during sport activities, regardless of personal or physical differences</li> <li>• implement positive team-building and cooperation skills</li> <li>• participate fairly and honestly</li> <li>• utilize conflict resolution skills</li> <li>• participate in games in a non-competitive atmosphere for the purpose of skill development, personal enjoyment, and fitness benefits</li> <li>• encourage others and refrain from put-downs</li> <li>• accept a decision regarding a rule infraction without displaying a negative reaction</li>   <li>• apply established safety procedures and rules</li> <li>• respond appropriately to established signals</li> <li>• show respect for general and personal space</li> <li>• show respect toward others in regard to equipment and movement</li> </ul>

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<b>Healthy Lifestyle</b> Grades Three through Five	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Healthy choices promote overall health and fitness.</li>   <li>• Healthy relationships and a positive self-concept contribute to personal development.</li>   <li>• Healthy living requires knowledge of human structure and function.</li>   <li>• Safe practices protect individuals, families, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Why are physical activities important to a healthy life?</li> <li>• How do food choices and eating practices impact health and fitness?</li>   <li>• What are strategies for building a positive self-concept?</li> <li>• What is the connection between stress and peer pressure?</li>   <li>• How do structures and functions affect different body systems?</li> <li>• How do individuals differ in the way they grow and develop?</li> <li>• How do health problems affect physical activity?</li>   <li>• How can various diseases be prevented?</li> <li>• What is the importance of having strategies in place for preventing and reporting emergencies?</li> <li>• What are basic first aid practices?</li> <li>• How are choices and behaviors related to health and safety?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Health and wellness               <ul style="list-style-type: none"> <li>• Physical health</li>   <li>• Mental health</li>   <li>• Nutrition</li>   <li>• Body systems</li> <li>• Hygiene</li> <li>• Safety</li>   <li>• Substance use / abuse</li> </ul> </li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• choose and participate in daily physical activity and movement</li> <li>• demonstrate willingness to try new activities</li> <li>• engage in moderate to vigorous physical activity that provides enjoyment</li>   <li>• describe healthful benefits that result from regular and appropriate participation in physical activity</li> <li>• relieve stress through physical activity</li>   <li>• recognize the importance of water hydration</li> <li>• understand the value of good nutrition, including “My Pyramid”</li> <li>• identify the importance of healthy snacks</li>   <li>• explore body systems (ex. respiratory, circulatory, skeletal, and muscular)</li>   <li>• utilize general health practices (ex. personal hygiene)</li>   <li>• implement school safety practices (ex. bus, tornado, fire, earthquake, and intruder safety)</li> <li>• demonstrate the awareness of safety practices (ex. bike, pedestrian, and car safety)</li>   <li>• recognize safe usage of prescription and non-prescription medication</li> <li>• understand the impact of substance abuse (ex. tobacco, alcohol, and drugs)</li> </ul>



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<b>Motor Skills and Movement Patterns</b> Grades Six through Eight	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Competence in movement skills enhances and encourages active lifestyles.</li> <li>• Motor skills and movement patterns can be combined to create complex movement sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• How does posture affect movement?</li> <li>• How does increased competency influence enjoyment and participation?</li> <li>• How are basic motor skills linked to perform more complex movement sequences?</li> <li>• How are movement patterns performed in creative ways?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Motor skills</li> <li>• Manipulative skills               <ul style="list-style-type: none"> <li>• Eye-hand coordination and control</li> <li>• Eye-foot coordination and control</li> </ul> </li> <li>• Body and spatial awareness</li> <li>• Rhythmic movement and dance               <ul style="list-style-type: none"> <li>• Patterns and sequences</li> <li>• Types of dance</li> </ul> </li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• leap, balance, and transfer weight using mature muscle patterns</li> <li>• change speed and direction quickly and efficiently</li> <li>• combine skills in modified versions of team and individual sports</li> <li>• use practice and conditioning to detect, analyze, and correct errors</li> <li>• throw a variety of objects demonstrating both accuracy and distance</li> <li>• throw and catch a ball while being guarded by opponents</li> <li>• track and catch an object at different plane levels</li> <li>• dribble with either hand and maintain control so that the ball is not stolen by an opponent</li> <li>• strike a ball consistently using a variety of manipulatives (ex. field hockey, volleyball, lacrosse, golf, tennis, and whiffle ball)</li> <li>• dribble with either foot and maintain control so that the ball is not stolen by an opponent</li> <li>• punt and kick using a smooth continuous approach</li> <li>• cross the midline of the body (ex. juggling and cup stacking)</li> <li>• support, lift, and control body weight in a variety of physical activities</li> <li>• demonstrate good posture and body alignment while lifting and carrying an object</li> <li>• set defined boundaries in regard to individual and group space</li> <li>• design and perform dance sequences that combine traveling, balancing, and weight transfer with intentional changes in direction, speed, and flow</li> <li>• perform a variety of folk, square, line, and creative dances</li> </ul>

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<b>Components of Movement</b> Grades Six through Eight	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Knowledge of the human body supports wellness.</li> <li>• Safe practices and responsible choices protect the individual.</li> <li>• Physical fitness improves well-being.</li> <li>• Practice increases competency over time.</li> </ul>	<ul style="list-style-type: none"> <li>• How are the various body systems stimulated during physical activity?</li> <li>• How do rules and responsible decisions decrease the risk of injury?</li> <li>• Why is it important to include the components of fitness in connection to physical activity?</li> <li>• How are the concepts of space, time, and energy used in movement?</li> <li>• Why is the practice of sport-related skills important?</li> <li>• How do knowledge and application of strategies enhance movement performance?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Cognitive skills               <ul style="list-style-type: none"> <li>• Body awareness</li> </ul> </li> <li>• Safety</li> <li>• Fitness</li> <li>• Sport and dance</li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• identify similarities and differences in body positions in relation to different sports (ex. receiving a serve in volleyball and defending a player in soccer)</li> <li>• explain body systems (ex. muscular, cardiovascular, respiratory, and skeletal)</li> <li>• develop an understanding of body mass index (BMI)</li> <li>• analyze possible risks / injury associated with physical activity</li> <li>• identify appropriate safety practices, rules, procedures, and etiquette in all physical activity settings</li> <li>• respond appropriately to verbal directions (listening skills)</li> <li>• demonstrate the way heart rate is used to monitor exercise intensity (ex. maximum and target heart rates)</li> <li>• calculate maximum and target heart rate</li> <li>• identify the importance of appropriate warm-up and cool-down for physical activity</li> <li>• compare / contrast changes in the body during physical activity in regard to circulation and respiration</li> <li>• set personal goals regarding strength, flexibility, and endurance</li> <li>• describe basic principles of training and ways they improve fitness</li> <li>• apply FITT principle to fitness (frequency, intensity, time, and type)</li> <li>• use feedback to detect, analyze, and correct errors</li> <li>• analyze offense and defense strategies while playing a modified version of a sport</li> <li>• accurately recognize critical elements of a skill and provide feedback to a peer</li> <li>• describe approach, direction, and sequence of various sports skills</li> <li>• relate skills to complex lead-up games in a large group setting</li> <li>• identify critical elements to improve personal performance in fundamental and selected specialized motor skills</li> <li>• apply critical elements of mature movement patterns</li> </ul>

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<b>Physical Activity and Fitness Grades Six through Eight</b>	
<ul style="list-style-type: none"> <li>• Physical fitness produces lifelong wellness.</li>   <li>• Healthy living requires knowledge of human structure and function.</li> </ul>	<ul style="list-style-type: none"> <li>• How do specific activities utilize the various components of fitness?</li> <li>• How are personal fitness and wellness goals set, measured, and evaluated?</li> <li>• How are strength, endurance, and flexibility increased?</li>   <li>• How does exercise improve the structure and function of the human body?</li> <li>• What are appropriate methods to achieve and maintain ideal body weight?</li> <li>• How does self-concept affect choices related to health?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Body preparation               <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Cool-down</li> </ul> </li>   <li>• Flexibility</li>   <li>• Agility</li>   <li>• Muscular strength and endurance</li>   <li>• Cardio-respiratory endurance</li>   <li>• Body composition</li>   <li>• Lifelong- fitness</li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• engage in movement to elevate heart rate and respiration (ex. jogging and jumping rope)</li> <li>• engage in relaxation methods to decrease heart rate and respiration (ex. yoga poses, deep breathing, and stretching)</li>   <li>• move joints through a full range of motions (ex. stretching, yoga, and Pilates)</li> <li>• engage in activities that build flexibility</li>   <li>• change direction quickly and safely in response to a signal (ex. shuttle run and tagging games)</li> <li>• engage in activities that build agility</li>   <li>• support body weight for an extended period of time (ex. push-ups and pull-ups)</li> <li>• engage in activities that build muscular strength and endurance</li> <li>• engage in activities that develop core strength</li>   <li>• engage in physical activity without tiring easily</li> <li>• monitor heart rate before, during, and after physical activity and recover from vigorous physical activity in an appropriate length of time</li> <li>• sustain activity for increasingly longer periods of time</li> <li>• engage in activities that build cardio-respiratory endurance</li>   <li>• improve and maintain appropriate body composition (ex. BMI)</li> <li>• describe principles of training and conditioning for specific physical activities (ex. FITT principle)</li>   <li>• work to monitor, improve, and achieve personal fitness goals</li> <li>• evaluate changes in the body during physical activity</li> <li>• recognize positive feelings associated with physical activity</li> <li>• participate in daily vigorous activity (minimum of 60 minutes)</li> </ul>

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<b>Sportsmanship</b> Grades Six through Eight	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Healthy relationships and a positive self-concept contribute to personal development and positive group involvement.</li> <li>• Self-management builds individual and group success.</li> <li>• Safe practices protect individuals, equipment, and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• How does attitude affect cooperation, teamwork, and sportsmanship?</li> <li>• How does an individual build and maintain relationships?</li> <li>• What are the factors associated with positive self-esteem?</li> <li>• Why are strategies and skills essential to successful group work?</li> <li>• How is understanding and respect for differences among people important to successful group interaction?</li> <li>• Why are rules of safety important in a physical education class?</li> </ul>
<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Social interaction               <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Relationships</li> <li>• Respect for individual differences</li> </ul> </li> <li>• Safety               <ul style="list-style-type: none"> <li>• Directions and rules</li> <li>• Respect for self, others, facilities, and equipment</li> </ul> </li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• play and cooperate with others during sport activities, regardless of physical differences and skill ability</li> <li>• implement positive team-building and cooperation skills</li> <li>• participate fairly and honestly</li> <li>• utilize stress management skills</li> <li>• participate in games in a non-competitive atmosphere for the purpose of skill development, personal enjoyment, and fitness benefits</li> <li>• encourage others and refrain from put-downs</li> <li>• evaluate various choices when confronted with peer pressure</li> <li>• resolve interpersonal conflicts with a sensitivity to the rights and feelings of others</li> <li>• accept a decision regarding a rule infraction without displaying a negative reaction</li> <li>• recognize the role of game, sport, and dance in getting to know and understand others of like and different backgrounds</li> <li>• apply established safety procedures and rules</li> <li>• respond appropriately to established signals</li> <li>• show respect for general and personal space</li> <li>• show respect toward others in regard to equipment and movement</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Physical Education / Middle School**

<b>Healthy Lifestyle</b> Grades Six through Eight	
<b>Essential Understandings</b>	<b>Guided Questions</b>
<ul style="list-style-type: none"> <li>• Healthy choices promote overall health and fitness.</li>   <li>• Healthy relationships and a positive self-concept contribute to personal development.</li>   <li>• Healthy living requires knowledge of human structure and function.</li>   <li>• Safe practices and responsible choices protect the individual, community, and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a personal fitness plan promote an active lifestyle?</li> <li>• How can personal fitness levels be improved and maintained?</li> <li>• How can eating properly reduce health risks?</li> <li>• What are eating disorders?</li> <li>• How do personal priorities influence wellness choices?</li> <li>• What are the short-term and long-term effects of alcohol, tobacco, and unsafe drugs on body systems and physical development?</li>   <li>• How can physical activity provide opportunities for enjoyment, challenge, self-expression, and social interaction?</li> <li>• What are healthy ways to manage and deal with stress and emotions?</li> <li>• How do emotions affect thoughts and behaviors?</li>   <li>• How do structures and functions affect different body systems?</li> <li>• How do individuals differ in the way they grow and develop?</li> <li>• How do health problems affect physical activity?</li>   <li>• What are the responsibilities and rights involved in the prevention and treatment of disease?</li> <li>• What is the importance of having strategies in place for preventing and reporting emergencies?</li> <li>• How can positive health practices and appropriate health care reduce health risks?</li> <li>• How do individual choices impact the environment and the health of the community?</li> <li>• What are the rights and responsibilities of consumers in making healthy choices?</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Physical Education / Middle School**

<b>Content Guidelines</b>	<b>Performance Standards</b>
<ul style="list-style-type: none"> <li>• Health and wellness               <ul style="list-style-type: none"> <li>• Physical health</li> </ul> </li>   <li>• Health and safety               <ul style="list-style-type: none"> <li>• Hygiene</li> </ul> </li>   <li>• Nutrition</li>   <li>• Body systems</li>   <li>• Mental health</li>   <li>• Substance use / abuse</li>   <li>• Consumerism</li> </ul>	<p style="text-align: center;">Students will:</p> <ul style="list-style-type: none"> <li>• choose and participate in daily physical activity and movement</li> <li>• identify health benefits resulting from participation in physical activity</li> <li>• engage in moderate to vigorous physical activity that provides enjoyment</li> <li>• identify physical and psychological benefits that result from long-term participation in physical activity</li>   <li>• implement school safety practices (ex. bus, tornado, fire, earthquake, and intruder safety)</li> <li>• utilize general health practices (ex. personal hygiene)</li> <li>• demonstrate awareness of safety practices (ex. bike, pedestrian, and car safety)</li>   <li>• recognize the importance of water hydration</li> <li>• understand the value of good nutrition, including “My Pyramid”</li> <li>• identify the importance of healthy snacks</li> <li>• analyze the role of exercise, nutrition, and other lifestyle choices in controlling body weight</li>   <li>• explore body systems (ex. muscular, skeletal, circulatory, and respiratory)</li>   <li>• describe healthful benefits that result from regular and appropriate participation in physical activity</li> <li>• relieve stress through physical activity</li> <li>• understand the impact of eating disorders</li>   <li>• recognize safe usage of prescription and non-prescription medication</li> <li>• understand the impact of substance abuse (ex. tobacco, illegal drugs, and alcohol)</li>   <li>• recognize that some celebrities, athletes, and performances may not be appropriate to imitate</li> </ul>

**Archdiocese of Louisville  
Curriculum Framework  
Physical Education / K - 8**

**Examples of Assessment in the Physical Education Setting  
Kindergarten through Grade Eight**

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"><li>• Self-assessment</li><li>• Teacher observation</li><li>• Peer observation</li><li>• Tests</li></ul> | <ul style="list-style-type: none"><li>• Written / log</li><li>• Projects / rubrics</li><li>• Checklists</li><li>• Discussion</li></ul> | <ul style="list-style-type: none"><li>• Fitness tests</li><li>• Portfolios</li><li>• Role playing</li></ul> |
|--|--|---|

\*This list is not intended to be inclusive, but rather is a sampling of possible measures and methods for assessment.

**Examples of Technology in the Physical Education Setting  
Kindergarten through Grade Eight**

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• WebQuests</li><li>• Video modeling of form</li><li>• PowerPoint</li><li>• Podcasts</li><li>• Wii – fit, sport</li></ul> | <ul style="list-style-type: none"><li>• Videos</li><li>• Simulations</li><li>• Websites</li><li>• Heart rate monitors</li><li>• Pedometers</li></ul> | <ul style="list-style-type: none"><li>• Dance - Dance Revolution</li><li>• Online information and instruction</li><li>• Physical fitness testing</li><li>• Grading</li><li>• Rubrics</li></ul> |
|---|--|--|

\*This list is not intended to be inclusive, but rather is a sampling of possible examples of technology.

# Assessment



# Assessment

## Assessment Philosophy

Assessment is a process of gathering information about a student's level of achievement in a specified academic area, making inferences based on that evidence, and using the inferences (objective and/or subjective) for a variety of purposes. The primary goal of physical education assessment is the demonstration and evaluation of student learning of identified standards, within a holistic context.

At times, assessment is seen solely for the purpose of determining a grade. Grades are essential for reporting information to parents on student report cards, but grades should not be narrowly identified as the sole purpose of evaluation/assessment.

## Alignment with Standards

National standards identify what a student should "know and be able to do". A Physical Education Curriculum that is aligned with national standards is vital. Discipline and rigor are essential to achievement. In-depth involvement of student and teacher in the learning process is imperative. All behaviors associated with physical education can be measured, sometimes using a numerical scale, sometimes using observational analysis, and always with the informed and critical professional judgment of the teacher, who is at the heart of the formal learning process. Assessment should (1) reflect the content guidelines of the Physical Education Curriculum, (2) be aligned with instruction, (3) provide consistent and reliable evidence of student performance, and (4) yield valid conclusions about student learning.

## Assessment Model

Traditionally, the assessment model advocated for physical education involves:

- formally stating the objectives of instruction
- pre-assessing students
- measuring achievement of objectives using valid and reliable tests during and after delivery of appropriate instructional activities (refer to Alternative Authentic Assessment Section)
- evaluating student progress towards meeting the stated objectives in a formative framework

## **Reporting Student Progress at the Local School Level**

The primary goal of summative evaluation at the local school level is to report student progress. Teaching and grading of physical education should be carried out within a positive, non-threatening environment. Students working to the best of their ability should be able to achieve the highest possible score, regardless of fitness level, skill achievement, or athletic ability. Physical education grades for report cards should reflect the student's attainment of the stated instructional objectives. A teacher's grading plan should include all three domains and be a reflection of both the teacher's choice of objectives and the importance given to each objective. Objectives should be aligned with the NASPE National Standards and the Physical Education Curriculum Framework.

Assessment can take many forms during implementation of the curriculum. Formative assessment can enhance day-to-day instruction. It is typically non-graded, may or may not be recorded, and may include simple observation of student performance, verbal confirmation of student understanding, and non-graded quizzes. Summative assessment, on the other hand, is the gathering of evidence to be used in formulating student grades, evaluating programs, developing and revising program objectives, and most importantly, providing feedback for students and parents in order to promote and enhance student learning, using a diagnostic or prescriptive approach. Summative assessment requires the administration of valid and reliable assessment tools to determine the extent to which students have met the objectives and demonstrated the learner goals of the overall and local school program.

Validity means that an assessment or test measures what it is designed to measure. In order for assessment instruments to be valid, the student attributes to be measured need to be defined in relation to instructional objectives. When the attributes measured by the assessment match the identified attributes defined in the purpose of the learning, evidence of validity can be claimed.

Reliability means that assessment instruments are relatively free from error and show consistency over time (objectivity) in determining the extent to which students have met the objectives being measured. Objectivity (rater reliability) refers to the degree of consistency of scores when two different raters, or the same rater on two separate occasions, scores a student or group of students.

The extent to which assessment instruments are valid and reliable will reflect the degree of confidence that the instrument provides an accurate and believable picture of student performance. Also, the degree to which assessments are valid and reliable must be in direct proportion to the importance of the conclusions that are drawn as a result of the assessment evidence/scores.

## **Alternative and Authentic Assessments**

A variety of assessment approaches should be utilized, with the assessment practices always supporting the instructional strategies and student learning. Performance assessments in which students demonstrate knowledge and competencies should be an integral part of the overall assessment process.

Alternative and authentic assessment is characterized by tasks that:

- examine pre-identifiable behaviors and goals that are given to students and parents in advance
- encourage demonstration of content knowledge
- resemble real life
- allow for choice on the part of the student
- allow for different learning styles and student participation in the development of the assessment
- do not involve comparisons of students

## **Scoring Guides and Rubrics**

Rubrics should be used with alternative assessment. Rubrics are scoring guides that state the criteria used to measure student performance. A balanced assessment approach that includes alternative assessments should support instructional objectives, should determine how the assessment results will be used, and should assist in creating a motivational learning environment for all students. Scoring rubrics provide information to students about how to improve understanding/performance, rather than just reporting errors.

When evaluating a project with several components, one of two approaches may be applied: (1) use a holistic or single scoring guide that addresses all the components or, (2) use an analytic scoring rubric that addresses each component separately. Holistic rubrics are easier to use, but analytic rubrics are typically more reliable because they are diagnostic in nature and can identify student strengths and weaknesses.

Many alternative assessments require elements of critical thinking, problem solving, and writing competencies, so it is important to be aware of inclusion issues and to provide opportunities for all students to learn. Alternative assessment also assumes that teachers can and will critically analyze student work. In addition, alternative assessment is often used for long term or group projects in which the teacher is placed in the role of facilitator rather than deliverer of knowledge. Teachers need time to plan and implement alternative assessment approaches.

# Resources

## Resources

### **Books**

Bailey, Guy. The Physical Educator's Big Book of Sport Lead-up Games: A Complete K-8 Sourcebook of Team and Lifetime Sport Activities for Skill Development, Fitness, and Fun!. Educators Press, 2004.

Hopple, Christine. Elementary Physical Education Teaching and Assessment: A Practical Guide. Human Kinetics, 2005.

Lumsden, Ken. P.E. Games and Activities Kit for Grades 6-12. Parker Publishing Company, 2000.

National Association for Sport and Physical Education. Moving into the Future: National Standards for Physical Education. McGraw-Hill, 2004.

Pangrazi, Robert and Beighle, Aaron. Dynamic P.E. for Elementary School Children (16<sup>th</sup> Edition). Benjamin Cummings, 2009.

Turner, Lowell (Bud) and Turner, Susan. P.E. Teacher's Skill-by-Skill Activities Program: Success-Oriented Sports Experience for Grades K-8. Prentice Hall Direct, 1989.

## **Websites**

### **Lessons and Activities**

Awesome Library Physical Education Lessons – [www.awesomelibrary.org](http://www.awesomelibrary.org)  
Federal Resources for Health and Physical Education – [www.free.ed.gov](http://www.free.ed.gov)  
Game Central Station – [www.gamecentralstation.com](http://www.gamecentralstation.com)  
Gateway to Educational Materials (GEM) – [www.thegateway.org](http://www.thegateway.org)  
Hotchalk's Lesson Plans Page for Physical Education –  
[www.lessonplanspage.com/PE.htm](http://www.lessonplanspage.com/PE.htm)  
K-12 Physical Education Email Newsletter – [www.pelinks4u.org](http://www.pelinks4u.org)  
Kathy Schrock's Guide for Educators – Health, Physical Education, and Fitness –  
[www.discoveryeducation.com](http://www.discoveryeducation.com)  
P.E. Central – [www.pecentral.org](http://www.pecentral.org)  
Plans and Activities – [www.lessonplanpage.com/PE.html](http://www.lessonplanpage.com/PE.html)  
Teacher Net Fitness – [www.teachnet.com/lesson/health/fitness](http://www.teachnet.com/lesson/health/fitness)  
Teacher Net Physical Education Lessons – [www.teachers.net](http://www.teachers.net)

### **Teacher Resources**

Lesson Plan Central - [www.lessonplancentral.com](http://www.lessonplancentral.com)  
Physical Education Rubrics – [www.rubrician.com/physical.htm](http://www.rubrician.com/physical.htm)

### **Health and Fitness**

ElectriKIDS High Voltage Fitness – [www.ElectriKIDS.com](http://www.ElectriKIDS.com)  
Five Minute Warm-ups - [www.fitwithfred.com](http://www.fitwithfred.com)  
My Pyramid – [www.mypyramid.gov](http://www.mypyramid.gov)  
Virtual Body Tour – [www.medtropolis.com](http://www.medtropolis.com)

### **WebQuests**

Grade 3-5 Health/PE WebQuests – <http://edweb.sdsu.edu/webquest/matrix>  
Physical Education WebQuests -  
[www.hardin.k12.ky.us/res\\_tech/TEC/WebQuest/PEWebQuests.htm](http://www.hardin.k12.ky.us/res_tech/TEC/WebQuest/PEWebQuests.htm)

### **Videos and Clips**

United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)

# Glossary

## Glossary

### A

**AAHPERD** - American Alliance for Health, Physical Education, Recreation and Dance

**Adapted physical education** - diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program (AAHPERD)

**Aerobic** - with oxygen, term refers to energy-producing biochemical pathways in cells that use oxygen to produce energy

**Agility** - the ability to change the position and control the movement of the whole body

**Alternative assessments** - products of student work including portfolios, performance tasks, and events that demonstrate understanding

**Anaerobic** - without oxygen, term refers to energy producing bio-chemical pathways in cells that do not require oxygen to produce energy

**Assessment** - interpretation of measurements for the purpose of making decisions about student placement, program planning, and student achievement

**Asthma** - chronic lung disorder marked by recurring episodes of airway obstruction

### B

**Basic form** - basis or starting point of movement or skill development

**Body Mass Index (BMI)** - estimate of total body fat

**Body awareness** - body shapes, body base, body part, locomotor, and non-locomotor

**Body composition** - the ratio of fat to muscle, bone, and other body tissues

**Body image** - the way one sees oneself physically

**Body systems** - systems of the human body that in physical education include skeletal, muscular, respiratory, circulatory, and nervous



## C

**Calisthenics** - exercises in which body weight is used as the resistance

**Cardio-respiratory fitness** - the ability of the heart, blood vessels, and respiratory system to supply oxygen and nutrients to the muscles during exercise

**Cool-down** - a period of mild exercise following vigorous exercise that allows the body and heart rate to return to normal

**Cooperative games** - games in which students work together to achieve a certain goal

**Coordination** - the integration of eye, hand, and foot movements

**Criterion-referenced tests** - tests in which specific standards are used to evaluate progress

**Cross-disciplinary** - the “mixing” of job roles among members of an educational team; each professional teaches techniques to the others, so a student can receive appropriate services whenever necessary (e.g., positioning, language and behavior reinforcement)

## D

**Diabetes** - disease in which the body does not produce or properly use insulin

**Disabled (Disability)** - refers to individuals who are limited or restricted in performing activities because of impairments

**Diastolic blood pressure** - measure of the pressure in the blood vessels between heartbeats (when the body is resting)

**Differentiated instruction** - recognition of the varying background knowledge, readiness, learning styles, and interests of the individual students in a classroom and the subsequent decisions for best meeting the needs of each

**Dynamic stretching** - stretching done in a continuous slow and controlled manner

## E

**Ectomorph** - a body type with a slender, slight build

**Endomorph** - a body type with a large, soft bulging body and pear-shaped appearance

**Endurance** - the ability of the body to undergo prolonged activity; muscular endurance is important because it allows the individual to do an activity repeatedly with less fatigue and better tolerance

**Exercise science** - a philosophical approach that extends the definition of physical education to include scientific procedures, biomechanical principles, and conceptual health and wellness

## **F**

**Fine motor skill development** - a task or activity that develops small muscles groups

**F.I.T.T** - the four ways to achieve physical fitness - frequency, intensity, time, and type

**Flexibility** - the range of possible movement at various joints

**Formal assessment** - evaluation and grading of student work

**Frequency** - the number of times one should exercise to improve physical fitness

## **G**

**General space** - all space within a room or boundary

**Goal setting** - a process designed to motivate people to make lifestyle changes toward self-improvement

**Gross motor skill development** - a task or activity that develops large muscle groups

## **H**

**Health** - the state of optimal physical, mental, and social well-being

**Health-related fitness** - components of physical fitness that contribute to the optimal operation of the systems of the body

**Health-related fitness standards** - satisfactory or healthy levels of flexibility, cardiovascular fitness, muscular strength and endurance, and body composition

**Heart rate** - the number of heart beats per minute

**Hydration** - the condition of having adequate fluid in the body tissue

## I

**Ideal body weight** - the amount a person weighs if he or she has an appropriate percentage of body fat

**Inactivity** - the lack of physical activity and exercise

**Informal assessment** - the evaluation of student work through observation by the teacher

**Intensity of exercise** - the degree to which one should exercise to improve fitness

## K

**KAHPERD** - Kentucky Association for Health, Physical Education, Recreation and Dance

## L

**Lead-up games** - activities in which participants build on skills already learned and prepare them for organized sports

**Lifestyle** - daily choices made in regard to eating habits and activities

**Lifetime sports** - individual sports that can be practiced for a lifetime

**Locomotor skills** - movements through space (walk, run, roll, climb, hop, jump, skip, etc.)

## M

**Manipulation** - to treat or to operate manually or mechanically with skill (fundamental and developmental skills)

**Manipulatives** - objects or pieces of equipment used in the physical education setting

**Mature form** – fluidity and control of skill

**Maximum heart rate** - the heart rate that should not be exceeded during exercise, calculated by subtracting one's age from 220

**Mental health** - state of mind

**Mesomorph** - a body type with a solid, muscular, and large-boned physique

**Midline of the body** - the vertical center line of the body

**Motor development** - exploring a variety of movements in order to develop a greater awareness of control of the body while moving

**Motor skills** - all skills learned through modeling or formal instruction; purposeful application of motor patterns and combinations of patterns

**Movement education and dance** - exploration of movement principles and dance

**Muscle endurance** - the ability to use muscles for a long period of time

**Muscular strength** - the ability of muscles to exert a force one time

**My Pyramid** - the United States Department of Agriculture guidelines to dietary and physical activity

## **N**

**NASPE** - National Association for Sport and Physical Education

**Nonlocomotor** - action without locomotion (bend, twist, swing, push, flick, dab, rise, and fall)

**Norm-referenced tests** - physical fitness tests in which norms are used to indicate fitness levels

## **P**

**Performance assessment** - the evaluation of a student's ability to demonstrate understanding of skills and/or processes

**Performance tests** - data-gathering tools that measure movement parameters indirectly through motor responses, patterns, and skills; may have criterion- or norm-referenced standards (e.g. physical fitness and skill tests)

**Power** - the ability to use strength quickly

**Projecting** - releasing an object in a vertical, a horizontal, or a diagonal direction

**Psychomotor** - observable voluntary human movement, excluding involuntary reflex activity

**Physical education** - instruction in the development and care of the body ranging from warm-ups, cool-downs, movement education, safety, motor development, dance, fitness, health, and wellness, and the performance and management of athletic games

**Physical fitness** - the capacity of the whole body to function at optimum efficiency; determined by the condition of the heart

**Physical health** - a state of optimal well-being

**Pulse** - a regular throbbing caused by pressure of blood on an artery wall that corresponds to heart beat

## R

**Recovery heart rate** - the existing heart rate just after exercise

**Reliability** - the degree to which an assessment measures consistently or the degree to which assessment scores are free from errors of measurement

**Resting heart rate** - the number of heartbeats during a period of inactivity

**Relaxation techniques** - those activities that reduce muscle tension and stress in the body through concentration of the mind

**Risk factor** - a trait that increases the likelihood one will develop chronic diseases

## S

**Safety** - freedom from danger in the classroom by establishing rules for students

**Self space** - space that your body fills without touching another person or thing

**Short-term goals** - those goals that can be reached in a short period of time

**Skill-related fitness** - the components of physical fitness that contribute to the ability to successfully participate in sports

**Spatial awareness** - traveling through space; awareness of personal and general space

**Speed** - the ability to cover a distance in a short time

**Sports** - activities that generally are done competitively and have well-established rules

**Sportsmanship** - engaging in sports and participating equally, fairly, and with a Christian attitude

**Sports skills activities** - those activities that help develop sports skills

**Standards** – stated expectations that specify what students should know and be able to do

**Static stretching** - the slow movement of a muscle to the stretching point and held for a count of fifteen seconds

**Strength** - the amount of force a muscle can produce

**Stress diversion activities** - those activities, both active and passive, that reduce or divert stress

**Systolic blood pressure** - the blood pressure during the contraction phase of the heart

## **I**

**Target heart rate** - 60 to 90 percent of the maximum heart rate; results in greatest cardiovascular benefits from exercise

**Team building** - working with others to achieve a common goal

**Time** - how long one exercises to improve fitness

## **V**

**Validity** - the extent to which an assessment measures what it is designed to measure

## **W**

**Warm-up** - exercise period during which the body is prepared for vigorous exercise

**Wellness** - a state of being that enables a person to reach his or her highest potential - intellectual, social, emotional, physical, and spiritual health

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## Bibliography

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Gilliam, Bonnie C. Basic Movement Education for Children: Rational and Teaching Units. Addison-Wesley, 1970.

Kirkpatrick, Beth and Birnbaum, Burton H. Lessons from the Heart. Human Kinetics, 1997.

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Pruitt, Crumpler and Prothrow-Stith. Health Skills for Wellness: New Edition. Prentice Hall, 1997.

Rink, J. Teaching Physical Education for Learning: Second Edition. Mosby, 1993.

Thomas, Jerry, Lee, A. and Thonell, K. Physical Education for Children: Daily Lesson Plan. Human Kinetics, 1989.

Wuest, Lombardo. Curriculum and Instruction. Mosby, 1994.