



Physical Education Curriculum Framework

PHYSICAL EDUCATION PHILOSOPHY/RATIONALE AND THE CURRICULUM GUIDE

Philosophy/Rationale

We believe and understand that each person is created in God's image as unique and loveable. 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. 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.

Curriculum Guide

In 1999, the *Archdiocese of Louisville Physical Education/ Exercise Science Curriculum Guide* was introduced. This curriculum guide replaced the former physical education curriculum from 1986. In 2009, this guide was revised and renamed the *Archdiocese of Louisville Physical Education Curriculum Guide*.

The area of physical education has undergone significant changes. The new guide reflects those changes, is based upon the latest research and best practices, and is aligned with national standards from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the National Association for Sport and Physical Education (NASPE).

The guide contains grade level outcomes/ standards for five core content areas that are as follows:

- Motor Skills and Movement Patterns
- Components of Movement
- Physical Activity and Fitness
- Sportsmanship
- Healthy Lifestyle

The guide also includes assessment information, a variety of contacts and resources, and a glossary to support teachers at all levels of expertise with implementation of the local physical education curriculum.

If a school does not have a full time/part time physical education teacher and the curriculum is taught in the regular classroom, teachers should have copies of the curriculum framework and access to the curriculum guide to assist them with implementation of the physical education curriculum. Copies of the Archdiocese of Louisville Physical Education Curriculum Framework and Curriculum Guide can be found on the Archdiocese of Louisville website, www.archlou.org.

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 Education₂

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

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.

Content Guidelines: Kindergarten through Grade Eight

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

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

Motor Skills and Movement Patterns Kindergarten through Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> Competence in movement skills enhances active lifestyles. 	<ul style="list-style-type: none"> How are basic motor skills performed in creative and efficient ways? How are basic motor skills linked to perform simple movement sequences? How are basic motor skills used in games, sports, and activities? How do we use space, time, and energy in movement? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5, 4.3, 5.4, 6.2, 6.3</p>	<ul style="list-style-type: none"> Motor skills <ul style="list-style-type: none"> Locomotor skills Non-locomotor skills Manipulative skills <ul style="list-style-type: none"> Eye-hand coordination and control Eye-foot coordination and control Body awareness <ul style="list-style-type: none"> Spatial awareness Movement exploration Rhythmic movement and dance <ul style="list-style-type: none"> Patterns and sequences Types of dance 	<p>Students will:</p> <ul style="list-style-type: none"> control movements in a variety of pathways (ex. straight, sideways, diagonal, zigzag, circular, curve, and backward) jump and land using a continuation of one and two foot take-off and landing change direction quickly balance, demonstrating momentary stillness, using a variety of body parts and body positions throw a ball using basic form (underhand and overhand) catch, using a variety of objects and proper hand positions (ex. balloon, scarf, foam ball, whiffle ball, tennis ball, and football) dribble, using foot or hand strike the ball using a variety of manipulatives jump a rope continuously (turned by others or self-turned) skip, hop, gallop, and slide using a variety of mature motor patterns use the inside, outside, and top of the foot to kick a stationary or slowly moving ball, using a smooth continuous approach demonstrate a variety of relationships with objects (ex. over, under, behind, through, and alongside) safely chase, flee, and dodge log roll (right and left) without hesitating or stopping cross the midline of the body (ex. touch elbow to opposite knee) place a variety of body parts into high, middle, and low levels form round, narrow, wide, and twisted body shapes alone and with a partner combine a variety of traveling patterns in time to music combine shapes, levels, and pathways into simple sequences perform a variety of simple folk, square, children's, and creative dances (ex. hokey pokey, chicken dance, tinikling, and ribbon dances)

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

Components of Movement Kindergarten through Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Knowledge of the human body supports wellness. • Competency in movement skills enhances an active lifestyle. • Safe practices and responsible choices protect the individual. • Physical fitness improves well-being. • Practice increases competency over time. 	<ul style="list-style-type: none"> • How are the various body parts used in physical activity and movement? • How does an understanding of movement impact daily activity? • When are specific safety precautions appropriate to a situation? • Why is it important to warm up and cool down in connection to physical activity? • How does the body change during and after continued physical activity? • How do cue words enhance skill development? • Why are the basic sport skills important? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Cognitive skills <ul style="list-style-type: none"> • Body awareness • Movement education • Safety • Fitness • Sport 	<p>Students will:</p> <ul style="list-style-type: none"> • identify selected body parts (ex. palm, forearm, and instep) • identify body planes (ex. front, back, and side) • identify movement education vocabulary (ex. levels, pathways, and planes) • correct movement error following descriptive feedback • recognize appropriate safety practices in various situations • respond appropriately to verbal directions (listening skills) • understand the importance of warm-up and cool-down for physical activity • identify changes in the body during physical activity in regard to heart and respiration • 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) • explain the connection between appropriate practice and performance • apply basic skills to lead-up games

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

Physical Activity and Fitness Kindergarten through Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Physical fitness improves well-being. 	<ul style="list-style-type: none"> • Why are warm-up and cool-down important? • Why is fitness important? • Why are the components of fitness essential to physical activity? • How is fitness measured? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Body preparation <ul style="list-style-type: none"> • Warm-up • Cool-down • Flexibility • Agility • Muscular strength and endurance • Cardio-respiratory endurance • Lifelong fitness 	<p>Students will:</p> <ul style="list-style-type: none"> • engage in locomotor movements to elevate heart rate and respiration (ex. jogging, jumping jacks, and skipping) • engage in relaxation methods to decrease heart rate and respiration (ex. yoga poses, deep breathing, and stretching) • move joints through a full range of motions (ex. basic stretching, yoga, and Pilates) • change direction quickly and safely in response to a signal (ex. shuttle run and tagging games) • support body weight while hanging, climbing, or balancing (ex. push-ups, pull-ups, and wheelbarrow walking) • engage in a series of locomotor activities (hopping, walking, jumping, and running) without tiring easily • participate in a variety of games that increase breathing and heart rate (ex. dance, various tagging games, and endurance run) • sustain activity for increasingly longer periods of time • identify changes in the body during physical activity • recognize positive feelings associated with physical activity • participate in daily vigorous activity (minimum of 60 minutes)

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

Sportsmanship Kindergarten through Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Self-management promotes personal growth and group interaction. • Safe practices protect individuals, equipment, and facilities. 	<ul style="list-style-type: none"> • How can people work and play together successfully? • How are conflict resolution skills used when working and playing together? • Why is safety important in a physical education class? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 4.2 Students use productive team-membership skills.</p> <p>Related Academic Expectations 2.29, 2.59, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Social interaction <ul style="list-style-type: none"> • Cooperation • Self-expression • Relationships • Respect for individual differences • Safety <ul style="list-style-type: none"> • Directions and rules • Respect for self, others, facilities, and equipment 	<p>Students will:</p> <ul style="list-style-type: none"> • play and cooperate with others during sport activities, regardless of personal differences • understand the benefits of cooperation • participate fairly and honestly • utilize conflict resolution skills • participate in games in a non-competitive atmosphere for the purpose of skill development, personal enjoyment, and fitness benefits • control movements to show respect for general and personal space • show respect toward others in regard to equipment and movement • apply established safety procedures and rules • respond appropriately to established signals

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

Healthy Lifestyle Kindergarten through Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Healthy choices promote wellness. • A positive self-concept contributes to well-being. • Safe practices protect individuals, families, and communities. • Knowledge of the human body supports wellness. 	<ul style="list-style-type: none"> • What is wellness? • Why is physical activity important to being healthy? • How do healthy behaviors increase wellness? • How do food choices affect the body? • What are the similarities and differences between harmful and helpful drugs? • How do feelings affect actions? • Why are certain activities enjoyable to one person and not to another? • How do people stay safe? • When is it important to ask for help? • How are body systems used in physical activity? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.30 Students evaluate consumer products and services and make effective consumer decisions.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Health and wellness <ul style="list-style-type: none"> • Physical health • Mental health • Nutrition • Body systems • Safety • Substance use / abuse 	<p>Students will:</p> <ul style="list-style-type: none"> • participate in daily physical activity and movement • demonstrate willingness to try new movements and activities • identify several activities that are personally enjoyable • express personal feelings on progress made while learning • recognize the importance of water hydration • understand the value of good nutrition • identify healthy snacks • explore basic body systems (ex. pulse, bones, and muscles) • recognize school safety practices (ex. bus, tornado, fire, earthquake, and intruder safety) • identify general health practices (personal hygiene) • identify safety practices • recognize safe usage of prescription and non-prescription medication • understand the impact of substance abuse (ex. tobacco, alcohol, and drugs)

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

Motor Skills and Movement Patterns Grades Three through Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> Competence in movement skills enhances and encourages active lifestyles. 	<ul style="list-style-type: none"> How does posture affect movement? How are basic motor skills linked to perform more complex movement sequences? How are motor skills performed in creative and efficient ways? How are motor skills used in games, sports, and activities? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5, 4.3, 5.4, 6.2, 6.3</p>	<ul style="list-style-type: none"> Motor skills <ul style="list-style-type: none"> Locomotor skills Non-locomotor skills Manipulative skills <ul style="list-style-type: none"> Eye-hand coordination and control Eye-foot coordination and control Body and spatial awareness Rhythmic movement and dance <ul style="list-style-type: none"> Patterns and sequences Types of dance 	<p>Students will:</p> <ul style="list-style-type: none"> control movements in a variety of pathways using mature motor skills (ex. skipping, dodging, leaping, and fleeing by moving forward and backwards) leap, leading with either foot perform vertical and standing long jump using mature motor skills perform balance activities, with control, on a variety of objects maintain appropriate body alignment during physical activities (ex. lifting, carrying, pushing, and pulling) change speed and direction quickly while traveling in response to a variety of rhythms throw a ball, using mature form, at a receiver catch objects of various sizes (ex. playground ball, football, and basketball) using proper hand positions track and catch an object at different plane levels dribble a ball with control, using foot or hand strike a thrown ball consistently using a variety of manipulatives while demonstrating an appropriate grip and swing plane jump, repeatedly, a self-turned rope travel, without hesitation, in and out of a rope turned by others (ex. single long rope and double dutch) punt using a smooth continuous approach cross the midline of the body (ex. juggling and cup stacking) support, lift, and control body weight in a variety of physical activities demonstrate good posture while lifting and carrying an object set defined boundaries, in regard to individual and group space combine a variety of traveling patterns in time to music develop patterns and combinations of movements into a repeatable sequence perform a variety of simple folk, square, line, and creative dances

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

Components of Movement Grades Three through Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Knowledge of the human body supports wellness. • Safe practices and responsible choices protect the individual. • Physical fitness improves well-being. • Practice increases competency. 	<ul style="list-style-type: none"> • How are the various body systems stimulated in physical activity and movement? • How do rules and responsible decisions decrease the risk of injury? • Why is it important to warm up and cool down in connection to physical activity? • How are the concepts of space, time, and energy used in movement? • Why is the practice of sport-related skills important? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Cognitive skills <ul style="list-style-type: none"> • Body awareness • Safety • Fitness • Sport and dance 	<p>Students will:</p> <ul style="list-style-type: none"> • describe body systems (ex. muscular and skeletal) • describe body planes (ex. axis, posterior, and anterior) • analyze possible risks / injury associated with physical activity • respond appropriately to verbal directions (listening skills) • demonstrate the way heart rate is used to monitor exercise intensity (ex. maximum and target heart rates) • identify the importance of appropriate warm-up and cool-down for physical activity • compare / contrast changes in the body during physical activity in regard to heart and respiration • explain the personal benefits of strength, flexibility, and endurance on the ability to perform various physical activities • identify and demonstrate the key elements of a proper grip • demonstrate transfer of weight from back foot to front foot • explain the connection between a skill and improvement • accurately recognize critical elements of a skill and provide feedback to a peer • describe approach, direction, and sequence of various sports skills • relate skills to complex lead-up games • apply critical elements of mature movement patterns • develop an awareness of movement as an art form

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

Physical Activity and Fitness Grades Three through Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Physical fitness produces lifelong wellness. 	<ul style="list-style-type: none"> • How do specific activities utilize the various components of fitness? • How are personal fitness levels measured? • How are personal fitness goals set? • How are strength, endurance, and flexibility increased? • How does exercise improve the structure and function of the human body? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Body preparation <ul style="list-style-type: none"> • Warm-up • Cool-down • Flexibility • Agility • Muscular strength and endurance • Cardio-respiratory endurance • Lifelong fitness 	<p>Students will:</p> <ul style="list-style-type: none"> • engage in locomotor movements to elevate heart rate and respiration (ex. jogging, jumping rope, and skipping) • engage in relaxation methods to decrease heart rate and respiration (ex. yoga poses, deep breathing, and stretching) • move joints through a full range of motions (ex. basic stretching, yoga, and Pilates) • engage in activities that build flexibility • change direction quickly and safely in response to a signal (ex. shuttle run and tagging games) • engage in activities that build agility • support body weight for an extended period of time (ex. push-ups and pull-ups) • engage in activities that build muscular strength and endurance • engage in activities that develop core strength • engage in physical activity without tiring easily • maintain heart rate within the target heart rate zone for a specified length of time • sustain activity for increasingly longer periods of time • engage in activities that build cardio-respiratory endurance • work to monitor, improve, and achieve personal fitness goals • evaluate changes in the body during physical activity • recognize positive feelings associated with physical activity • participate in daily vigorous activity (minimum of 60 minutes)

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

Sportsmanship Grades Three through Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Healthy relationships and a positive self-concept contribute to cooperative group involvement. • Self-management builds individual and group success. • Safe practices protect individuals, equipment, and facilities. 	<ul style="list-style-type: none"> • How can diversity affect a group or community? • Why are strategies and skills essential to successful group work? • How does attitude affect cooperation, teamwork, and sportsmanship? • How does respect for self and others affect relationships? • How is responsibility related to successful individual and group work? • Why are rules of safety important in a physical education class? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 4.2 Students use productive team-membership skills.</p> <p>Related Academic Expectations 2.29, 2.59, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Social interaction <ul style="list-style-type: none"> • Cooperation • Relationships • Respect for individual differences • Safety <ul style="list-style-type: none"> • Directions and rules • Respect for self, others, facilities, and equipment 	<p>Students will:</p> <ul style="list-style-type: none"> • play and cooperate with others during sport activities, regardless of personal or physical differences • implement positive team-building and cooperation skills • participate fairly and honestly • utilize conflict resolution skills • participate in games in a non-competitive atmosphere for the purpose of skill development, personal enjoyment, and fitness benefits • encourage others and refrain from put-downs • accept a decision regarding a rule infraction without displaying a negative reaction • apply established safety procedures and rules • respond appropriately to established signals • show respect for general and personal space • show respect toward others in regard to equipment and movement

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

Healthy Lifestyle Grades Three through Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Healthy choices promote overall health and fitness. • Healthy relationships and a positive self-concept contribute to personal development. • Healthy living requires knowledge of human structure and function. • Safe practices protect individuals, families, and communities. 	<ul style="list-style-type: none"> • Why are physical activities important to a healthy life? • How do food choices and eating practices impact health and fitness? • What are strategies for building a positive self-concept? • What is the connection between stress and peer pressure? • How do structures and functions affect different body systems? • How do individuals differ in the way they grow and develop? • How do health problems affect physical activity? • How can various diseases be prevented? • What is the importance of having strategies in place for preventing and reporting emergencies? • What are basic first aid practices? • How are choices and behaviors related to health and safety? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.30 Students evaluate consumer products and services and make effective consumer decisions.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Health and wellness <ul style="list-style-type: none"> • Physical health • Mental health • Nutrition • Body systems • Hygiene • Safety • Substance use / abuse 	<p>Students will:</p> <ul style="list-style-type: none"> • choose and participate in daily physical activity and movement • demonstrate willingness to try new activities • engage in moderate to vigorous physical activity that provides enjoyment • describe healthful benefits that result from regular and appropriate participation in physical activity • relieve stress through physical activity • recognize the importance of water hydration • understand the value of good nutrition, including “My Pyramid” • identify the importance of healthy snacks • explore body systems (ex. respiratory, circulatory, skeletal, and muscular) • utilize general health practices (ex. personal hygiene) • implement school safety practices (ex. bus, tornado, fire, earthquake, and intruder safety) • demonstrate the awareness of safety practices (ex. bike, pedestrian, and car safety) • recognize safe usage of prescription and non-prescription medication • understand the impact of substance abuse (ex. tobacco, alcohol, and drugs)

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

Motor Skills and Movement Patterns Grades Six through Eight		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> Competence in movement skills enhances and encourages active lifestyles. Motor skills and movement patterns can be combined to create complex movement sequences. 	<ul style="list-style-type: none"> How does posture affect movement? How does increased competency influence enjoyment and participation? How are basic motor skills linked to perform more complex movement sequences? How are movement patterns performed in creative ways? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5, 4.3, 5.4, 6.2, 6.3</p>	<ul style="list-style-type: none"> Motor skills Manipulative skills <ul style="list-style-type: none"> Eye-hand coordination and control Eye-foot coordination and control Body and spatial awareness Rhythmic movement and dance <ul style="list-style-type: none"> Patterns and sequences Types of dance 	<p>Students will:</p> <ul style="list-style-type: none"> leap, balance, and transfer weight using mature muscle patterns change speed and direction quickly and efficiently combine skills in modified versions of team and individual sports use practice and conditioning to detect, analyze, and correct errors throw a variety of objects demonstrating both accuracy and distance throw and catch a ball while being guarded by opponents track and catch an object at different plane levels dribble with either hand and maintain control so that the ball is not stolen by an opponent strike a ball consistently using a variety of manipulatives (ex. field hockey, volleyball, lacrosse, golf, tennis, and whiffle ball) dribble with either foot and maintain control so that the ball is not stolen by an opponent punt and kick using a smooth continuous approach cross the midline of the body (ex. juggling and cup stacking) support, lift, and control body weight in a variety of physical activities demonstrate good posture and body alignment while lifting and carrying an object set defined boundaries in regard to individual and group space design and perform dance sequences that combine traveling, balancing, and weight transfer with intentional changes in direction, speed, and flow perform a variety of folk, square, line, and creative dances

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

Components of Movement Grades Six through Eight		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Knowledge of the human body supports wellness. • Safe practices and responsible choices protect the individual. • Physical fitness improves well-being. • Practice increases competency over time. 	<ul style="list-style-type: none"> • How are the various body systems stimulated during physical activity? • How do rules and responsible decisions decrease the risk of injury? • Why is it important to include the components of fitness in connection to physical activity? • How are the concepts of space, time, and energy used in movement? • Why is the practice of sport-related skills important? • How do knowledge and application of strategies enhance movement performance? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Related Academic Expectations 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Cognitive skills <ul style="list-style-type: none"> • Body awareness • Safety • Fitness • Sport and dance 	<p>Students will:</p> <ul style="list-style-type: none"> • identify similarities and differences in body positions in relation to different sports (ex. receiving a serve in volleyball and defending a player in soccer) • explain body systems (ex. muscular, cardiovascular, respiratory, and skeletal) • develop an understanding of body mass index (BMI) • analyze possible risks / injury associated with physical activity • identify appropriate safety practices, rules, procedures, and etiquette in all physical activity settings • respond appropriately to verbal directions (listening skills) • demonstrate the way heart rate is used to monitor exercise intensity (ex. maximum and target heart rates) • calculate maximum and target heart rate • identify the importance of appropriate warm-up and cool-down for physical activity • compare / contrast changes in the body during physical activity in regard to circulation and respiration • set personal goals regarding strength, flexibility, and endurance • describe basic principles of training and ways they improve fitness • apply FITT principle to fitness (frequency, intensity, time, and type) • use feedback to detect, analyze, and correct errors • analyze offense and defense strategies while playing a modified version of a sport • accurately recognize critical elements of a skill and provide feedback to a peer • describe approach, direction, and sequence of various sports skills • relate skills to complex lead-up games in a large group setting • identify critical elements to improve personal performance in fundamental and selected specialized motor skills • apply critical elements of mature movement patterns

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Physical Activity and Fitness Grades Six through Eight		
<ul style="list-style-type: none"> Physical fitness produces lifelong wellness. Healthy living requires knowledge of human structure and function. 	<ul style="list-style-type: none"> How do specific activities utilize the various components of fitness? How are personal fitness and wellness goals set, measured, and evaluated? How are strength, endurance, and flexibility increased? How does exercise improve the structure and function of the human body? What are appropriate methods to achieve and maintain ideal body weight? How does self-concept affect choices related to health? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic Expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> Body preparation <ul style="list-style-type: none"> Warm-up Cool-down Flexibility Agility Muscular strength and endurance Cardio-respiratory endurance Body composition Lifelong- fitness 	<p>Students will:</p> <ul style="list-style-type: none"> engage in movement to elevate heart rate and respiration (ex. jogging and jumping rope) engage in relaxation methods to decrease heart rate and respiration (ex. yoga poses, deep breathing, and stretching) move joints through a full range of motions (ex. stretching, yoga, and Pilates) engage in activities that build flexibility change direction quickly and safely in response to a signal (ex. shuttle run and tagging games) engage in activities that build agility support body weight for an extended period of time (ex. push-ups and pull-ups) engage in activities that build muscular strength and endurance engage in activities that develop core strength engage in physical activity without tiring easily monitor heart rate before, during, and after physical activity and recover from vigorous physical activity in an appropriate length of time sustain activity for increasingly longer periods of time engage in activities that build cardio-respiratory endurance improve and maintain appropriate body composition (ex. BMI) describe principles of training and conditioning for specific physical activities (ex. FITT principle) work to monitor, improve, and achieve personal fitness goals evaluate changes in the body during physical activity recognize positive feelings associated with physical activity participate in daily vigorous activity (minimum of 60 minutes)

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Sportsmanship Grades Six through Eight		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Healthy relationships and a positive self-concept contribute to personal development and positive group involvement. • Self-management builds individual and group success. • Safe practices protect individuals, equipment, and facilities. 	<ul style="list-style-type: none"> • How does attitude affect cooperation, teamwork, and sportsmanship? • How does an individual build and maintain relationships? • What are the factors associated with positive self-esteem? • Why are strategies and skills essential to successful group work? • How is understanding and respect for differences among people important to successful group interaction? • Why are rules of safety important in a physical education class? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Academic Expectation 4.2 Students use productive team-membership skills.</p> <p>Related Academic Expectations 2.29, 2.59, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Social interaction <ul style="list-style-type: none"> • Cooperation • Relationships • Respect for individual differences • Safety <ul style="list-style-type: none"> • Directions and rules • Respect for self, others, facilities, and equipment 	<p>Students will:</p> <ul style="list-style-type: none"> • play and cooperate with others during sport activities, regardless of physical differences and skill ability • implement positive team-building and cooperation skills • participate fairly and honestly • utilize stress management skills • participate in games in a non-competitive atmosphere for the purpose of skill development, personal enjoyment, and fitness benefits • encourage others and refrain from put-downs • evaluate various choices when confronted with peer pressure • resolve interpersonal conflicts with a sensitivity to the rights and feelings of others • accept a decision regarding a rule infraction without displaying a negative reaction • recognize the role of game, sport, and dance in getting to know and understand others of like and different backgrounds • apply established safety procedures and rules • respond appropriately to established signals • show respect for general and personal space • show respect toward others in regard to equipment and movement

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

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Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.30 Students evaluate consumer products and services and make effective consumer decisions.</p> <p>Academic Expectation 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>Academic Expectation 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout life.</p> <p>Academic expectation 3.2 Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>Related Academic Expectations 2.29, 3.1, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Health and wellness <ul style="list-style-type: none"> • Physical health • Health and safety <ul style="list-style-type: none"> • Hygiene • Nutrition • Body systems • Mental health • Substance use / abuse • Consumerism 	<p>Students will:</p> <ul style="list-style-type: none"> • choose and participate in daily physical activity and movement • identify health benefits resulting from participation in physical activity • engage in moderate to vigorous physical activity that provides enjoyment • identify physical and psychological benefits that result from long-term participation in physical activity • implement school safety practices (ex. bus, tornado, fire, earthquake, and intruder safety) • utilize general health practices (ex. personal hygiene) • demonstrate awareness of safety practices (ex. bike, pedestrian, and car safety) • recognize the importance of water hydration • understand the value of good nutrition, including “My Pyramid” • identify the importance of healthy snacks • analyze the role of exercise, nutrition, and other lifestyle choices in controlling body weight • explore body systems (ex. muscular, skeletal, circulatory, and respiratory) • describe healthful benefits that result from regular and appropriate participation in physical activity • relieve stress through physical activity • understand the impact of eating disorders • recognize safe usage of prescription and non-prescription medication • understand the impact of substance abuse (ex. tobacco, illegal drugs, and alcohol) • recognize that some celebrities, athletes, and performances may not be appropriate to imitate

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

- Self-assessment
- Teacher observation
- Peer observation
- Tests
- Written / log
- Projects / rubrics
- Checklists
- Discussion
- Fitness tests
- Portfolios
- Role playing

*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

- Web-Quests
- Video modeling of form
- PowerPoint
- Podcasts
- Wii – fit, sport
- Videos
- Simulations
- Websites
- Heart rate monitors
- Pedometers
- Dance - Dance Revolution
- Online information and instruction
- Physical fitness testing
- Grading
- Rubrics

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