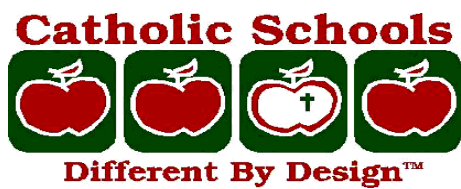


**DIOCESE OF TOLEDO**

**PHYSICAL EDUCATION**

**COURSE OF STUDY**



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## INTRODUCTION

### COURSE OF STUDY REVISION PROCESS

Under the direction of the superintendent, one central office staff member conducted the revision process. The review began in March 1997 and ended with publication of this document in July, 1998. Members met on a monthly basis. The total committee of twelve teachers represented ten elementary schools and two secondary schools.

**Superintendent:** Janet Doyle, OP

**Project Facilitator:** Mary Margaret Pachucki, OP

#### Members of the Course of Study Review Committee:

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### OVERVIEW OF THE DOCUMENT

The Physical Education Course of Study for the Diocese of Toledo has been developed to give direction and guidance in the specific curriculum content for Physical Education. It includes a district and a program philosophy, program goals and objectives, six content areas and a matrix indicating the levels of development for the skills in each area. The document is divided into four major parts which articulate the programming considerations, skills, assessment and intervention strategies, and resource materials.

### PHILOSOPHY

The district philosophy presents the foundation underlying our educational efforts. The Physical Education program philosophy provides the rationale upon which Physical Education instruction is built.

### PROGRAM GOALS AND OBJECTIVES

The five program goals and five program objectives indicate the areas to be developed in student instruction.

## **DIOCESE OF TOLEDO PHILOSOPHY**

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”

(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for his evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities which foster community. Students explore ways to meet the challenges of tensions and conflicts which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

## **PHYSICAL EDUCATION PROGRAM PHILOSOPHY**

As the Catholic Diocese of Toledo works to empower students to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ, so the intent of Physical Education is based on a multitude of considerations and techniques that address the unity of body, mind and spirit. Physical Education is unique because of the environment in which learning takes place and the relationship developed between students and teacher.

The Physical Education Program is designed to address:

1. The skills and understanding of the physical body and its environment.
2. The physical movement of the body and its relationship to the mind and spirit.
3. The knowledge and value of life-long physical activities available to enhance health.
4. The relationship of Physical Education information to the core curriculum of other subjects and learning experiences provided by the school.
5. The Christian values applicable in the activities of the Physical Education environment.
6. The development of appropriate sportsmanship habits to carry into adult life.
7. The needs of all students, including the physically and mentally challenged.
8. The concepts involved in all Physical Education endeavors, how they relate to skills, and how they apply to understanding and knowledge of physical movement.

The results of good Physical Education are not limited to the body alone, they also extend to the mind and spirit itself. The activities outlined in the Course of Study are designed to guide the Physical Educator towards educating the whole child by relating physical movement to ability, mind, environment, and spiritual growth.

## **PROGRAM GOALS**

- A.** The student will strive to develop and maintain his or her optimal level of physical fitness (organic domain).
  
- B.** The student will develop and maintain efficient and effective motor skills in a wide range of activities (psychomotor domain).
  
- C.** The student will develop appropriate knowledge and understanding of physical education activities with related health and safety considerations (cognitive domain).
  
- D.** The student will exhibit desirable social, emotional, and moral values (affective domain).
  
- E.** The student will value the concepts and activities of Physical Education in lifelong pursuits.

## **PROGRAM OBJECTIVES**

The program objectives of Physical Education in the Diocese are as follows:

1. The student will learn and practice safety:  
This objective stresses the importance of attitude and practice for the prevention of accidents and injury in all areas of the program.
  
2. The student will learn concepts and skills to develop knowledge in a variety of activities:  
This objective provides opportunities for the student to develop skills and knowledge to actively pursue a variety of activities in a comprehensive program. Skill development leads to total body control. Knowledge improves the ability to use skills in an active and passive manner.
  
3. The student will strive to develop physical fitness:  
This objective enables the student to develop flexibility, agility, strength, endurance, coordination, speed, balance, cardiovascular efficiency, and good posture.
  
4. The student will learn about available recreation, leisure, lifetime activities and career opportunities:  
This objective encourages the student to demonstrate an ability to utilize leisure time by participating in worthwhile recreational activities. It also provides the basis for lifelong recreational leisure time pursuits or career opportunities.
  
5. The student will continue to develop socially and emotionally:  
This objective promotes harmonious social interaction in group and peer relationships. These in turn provide an outlet for the release of emotions through participation in physical activities. It also allows the student to develop personal modes of expression, confidence, observation, analysis, judgment, problem solving, and decision-making.

## DOCUMENT STRUCTURE

The Course of Study is divided into four parts.

**Part I** This section provides recommendations for significant concerns in the Physical Education program.

- A. General Overview
- B. Facilities
- C. Equipment
- D. Extracurricular Activities
- E. Atypical Child
- F. Program Considerations

**Part II** This section contains material integral to the subject of Physical Education, and is the means to meeting the goals and objectives of this Course of Study.

- A. General Overview
- B. Safety
- C. Fundamentals Skills List
- D. Movement Interaction Wheel
- E. Incomplete Concept List
- F. Fitness/Wellness
- G. Social/Emotional
- H. Sports and Recreational Enrichment Activities List

**Part III** This section presents objective and subjective methods of analysis of total body development.

- A. General Overview
- B. Assessment
- C. Intervention
- D. Grading

**Part IV** This section contains information relating to the course of study.

- A. National Content Standards for Physical Education
- B. Suggested Basic Supply List for Physical Education
- C. Suggested Basic Texts and Resources for Physical Education



## HOW TO USE THE PHYSICAL EDUCATION COURSE OF STUDY

1. Begin by reading:
  - the Diocesan Philosophy on p. 3.
  - the Physical Education Philosophy on p. 4.
  - the Goals and Objectives on pp 5 and 6.
  - the National Standards on pp. 40-43.
  
2. Next become familiar with all of the material in the four parts of the Course of Study on pp. 12-47.
  
3. Develop a General Plan for the entire year. This plan should be based on the Course of Study.

### Sample General Year Plan

September :	Safety Gross Motor Skills Sportsmanship Team Sport - Soccer	February	Striking/Hitting Individual/Dual Sports Dominance
October	Aiming Manipulative Skills Non-Manipulative Skills P.E. Concepts	March	Sports Equipment Laterality Fitness Testing Measurement
November	Basketball Skills Offense/Defense in Team Sports Fairness/Honesty	April	Balance Gymnastics Skills Distance Running
December	Dance Simple Games Fitness Jogging	May	Track & Field Skills Competition Health Habits Measurement & Timing
January	Coordination Rotational Spin Aerobics	June	To be determined

4. Develop Unit Plans (more than two lessons) following the General Year Plan.

**SAMPLE UNIT PLAN FOR SEPTEMBER:**

Unit on Gross Motor Skills, Locomotor Skills, Non-locomotor

- |          |   |
|----------|---|
| Lesson 1 | Discuss definitions of gross motor, locomotor, non-locomotor.<br>When are they used?<br>Activities using locomotor skills, non-locomotor skills.<br>Teach proper form for each skill.       |
| Lesson 2 | Review definitions.<br>Make a list of locomotor skills on board/paper.<br>Game which uses locomotor skills and reinforces proper form.  |
| Lesson 3 | Review locomotor list, definitions and proper form.<br>Videotape students doing favorite locomotor skills.<br>Discuss locomotor skills used in soccer.                                      |
| Lesson 4 | Watch video tape of students doing favorite locomotor skills.<br>Perform skills seen on tape for warm-up of students.<br>Play sideline soccer game.<br>Remind students of locomotor skills. |

5. Develop individual Lesson Plans from the Unit Plans.

**SAMPLE LESSON PLAN:**

Concept: Safety

- |             |   |
|-------------|---|
| Lesson 1:   | Discuss definition of safety.<br>Show rules posted in gym.  |
| Discuss:    | Who needs to be safe? When is safety important?<br>Why do athletes wear safety equipment?<br>What are safe vs unsafe behaviors? (visual, auditory, tactile examples)<br>Why are referees and umpires used in sports?  |
| Activities: | Show students how to stretch safely (static vs ballistic stretching).<br>Practice running in the same direction.<br>Try scattered running without touching anyone.<br>Practice moving in self space: jogging in place, spinning, etc.<br>Discuss dividing the gym into areas for safe use with equipment.<br>Discuss the safe use of equipment (proper care and handling).<br>Take a class vote on four pieces of equipment.<br>Give students free time with equipment in designated areas.<br>Give grade for safety (designated area, equipment handling, following directions). |

6. When planning your lessons take into consideration the following questions:
  - A. Are these ideas found in the Course of Study?
  - B. What do you want to teach? How do you want to teach it? Why do you want to teach it?
  - C. What are the needs of the students?
  - D. Will your lessons meet the philosophies, the goals and the objectives of the COS?
  - E. Do you know what grade levels are developmentally appropriate for the skills or concepts you are planning to teach?
  - F. How will you show diversity in your lessons or program?
  - G. Is your lesson meeting at least one or more objectives in the COS?
  - H. Are you using intervention strategies to reach all learning styles?
  - I. Is your assessment and grading based on material taught, not assumed?

## **Part I**

- A. General Overview - p. 12**
- B. Facilities - p. 12**
- C. Equipment - p. 12**
- D. Extracurricular Activities - p. 13**
- E. The Atypical Child - p. 13**
- F. Program Considerations - p. 14**

## **A. GENERAL OVERVIEW**

It is acknowledged that a quality program be under the direction of a certified Physical Education specialist. Physical Education needs to be integrated into all school curriculums on an equal basis, in order to meet the minimal requirements of this Course of Study. Teachers and administrators must join together in a coordinated effort to make Physical Education as valuable and meaningful as all other areas of the curriculum. It is the view of Physical Education instructors that every school should strive to make Physical Education a daily experience like all other academic courses or it is unrealistic and unfair to expect students to meet all of the requirements of this Course of Study.

It is recognized that the teaching and learning environment, time-table patterns and teacher loads will differ from one school to another. Since program content and instruction relate directly to these and other factors, careful consideration should be given to the selection of activities and procedures deemed most appropriate for meeting program goals.

## **B. FACILITIES**

A gymnasium, well-drained turf, or hard-topped areas are the preferable facilities for conducting Physical Education classes. Routine safety checks need to be taken of all indoor and outdoor facilities.

## **C. EQUIPMENT**

1. Amount and kind to be determined by:
  - A. Age of students
  - B. Number of students
  - C. Size and kind of facilities
  - D. Program content
  - E. Funds available
2. Selection of Equipment
  - A. Choose good quality equipment which is reliable and serviceable
  - B. Inventory and label new purchases
3. Handling and Storage
  - A. Instruct students how to distribute, collect and store equipment
  - B. Make regular safety checks
  - C. Clean equipment regularly
  - D. Maintain an up-to-date inventory; routinely repair and replace

## **D. EXTRACURRICULAR ACTIVITIES**

There are three aspects of a school Physical Education program: (1) instructional, (2) intramural, and (3) interschool. The first responsibility of the Physical Education instructor is to provide a sound program of instruction. However, since students will be confronted with lifestyle decisions regarding the use of leisure time in the future, part of the instructor's and the school's educational responsibility is also to prepare students for those decisions.

The school can provide varied opportunities through intramural and interschool programs for students to develop both skills and the attitudes necessary for ongoing participation in physical activity. Intramural and interschool programs can also complement the regular program by providing students with the opportunity to practice and use the skills and concepts they have learned.

## **E. THE ATYPICAL CHILD**

It is important that special consideration be given to atypical children in the Physical Education program. For purpose of curriculum, the term atypical is used to describe children with various kinds of impairment which may interfere with normal involvement in physical activity. Such conditions alter their ability to perform everyday work and play functions. These conditions may include physical impairments, disease, respiratory problems as well as posture and weight problems, poor motor ability, low fitness levels, emotional disturbances, hyperactivity, learning disabilities and temporary injuries and illnesses.

The atypical student shares many of the characteristics of the normal student, has similar needs and, therefore, will derive similar benefits. Wherever possible, atypical students should be part of the regular program. The Assessment and Intervention Sections should be used for evaluation.

## **F. PROGRAM CONSIDERATIONS**

Class Preparation: Physical Education includes activities that can be vigorous in nature. Clothing should be appropriate to the activity. Children should come prepared for class with anything required by the Physical Education teacher including shoes, notebooks, etc.

Showering: Showering procedures are determined by the individual school.

Medical Examinations: Medical examinations are an important safeguard to both teacher and student in the Physical Education program. Students should be encouraged to have periodic examinations. When there is a medical problem, consultation with the student, parents, and doctor is advised.

Medical Excuses: Teachers should do everything possible to motivate excused students to use their class time meaningfully and to help them achieve appropriate educational objectives.

## **PART II**

- A. General Overview - p. 16**
- B. Safety - p. 19**
- C. Fundamental Skills List - p. 20**
- D. Movement Interaction Wheel - p. 22**
- E. Incomplete Concept List - p. 23**
- F. Fitness/Wellness - p. 26**
- G. Social/Emotional - p. 27**
- H. Sports and Recreational Enrichment  
& Enrichment Activities List - p. 28**



## **PART II**

### **A. GENERAL OVERVIEW**

This section contains material integral to the subject of Physical Education, and is the means to meeting the goals and objectives of this Course of Study. Student acquisition of the information in each section is to be ongoing and expansive.

It is suggested that the teacher review each section, noting the similarities and differences in each. This Course of Study does not favor or promote any one section, but instead, encourages the integration and incorporation of this material within various methodologies.

Teachers of Physical Education use various approaches, methods and strategies. The six matrix areas (Safety, Fundamental Skills, Movement Interaction Wheel, Wellness/Fitness, Concepts List, Social/Emotional Development) provide foundational information for lesson development regardless which teaching approach is taken. Not all of the material presented in the six areas needs to be used at each grade level.

The teacher should strive to promote understanding and the application of the information in these sections. These ideas need to be taught, never assumed. The depth of the information at each grade level can be found in the accompanying matrix for each section. The introduction, development, review/reinforcement and enrichment are terms used to designate the progressive steps indicating the teaching hierarchy for this material.

## **GENERAL MATRIX**

The matrix is a chart used to guide teachers through the progressive development of the six major areas in this K-12 Physical Education Course of Study. In using this matrix, a teacher would look for a specific grade to determine the concept development at that level. The teacher would then prepare a lesson to:

I = Introduce, D = Develop, R = Review or E = Enrich the concept.

### **Introduce (I)**

- Presentation of information, concepts, skills, purpose, examples and activities is in the most simple form. Wellness concepts are included.
- Time allotment for presentation of information is minimal; application and practice time is maximum.
- Verbal, written/drawn and physical testing varies according to the information taught.

### **Develop (D)**

- Presentation of information, concepts, skills and purpose are reintroduced and expanded. Examples and activities reflect beginner and intermediate levels. Correlation of wellness concepts are highlighted. Cross-curricular information is explained. On an individual basis, advanced skills and concepts may be introduced.
- Time allotment for presentation of information is increased; application, practice time and review is maximum.
- Verbal, written/drawn and physical testing is expanded reflecting the information taught.
- Intervention strategies are used.

### **Reinforcement/Review (R)**

- Presentation of information, concepts, skills, purpose are reviewed and expanded. Emphasis is placed on wellness concepts, career choices, and application of specific knowledge to other subject areas. Examples and activities reflect beginner, intermediate and advanced levels.
- Time allotment for presentation of information and practice is variable, based on need.
- Verbal, written/drawn and physical testing correlates to the information taught, and reflects student knowledge of the information presented.
- Intervention strategies are incorporated into class activities.

**Enrichment (E)**

- Presentation of information, concepts, skills, purpose is reviewed and analyzed. Cross-curricular application, wellness concepts, career choices, and research are emphasized. Examples and activities reflect beginner, intermediate, advanced and expert skill levels.
- Time allotment for presentation of information and practice is variable based on need and interest.
- Verbal, written/drawn, physical testing is based on information taught and can be demonstrated by, but not limited to, personal use, peer teaching, use of statistical information, knowledge of careers in the athletic realm.
- Intervention strategies are integral to enrichment course work.

**GENERAL MATRIX**

<u>Major Areas</u>	<u>Grade Level</u>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Safety	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E
Fund. Skills	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E
Move. Wheel	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E
Fit./Wellness	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E
Concepts List						I	D	R	E				
Social/Emotional Development	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E

## B. SAFETY

Teachers of Physical Education must teach Safety to their students. The concern for Safety is imperative in every Physical Education program. Teachers and their students need to be informed and updated on safety policies/rules.

The provision of a safe environment in which students, teachers and administrators are confident, safety conscious and prepared should be in effect in all Physical Education programs in the Diocese of Toledo.

Teachers of Physical Education should include various approaches, methods and strategies to reach the auditory, visual and tactile learners with the knowledge of Safety. Student acquisition of this knowledge will vary in both time frame and learning style for each student. The matrix will serve as a guideline for the teaching hierarchy.

The student should acquire both physical and mental knowledge of Safety. The physical development of Safety leads to total body control and can be assessed through a number of teacher-designed methods

The cognitive knowledge of Safety allows students to analyze performance in themselves and others, recognize the relationship of Safety use in physical endeavors and promotes the use of terminology related to physical performance. Assessment of the cognitive knowledge of Safety can be in an active or passive manner.

The following is a partial list of concerns of which a teacher should be aware.

- |                            |  |
|----------------------------|--|
| 1. Failure to warn         | 10. Teacher injury procedures  |
| 2. Safe environment        | 11. Teacher position relative to student   |
| 3. Posted Safety Rules     | 12. Safety check: equipment/facilities   |
| 4. Assumed Risk            | 13. Body fluid clean-up procedures   |
| 5. Protective Gear         | 14. Teacher knowledge of activities,<br>(wrestling, gymnastics, swimming)              |
| 6. Sanitation of equipment | 15. Equipment not covered by diocesan<br>insurance                                     |
| 7. Medical emergency kit   | 16. Monitoring of changing areas   |
| 8. Accident Report Forms   | 17. Movement of equipment by students<br>(Avoid heavy, large and awkward<br>equipment) |
| 9. Care of injured         |  |

It is recommended that each teacher of Physical Education discuss safety with the administration in their building to clarify onsite directives.

### SAFETY MATRIX

<u>Major Area</u>	<u>Grade Level</u>												
K	1	2	3	4	5	6	7	8	9	10	11	12	
Safety	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E

## C. FUNDAMENTAL SKILLS LIST

The Fundamental Skills List (p. 21) is provided as a teacher reference for lesson development.

Teachers of Physical Education should include various approaches, methods and strategies to reach the auditory, visual and tactile learners with the knowledge of Fundamental Skills. Student acquisition of this knowledge will vary in both time frame and learning style for each student. The matrix serves as a guideline for the teaching hierarchy.

The student should acquire both physical and mental knowledge of Fundamental Skills. The physical development of Fundamental Skills leads to total body control and can be assessed through a number of teacher-designed methods.

The cognitive knowledge of Fundamental Skills allows students to analyze performance in themselves and others, recognize the relationship of Fundamental Skills use in physical endeavors and promotes the use of terminology related to physical performance. Assessment of the cognitive knowledge of Fundamental Skills can be in an active or passive manner.

### FUNDAMENTAL SKILLS MATRIX

<u>Major Area</u>	<u>Grade Level</u>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Fund. Skills	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E

## Fundamental Skills List

The following is a list of fundamental skills that need to be incorporated into the Physical Education Program. Varying levels of skill development may necessitate instruction at all levels, K-12.

Each skill is taught through developmentally appropriate instruction using:

- a. Proper form and balance
- b. Movement experiences
- c. Lead-up games
- d. Dance
- e. Individual, dual and team sports

This skills list is presented in alphabetical order. It is not prioritized or limited.

- |                                   |  |
|-----------------------------------|--|
| 1. Bending                        | 17. Pulling                                |
| 2. Catching                       | 18. Pushing                                |
| 3. Chasing                        | 19. Rocking/Swaying                        |
| 4. Dancing                        | 20. Rolling                                |
| 5. Dodging                        | 21. Running (jogging, sprinting, distance) |
| 6. Dribbling                      | 22. Skipping                               |
| 7. Balancing (dynamic/static)     | 23. Stretching                             |
| 8. Fleeing                        | 24. Striking (with/without implement)      |
| 9. Galloping                      | 25. Swinging Movement                      |
| 10. Hopping                       | 26. Tagging                                |
| 11. Jumping(vertical, horizontal) | 27. Throwing                               |
| 12. Kicking                       | 28. Turning                                |
| 13. Landing                       | 29. Trapping                               |
| 14. Leaping                       | 30. Twisting                               |
| 15. Passing                       | 31. Volleying (with/without implement)     |
| 16. Pivoting                      | 32. Walking                                |

**Note:** Consult resource materials for further guidance

## D. MOVEMENT INTERACTION WHEEL

The Movement Interaction Wheel is a teacher reference for lesson development.

Teachers of Physical Education should include various approaches, methods and strategies to reach the auditory, visual and tactile learners with the knowledge of the Movement Interaction Wheel. Student acquisition of this knowledge will vary in both time frame and learning style for each student. The matrix serves as a guideline for the teaching hierarchy.

The student should acquire both physical and mental knowledge of the ideas presented on the Movement Interaction Wheel. The physical development of this information leads to total body control and can be assessed through a number of methods, standardized and teacher designed.

The cognitive knowledge of the ideas presented on the Movement Interaction Wheel allows students to analyze performance in themselves and others, recognize the relationship of movement ideas to physical endeavors and promotes the use of terminology related to physical performance. Assessment of the cognitive knowledge of movement can be in an active or passive manner.

Taken from: Children Moving: A Reflective Approach to Teaching Physical Education, Grahn, Holt/Hale, Parker, 1993.

### MOVEMENT INTERACTION WHEEL MATRIX

<u>Major Area</u>	<u>Grade Level</u>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Movement Interaction Wheel	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E

## E. INCOMPLETE CONCEPT LIST

The Incomplete Concept List (pp. 24-25) is provided as a teacher reference for lesson development.

Teachers of Physical Education should include various approaches, methods and strategies to reach the auditory, visual and tactile learners with the knowledge of Concepts. Student acquisition of this knowledge will vary in both time frame and learning style for each student. The matrix serves as a guideline for the teaching hierarchy.

The student should acquire both physical and mental knowledge of the concepts presented. The physical development of this information leads to total body control and can be assessed through a number of methods, standardized and teacher designed.

The cognitive knowledge of these concepts allows students to analyze performance in themselves and others, recognize the relationship of concepts to physical endeavors and promotes the use of terminology related to physical performance. Assessment of the cognitive knowledge of concepts can be in an active or passive manner.

The introduction, development, reinforcement and enrichment of the concepts will vary depending on the concept and the age of the students.

### CONCEPT LIST MATRIX

<u>Major Area</u>	<u>Grade Level</u>											
K	1	2	3	4	5	6	7	8	9	10	11	12
Concepts List					I	D	R	E				



## **An *Incomplete* List of Suggested Physical Education Concepts**

The following list represents a variety of ideas that can be developed into lessons or expanded into units. Additional concepts may be added to meet student or teacher needs.

1. Fundamental Skills
2. Speed
3. Reaction Time
4. Dominant/Non-dominant
5. Sportsmanship
6. Wellness
7. Memorization
8. Rotational Spin
9. Locomotor Skills
10. Strength
11. Running Skills
12. Aiming
13. Balance
14. Offense and Defense
15. Force
16. Responsibility
17. Cooperation and Sharing
18. Occupations in Sports
19. How people learn
20. Rules and Fairness
21. Practice
22. Endurance
23. Dribbling
24. Simple games
25. Directionality
26. Equipment
27. Coaching
28. Concepts
29. Fitness
30. Heart Rate
31. Team Sports
32. Motivation
33. Push/Pull
34. Tournaments
35. Absorption of Force
36. Basketball
37. Throwing
38. Soccer
39. Kicking
40. Jumping and Leaping
41. Respect of persons, places, things
42. Catching
43. Batting
44. Serving
45. Coordination
46. Individual Sports
47. Dual Sports
48. Player Positions
49. Positioning
50. Goal Tending
51. Hockey
52. Tennis
53. Rebounding
54. Safety

55. Agility
56. Eye-hand Coordination
57. Eye-foot Coordination
58. Lifelong Activities
59. Aerobics
60. Following Directions
61. Flexibility
62. Gymnastics
63. Dance
64. Football
65. Defensive Stance
66. Shooting
67. Partner Activities
68. Eligibility Standards
69. Olympics
70. Track and Field
71. Badminton
72. Playground Activities
73. Jump Rope
74. Scooters
75. Fine Motor
76. Gross Motor
77. Baseball, Softball, T-Ball
78. Base Running
79. Stick-handling
80. Swimming
81. Kinesiology/Bio-Mechanics
82. Statistics
83. Volleyball
84. Sports Heroes
85. Equipment Management
86. Physically Challenged
87. Drugs and the Athlete
88. Physical Education
89. Tryouts / Cuts
90. Competitive and Noncompetitive
91. Juggling
92. Point of Contact
93. Backspin
94. Flex/Extend
95. Plyometrics
96. Moving to the open space
97. Cooperative-Activities
98. Peripheral
99. Action/Reaction
100. Angular/Momentum
101. Integrity
102. Hygiene
103. Weight Training
104. Parachute Play
105. Grapevine
106. Marching
107. Sweating
108. Ready Position
109. Officiating
110. Casting
111. Top Spin
112. Stealing
113. Lacrosse
114. Cast Off

## F. FITNESS/WELLNESS

This Fitness/Wellness section is provided as a teacher reference for lesson development.

Teachers of Physical Education should include various approaches, methods and strategies to reach the auditory, visual and tactile learners with the knowledge of Fitness/Wellness. Student acquisition of this knowledge will vary in both time frame and learning style for each student. The matrix serves as a guideline for the teaching hierarchy.

The student should acquire both physical and mental knowledge of Fitness/Wellness. The physical development of this information leads to total body control and can be assessed through a number of methods, standardized and teacher designed. The use of a fitness test is recommended. This test varies with the local school site and program.

The cognitive knowledge of these concepts allows students to analyze performance in themselves and others, recognize the relationship of fitness/wellness to physical endeavors and promotes the use of terminology related to physical performance. Assessment of the cognitive knowledge of Fitness/Wellness can be in an active or passive manner.

Fitness Components:           muscular strength, muscular endurance, flexibility, agility, cardio-vascular efficiency/endurance, balance, coordination

Wellness Components:        medical/physical screening, health education counseling, proper nutrition, diet/weight management, tobacco, alcohol and other drug programs, physical fitness, opportunities for emotional support and growth, stress management

### FITNESS/WELLNESS MATRIX

<u>Major Area</u>	<u>Grade Level</u>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Fitness/ Wellness	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E

## G. SOCIAL/EMOTIONAL

The Social/Emotional development of the students in a Catholic Physical Education program must have at its core the practice of Christian values.

Teachers of Physical Education should include various approaches, methods and strategies to reach the auditory, visual and tactile learners with the knowledge of Social/Emotional Development. Student acquisition of this knowledge will vary in both time frame and learning style for each student. The matrix serves as a guideline for the teaching hierarchy.

The student should acquire both physical and mental knowledge of Social and Emotional development. The physical development, socially and emotionally of this information leads to self-control and the practice of Christian values during physical activity. It can be assessed through a number of ways including:

- Good sportsmanship (handshakes, kind words, Christian behaviors)
- Positive social interactions (racial acceptance, citizenship)
- Team play, cooperation and loyalty (coachable, shows school spirit)
- Acceptable emotional display (high five, calmness in defeat)
- Positive problem solving strategies (asks for help, seeks another opinion)
- Good leadership (ability to discuss and resolve conflicts, readiness to obey rules)
- Responsibility for self, others and equipment (truthful, honest, trustworthy)

The cognitive knowledge of Social/Emotional Development allows students to analyze performance in themselves and others, recognize the relationship of Social/Emotional development to physical endeavors and promotes the use of terminology related to physical performance. Assessment of the cognitive knowledge social/emotional development can be in an active or passive manner.

### SOCIAL/EMOTIONAL MATRIX

<u>Major Area</u>	<u>Grade Level</u>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Social/Emotional Development	I	ID	ID	D	DR	DR	R	RE	RE	RE	RE	E	E

## H. SPORTS & RECREATION ENRICHMENT ACTIVITIES LIST

The following list is organized to be of assistance to the instructor. The choice of activities will depend on the following factors: expertise, available equipment and facilities, and broad objectives that can be achieved. Scoring, strategies, rules and proper stances need to be taught when appropriate. Options available are not limited to this list.

- |   |   |
|---|---|
| A.    Aerobics<br>1.    Measuring heart rate<br>2.    Low, medium & high impact techniques<br>3.    Without equipment<br>4.    With equipment | F.    Basketball<br>1.    Passing<br>2.    Shooting<br>3.    Dribbling<br>4.    Catching<br>5.    Rebounding  |
| B.    Angling<br>1.    Bait casting<br>2.    Spinning<br>3.    Fly casting  | G.    Billiards<br>1.    Shooting<br>2.    Grip   |
| C.    Archery<br>1.    Standing<br>2.    Nocking<br>3.    Drawing<br>4.    Aiming<br>5.    Releasing  | H.    Bocce (Lawn Bowling)<br>1.    Underhand toss  |
| D.    Badminton<br>1.    Serving<br>2.    Clears<br>3.    Smash<br>4.    Round the head<br>5.    Backhand                                     | I.    Bowling<br>1.    Grip<br>2.    Approach<br>3.    Aiming<br>4.    Release  |
| E.    Baseball/Softball<br>1.    Batting<br>2.    Catching<br>3.    Throwing<br>4.    Pitching<br>5.    Fielding                              | J.    Canoeing<br>1.    Bow stroke<br>2.    Back paddling<br>3.    Bow rudder<br>4.    Brace<br>5.    Sculling<br>6.    Breakout<br>7.    Draw stroke<br>8.    J-strokes<br>9.    Screw |

- K. Cricket
1. Bouncer
  2. Bump Ball
  3. Cut
  4. Delivery
  5. Googly
  6. In/out swinger
  7. Leg break
  8. Long hop
  9. Off break
  10. Overthrow
  11. Pitch
  12. Stroke
  13. Leg glance
- L. Croquet
1. Cannon
  2. Continuation stroke
  3. Drive
  4. Full roll
  5. Hammer Shot
  6. Split Shot
  7. Stop shot
  8. Take Off
- M. Curling
1. Delivery
  2. Birl
  3. Check
  4. Soop
  5. Roll
- N. Cycling
1. Drafting
  2. Sprinting
  3. Road racing
  4. Leisure
  5. Track racing
- O. Dancing
1. Square
  2. Folk
  3. Recreational/Social
  4. Ballroom
  5. Line
  6. Aerobic
  7. Modern
  8. Ballet
  9. Tap
  10. Jazz
- P. Diving
1. Approach
  2. Starting position
  3. Take off
  4. Flight
  5. Entry
- Q. Equestrian
1. Basic horse care & grooming
  2. Saddling
  3. Bridling
  4. Mount
  5. Dismount
  6. Gaits:
    - a) Walk
    - b) Trot:
      1. Posting
      2. Sitting
      3. Extended
    - c) Canter
    - d) Gallop
  7. Halt
  8. Backing
  9. Lead changes
  10. Jumping

R. Field Hockey/Floor Hockey

1. Carrying the stick
2. Dribble
3. Take off
4. Flight
5. Scoop
6. Dodging
7. Triangle Pass
8. Tackling

S. Fencing

1. Balestra
2. Beat
3. Bind
4. Parry
5. Reposte
6. Coule
7. Feint
8. Lunge
9. Fleche
10. Graze
11. Lines
12. On guard
13. Reassemblément
14. Thrust
15. Advance

T. Flag/Touch Football

1. Passing
2. Blocking
3. Receiving
4. Centering
5. Kicking
6. Running
7. Covering a pass receiver
8. Fair catch
9. Snap
10. Catching

U. Golf

1. Grip
2. Address
3. Shooting
4. Balloon
5. Bisque
6. Chop
7. Putt
8. Slice
9. Cut up
10. Drive
11. Fade
12. Hook

V. Gymnastics

1. Balancing
2. Tumbling
3. Vaulting
4. Parallel bar
5. Horizontal bar
6. Balance beam
7. Floor exercise
8. Rhythmic floor exercise

W. Handball/Racquetball

1. Blocking
2. Passing
3. Dive
4. Falling
5. Jump Shot
6. Underhand throw
7. Serve
8. Bent arm
9. Straight arm

X. Horseshoes

1. Twist pitch
2. Flip pitch

Y. Ice Hockey

1. Skating
2. Passing
3. Receiving
4. Shooting
5. Stick handling
6. Checking

- Z. Ice/Roller/Inline Skating
1. Arabesque
  2. Axel
  3. Bracket
  4. Spins
  5. Chasse
  6. Chocktaw
  7. Jump
  8. Stopping
  9. Gliding
  10. Spiral
  11. Stroke
  12. Trace
- AA. Juggling
1. Techniques
  2. Patterns
- BB. Jump Rope
1. Turning
  2. Speed
  3. Free Style
  4. Dance patterns
  5. Routines
  6. Basic rhythm steps
  7. Short/long rope
  8. Multiple ropes
  9. Using equipment
  10. Gymnastic skills
- CC. Lacrosse
1. Checking
  2. Cradling
  3. Cutting
  4. Scooping
  5. Tackle
  6. Catching
  7. Overhand throw
  8. Draw
  9. Dodging
  10. Clearing
  11. Holding the crosse
- DD. Martial Arts (Judo/Karate)
1. Falling
  2. Throwing
  3. Escape
  4. Holding
  5. Choking
  6. Arm Lock
  7. Kicking
  8. Blocking
  9. Hand techniques
  10. Jump
  11. Agetsuki
  12. Gargu kamas
  13. Kiraken
  14. Kiai
  15. Gyaku
- EE. Paddleball
1. Ready Stroke
  2. Footwork
  3. Pivots
  4. Stoke
  5. Serve
  6. Playing the ball
- FF. Shuffleboard
1. Aiming
  2. Shooting the disk
- GG. Skiing (Cross Country)
1. Grip
  2. Turns
  3. Double poling
  4. Herringbone
  5. Tacking
  6. Gliding
  7. Skating
  8. Climbing
  9. Side step
- HH. Skiing (Down Hill)
1. Skiing position
  2. Traversing
  3. Skidding
  4. Turning



II. Soccer

1. Kicking
2. Pivoting
3. Volley/juggling
4. Trapping
5. Dribbling
6. Heading
7. Passing
8. Tackling
9. Throw in
10. Wall Pass

JJ. Speed-A-Way

1. Blocking
2. Dribbling
3. Lifting
4. Kicking/punting
5. Shouldering
6. Tagging
7. Trapping
8. Tacking
9. Passing

KK. Speedball

1. Lifting
2. Tackling
3. Interchanging
4. Trapping
5. Volley
6. Marking

LL. Squash

1. Grip
2. Forehand
3. Backhand
4. Serve
5. Shots
6. Receiving the shot

MM. Swimming

1. Floating
2. Sculling
3. Glide
4. Finning
5. Strokes
6. Kicks
7. Breathing
8. Starting techniques
9. Water Safety
10. Synchronized

NN. Table Tennis

1. Serve
2. Backhand
3. Shots
4. Drives
5. Strokes
6. Kill
7. Forehand
8. Topspin
9. Backspin

OO. Team Handball

1. Passing
2. Defense formation
3. Throwing
4. Shooting

PP. Tennis

1. Serve
2. Forehand
3. Backhand
4. Half volley
5. Smash
6. Lob
7. Chop
8. Cut
9. Overhead
10. Scoring

- QQ. Track and Field
1. Starting
  2. Stride
  3. Relays
  4. Baton pass
  5. Hurdles
  6. Dashes
  7. Distance
  8. Approach
  9. Long jump
  10. Triple jump
  11. Shot put
  12. High jump
  13. Discus throw
  14. Pole Vault

- RR. Volleyball
1. Serve
  2. Pass/Bump
  3. Dig
  4. Spike
  5. Blocking
  6. Dink
  7. Set
  8. Dump
  9. Dive and roll
  10. Pancake

- SS. Water Polo
1. Shots
  2. Pass
  3. Half Screw
  4. Screw
  5. Bunching
  6. Throw
  7. Swim Up

- TT. Weight Training
1. Muscular strength  
(Heavyweights-- few repetitions)
  2. Muscular endurance  
(Lightweights – many many repetitions)
  3. Pyramid technique
  4. Free weights
  5. Machine techniques
  6. Isometric exercises
  7. Isotonic exercises
  8. Isokenetic exercises

- UU. Wrestling
1. Standing position
  2. Take downs
  3. Breakdowns and rides
  4. Escapes
  5. Counters and takedowns
  6. Pinning

### **Part III**

- A. General Overview - p. 35**
- B. Assessment - p. 35**
- C. Intervention - p. 37**
- D. Grading - p. 37**

## **A. GENERAL OVERVIEW**

Assessment and intervention should be a continuous process in all Physical Education programs. Effective evaluation procedures provide teachers with the means to assess both their systematic planning and teaching efforts as well as student progress toward the program goals. Intervention strategies should be incorporated into each program for the purposes of improving instruction and providing additional opportunities for the student to meet the program objectives.

Alternative methods for evaluating student learning are necessary if different learning styles are to be recognized. While there are behavioral and affective outcomes which may not be reliably measured, ongoing student evaluation of these areas is necessary if instruction and learning are to be improved. Because of the wide range of student differences, the methods of evaluation may be either individualized or group orientated.

Intervention strategies are to be used by the Physical Education instructor to provide remediation and/or enrichment activities needed to meet the learning needs of his/her students.

## **B. ASSESSMENT**

Assessment refers to the process of testing and evaluating students to determine progress towards program goals and objectives. Assessment can take many forms. Informal assessment is used to enhance day-to-day instruction. It is usually non-graded, non-recorded, and can range from simple observation of student performance and verbal checking for student understanding to non-graded pop quizzes. In contrast, formal assessment is used for gathering evidence to be used in formulating student grades, program evaluation, developing and revising program objectives, and for providing feedback to students. Formal assessment involves the administration of valid (tests that measure what they are supposed to measure) and reliable (measurement that is relatively error-free) assessment tools to evaluate the extent to which students have met the objectives of the program.

If assessment is to be meaningful, teachers need to know their students well and inform them of course objectives as well as evaluation procedures and techniques. Procedures need to be constant throughout all classes.

Through effective assessment procedures:

- student strengths and weaknesses are identified and assessed;
- teachers are able to plan and provide appropriate instructional strategies and materials to either remediate or enrich the student' instruction;
- student growth, development, skill and fitness levels can be determined;
- parents can be informed of student progress.

In the Toledo Diocese, assessment will be an ongoing process utilizing a variety of evaluation techniques. Assessment will also provide a basis for future planning.

Teachers of the Diocese of Toledo use a combination of the following techniques for assessment:

- fitness levels/standardized test scores
- skill tests
- journals/notebooks
- written tests
- improvement
- effort
- attitude/sportsmanship
- attendance and dress
- written assignments/essays
- independent/group projects
- oral essays
- leadership
- student products
- class discussion/participation
- demonstrations
- video taping analysis
- record keeping/statistics/equipment management
- scoring/timing/officiating
- teacher observations/interviews/verbal exchange
- flash cards/pantomime/role playing
- rubrics
- anecdotal records
- student logs
- debate
- case studies
- event tasks
- self-assessment
- peer observation

## **C. INTERVENTION**

Teachers of the Diocese of Toledo may choose from these intervention strategies:

- reteaching a lesson (alternate approach to concept or skill)
- grouping according to need (which is not necessarily by ability)
- games/sports/contests
- self-testing
- learning centers/stations
- questionnaires/surveys
- learning contracts
- AV materials/photographic technology
- remedial, enriched instruction--peer; adult; older student
- help from parents at home
- independent student projects
- homework/written assignments
- individualized physical workouts--at home/in-class
- demonstrations/guest speakers
- extra class time
- clarification of terms--handout/verbal information
- vary type of fitness tests
- vary type of skill tests
- skill/fitness achievement clubs
- bulletin board/charts/graphs
- news media information/current happenings
- computer programs--fitness charts/experiments/active games/quick take camera
- problem solving/trial and error
- sports books/rule books
- competitive and non-competitive activities based on similar concept

## **D. GRADING**

The evaluation of each student in the Physical Education Program will include the following within each grading period:

- physical development
- cognitive knowledge
- social/emotional behaviors

The assessment should include a variety of techniques and intervention strategies to meet the various learning styles of the student.

Grading systems and the classifications used to determine the grade vary throughout the diocese and are decided upon by each school. The classification chosen should reflect the quality, accountability and expectations of the material presented in the program. The grade given should represent the students' abilities, knowledge, attitude and behaviors toward the material presented within each grading period.

Sample classifications include:

- Otstanding, Satisfactory, Needs Improvement, Unsatisfactory
- A, B, C, D, F
- \*, +, + , , -, -
- Pass, Fail
- 1, 2, 3, 4, or 4, 3, 2, 1

Current trends for grading in Physical Education include the following:

Proper Dress - The focus should be on dressing for safety and compliance with the dress code of the school.

Effort/Participation - The activity, method of presentation and relevancy of the material presented will either encourage or discourage the effort or participation of a student in physical education. Various teaching techniques, assessment and interventions need to be employed into the program to elicit effort and participation by all students.

Concept Knowledge - This is demonstrated by oral, written, physical performance and products.

Skill Level - This is based on physical performance (gross motor).

Written Work - This is based on written tests and products (fine motor and cognitive knowledge).

The current trends for grading, as listed, are not prioritized. The overall grade given to each student should reflect student achievement in physical, cognitive and behavioral performance.

## **Part IV**

- A. NATIONAL CONTENT STANDARDS FOR  
PHYSICAL EDUCATION - p. 40**
  
- B. SUGGESTED BASIC SUPPLY LIST FOR  
PHYSICAL EDUCATION - p. 44**
  
- C. SUGGESTED RESOURCES FOR PHYSICAL  
EDUCATION - p. 46**



## **A. NATIONAL CONTENT STANDARDS FOR PHYSICAL EDUCATION**

### ***MOVING INTO THE FUTURE***

#### **1. Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The intent of this standard is the development of movement competence and proficiency. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

#### **2. Applies movement concepts and principles to the learning and development of motor skills.**

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, bio-mechanics, and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training.

Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. During the lower elementary years emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years an emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the student should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

### **3. Exhibits a physically active lifestyle.**

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them. Young children should learn to enjoy physical activity. They should participate in developmentally appropriate activities that help them develop movement competence and they should be encouraged to participate in vigorous and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being; and a comprehensive perspective on the meaning of the idea of a healthy lifestyle.

### **4. Achieves and maintains a health-enhancing level of physical fitness.**

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for student's fitness levels should be established on a personal basis, taking into account

variation in entry levels, rather than setting a single standard for all children at a given grade level. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in over-all fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. The student thus should have both the ability and willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle.

**5. Demonstrates responsible personal and social behavior in physical activity settings.**

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, students learn to work independently, with a partner, and in small groups. In the middle school, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings.

**6. Demonstrates understanding and respect for differences among people in physical activity settings.**

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

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

This standard is designed to develop an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

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## **B. SUGGESTED BASIC SUPPLY LIST FOR PHYSICAL EDUCATION**

Note: The number in parentheses is a suggested amount to have available.

- Ball inflator with gauge (1)
- Balloons, rubber (One for each child with extras in reserve)
- Balls:
  - Beach balls, 12 to 16 inch (2 to 6)
  - Cageballs, 24 inch (2 with an extra in reserve)
  - Playground balls, rubber, mostly 8 1/2 inch (1 for each child)
  - Small balls, sponge or tennis, in assorted colors, (50)
  - Sport balls (for primary) in a variety of sponge or plastic, such as footballs, soccer balls, volleyballs, and basketballs (8 of each type)
  - Sports balls (junior size), football, basketball, soccer ball, volleyball (8 of each)
  - Yarn or fleece balls (1 for each child)
- Beanbags, in assorted colors (2 for each child)
- Cones, rubber, for boundary markers (24)
- Eyeglass protectors (4 or more)
- Gym scooters (4 for relays or 1 for every two children for games)
- Hockey sets (2)
- Hoops, 36 or 42 inch (1 for each child with extras in reserve)
- Indian clubs (16 or more)
- Individual mats (1 for each child)
- Jump ropes, individual, in a variety of lengths (1 for each child)
- Jump ropes, long (8)
- Jump-the-shot ropes (3)
- Lummi sticks (32 pairs)
- Magic (stretch) ropes (8)
- Measuring tape, 50 foot or longer, yardsticks, meter sticks, rulers
- Paddles, wooden (1 for each child)
- Parachute, 24 or 28 ft. (1)
- Pinnies or other team markers (1 for every two children)
- Records, a sufficient supply
- Scoops, bottle (1 for each child)

- Softball equipment--balls, gloves, masks, bases, bats, protector
- Stopwatches (digital), 1/5 or 1/10 second (3)
- Tambourine (1)
- Tetherball sets as needed
- Tinikling pole sets, 10 ft. poles (6) [PVC pipe is cheap and a great substitute]
- Tom-tom or dance drum (1)
- Tote bags for balls (12 or more)
- Track and field equipment--batons (8), jump boards, hurdles, crossbars or ropes, starter, jump standards
- Tug-of-war ropes, individual (1 for every two children)
- Volleyball nets (2)
- Wands (1 for each child)
- Whistles (8)
- Wire baskets for holding items (6 or more)
- Videos/Audio Tapes/ CDs

## C. SUGGESTED RESOURCES FOR PHYSICAL EDUCATION

Around the World In Dance: New Folk Dances for Early Childhood (Booklet and Cassette), Glass and Ha, Educational Activities, 1977.

Basic Series, American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 20191-1598.

Dynamic Physical Education for Elementary School Children (10th edition), Robert P. Pangrazi, Victor P. Dauer, Macmillan Publishing Company, 866 Third Ave., New York, NY 10022; 800-228-7854, 1992. A lesson plan book to accompany this text is also available.

Elementary Teacher Handbook of Indoor & Outdoor Games, Art Kamiya, Kendall Hunt Publishers, 1995.

Fundamental Ball Skills, A Guide to Selection and Performance, J. Craig, M. S. Cunningham, Arch Billmire Co., Sparks, Nevada, 1982.

Games To Keep Kids Moving, Bob Dieden, Parker Publishing Co., 1995.

Journal of Physical Education, Recreation and Dance, American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 20191-1598.

Jump For Joy - 375 Creative Movement Activities for Young Children, Myra K. Thompson, Parker Publishing Company, West Nyack, New York 10995, 1993.

Moving Into The Future: National Standards for Physical Education - A Guide to Content and Assessment, National Association for Sport and Physical Education, 1995.

Movement With A Purpose, Madeleine Brehm and Nancy Tindell, Parker Publishing Company, West Nyack, New York 10995, 1983.

P.E. Curriculum Activities Kit, Keg Wheeler and Otto Spilker, Prentice Hall, 1991.

P.E. Teacher's Skill by Skill Activities Program, L.F. "Bud" Turner, Susan Lilliman Turner, Parker Publishing Company, West Nyack, New York 10995, 1989.

Ready To Use P.E. Activities, Joanne and Maxwell Landry, Parker Publishing Company, West Nyack, New York 10995, 1992.

Ready To Use Secondary P.E. Activities Program: Lessons, Tournament & Assessments for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Company, West Nyack, New York 10995, 1996

SMART MOVES: Why Learning Is Not All in Your Head!, Carla Hannaford, Ph.D., Great Ocean Publishers, 1995.

Strength, Speed and Endurance for Athletes - 100 Activities for Partners, Jürgen Hartman, Sports Book Publisher, 1990.

Strong Together - Developing Strength With A Partner, Walter Gain and Jürgen Hartmann, Sports Book Publisher, 1990.

The Biomechanics of Sports Techniques, James G. Hay, Prentice Hall, Inc., 1985.  
The Kendall/Hunt Physical Education Program: Middle School Physical Education, Kendall Hunt Publishers, 1993.

What Are We Doing in Gym Today? Kenneth G. Tellman and Patricia Rizzotoner, Parker Publishing Company, West Nyack, New York 10995, 1983.

Web Site: PE Central @ [www.chre.vt.edu/~pe.central/](http://www.chre.vt.edu/~pe.central/)