



Archdiocese of Hartford Physical Education Curriculum Standards

Grade 1-12

2012

Office of Catholic Schools

Archdiocese of Hartford

467 Bloomfield Avenue

Bloomfield, CT 06002

www.catholicschoolshartford.org

Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul. [3 John 1:2](#)



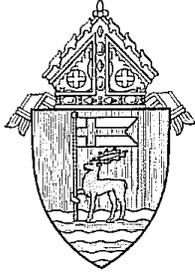
Catholic Schools Education for a Lifetime

Purpose and Vision for Catholic School Education

Catholic Schools in the Archdiocese of Hartford welcome students of all faiths, ethnic groups and socio-economic backgrounds. The fundamental purpose of Catholic schools is to:

- Provide a safe, nurturing and secure environment in which **students encounter the living God**, who in Jesus Christ, reveals His transforming love and truth;
- Partner with parents to support students in their learning and in their **search for knowledge, meaning, and truth**;
- Create a Catholic climate that contributes to the **formation of students** as active participants in the parish community;
- Foster a **culture of educational excellence** through critical thinking skills, innovative and rigorous curriculum standards, a global perspective, and an emphasis on moral education, community, and service;
- Promote life-long learning that advances the **development of the whole person** - mind, body, and soul; and
- Graduate students prepared to become **productive, virtuous citizens and church leaders** who will fashion a more humane and just world.





OFFICE OF CATHOLIC SCHOOLS
ARCHDIOCESE OF HARTFORD

467 BLOOMFIELD AVENUE • BLOOMFIELD, CONNECTICUT 06002-2999
TEL. (860) 242-4362 • FAX (860) 242-8683
www.catholicschoolshartford.org

Office of the
Superintendent
of Catholic Schools

Fall 2012

Dear Colleagues in Catholic School Education:

Peace and greetings!

I am pleased to approve the *Physical Education Curriculum Standards (2012)* for grades 1-12. It is a tremendous responsibility to provide our schools with a current, appropriate, meaningful curriculum of study in the area of physical fitness and well-being. We are reminded in 1 Corinthians 6:19, "...Your body is a temple of the Holy Spirit within you, whom you have from God."

Our *Purpose and Vision for Catholic School Education* makes clear that we "*promote life-long learning that advances the development of the whole person – mind, body, and soul....*"

It will be the responsibility of these students to make significant decisions of enormous importance, which will have lasting impact on our physical well-being as a country, as People of God, and followers of Jesus Christ. It is equally important that our teachers of this curriculum be well formed in the Catholic intellectual tradition and equally committed to our *Purpose and Vision for Catholic School Education*.

I am very grateful to Mrs. Valerie Mara, Director of Curriculum Design, and her committee who so carefully and responsibly have addressed the standards using evidence-based research that strongly supports student academic, health and wellness, social, and spiritual development in a physical education setting. Our students are provided with the finest resources and real life experiences in the study of physical education in order to be significant participants in recognizing the dignity and sanctity of the human person and in becoming productive, virtuous citizens in a fast-paced, global world.

Yours in Christ Jesus,

Dale R. Hoyt
Superintendent of Catholic Schools
Archdiocese of Hartford

Catholic Schools - Education for a Lifetime

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Grades 1-12
2012

Table of Contents

Purpose and Vision	Page 2
Letter from Mr. Dale R. Hoyt	Page 3
Special Thanks and Physical Education Committee	Page 5
NASPE Standards	Page 6
Philosophy	Page 7
Rationale	Page 8
Physical Education Outcomes	Page 10
Appropriate Practices for Physical Education	Page 11
Tips for Teachers	Page 12
Physical Education Curriculum Standards	Page 13-16
Grades K-2	Page 17-22
Grades 3-5	Page 23-28
Grades 6-8	Page 29-34
Grades 9-12	Page 35-40
Suggested Physical Fitness Activities	Page 41-49
Key Principles of Catholic Social Teaching	Page 50-52
Resources	Page 53-55

SPECIAL THANKS

Sincere appreciation is given to the Archdiocesan Physical Education Committee who worked so diligently to develop the content, student learning objectives, and performance outcomes of this document. Their passion for the study of physical education, and dedication to Catholic school education and faith formation through the development of the physical person have provided this Archdiocesan Physical Education Curriculum Standards, a model of consistent curriculum for grades one through twelve.

2011-2012 Physical Education Committee

Committee Co-Chair: Mary Liljedahl, St. Mary School, Simsbury

John Byrnes, St. Christopher School, East Hartford

Karen Ciarleglio, St. Mary Magdalen School, Oakville

Frank Kordek, Corpus Christi School, Wethersfield & St. Brigid School, Elmwood

John Mirabello, Northwest Catholic High School, West Hartford

Committee Chair: Valerie Mara, Director of Curriculum Design

“Catholic schools exist ... to provide our children with an opportunity not only for academically excellent education, but a faith formation ... which will serve them the rest of their lives.”

Archbishop Wuerl, Convocation on Catholic Education, 2007

ARCHDIOCESE OF HARTFORD PHYSICAL EDUCATION CURRICULUM STANDARDS

The Archdiocesan physical education curriculum standards were developed to form students who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity, and who will model Christian values and promote physical and spiritual wellness. This curriculum is aligned with the National Standards for Physical Education published by the National Association for Sport and Physical Education (NASPE). The Connecticut Framework complements the national standards in terms of objectives. The performance outcomes and suggested activities, where applicable, support the standards and objectives, and integrate principles of Catholic social teachings. The rationale preceding each standard emphasizes evidence-based research and strongly supports student academic, physical, emotional, and spiritual wellness in an educational setting.

The NASPE physical education standards were developed to educate individuals with the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The purpose of the national standards document is to provide the framework for a quality physical education. The NASPE Standards are as follows:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PHILOSOPHY

Within Catholic doctrine and tradition, there is deep respect expressed for the human body, the temple of the Holy Spirit. Thus, it is natural that a Catholic school would engage and educate students in physical education.

Through the study of physical education, Catholic school students will come to a deeper appreciation for their bodies and knowledge of how to keep their bodies fit. Nurtured by the experiences of exercise, play, and sport, the students will engage in the process of life-long physical fitness. They will learn how to live healthy lives by acquiring life-long fitness and sports skills.

Physical Education is an integral part of the total education of the whole child in the Archdiocese of Hartford. Through the medium of sport, exercise and movement, all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness and safety. Students will gain the necessary knowledge to understand the importance physical fitness and health through an exposure to a wide variety of activities. This exposure will help each student make educated decisions concerning participation in activities that promote a healthy lifestyle, physically, mentally and spiritually.

The Archdiocese of Hartford is committed to and supports the development of a positive and appropriate values- driven education that is infused with Catholic social teachings. The Archdiocese promotes the importance of respect, responsibility, cooperation, communication, teamwork and sportsmanship within the physical education curriculum. Physical education teachers in the Archdiocese of Hartford instill and foster the dignity and sanctity of the human person within the context of the physical education class and in everyday contact with students.

The Archdiocese of Hartford views physical activity as a catalyst for learning in all content areas. The acquired values, principles and concepts associated with a quality physical education program surpass the boundaries of the gymnasium and playing field. The Archdiocese is committed to providing programming in physical education that allows frequent and diverse opportunities to engage in physical activities to support a healthy mind, body and spirit, thus educating the whole child in the pursuit of fitness for a lifetime.

RATIONALE

This set of curriculum standards is designed to encourage physical education teachers to expose students to a variety of physical activities. A variety of assessments, teaching strategies and techniques are also suggested to account for the different ways students learn.

The curriculum includes suggestions on how to develop interdisciplinary approaches to the study of physical education. Physical education teachers are encouraged to develop interdisciplinary units with their colleagues in their respective schools. The goal here is to assist the students' understanding of the interconnectedness of the various disciplines and the importance of physical activity throughout the day.

Physical education is an integral component of total Catholic education. "The importance of physical education is that when properly taught, it covers not only aspects of the body but also the mind and spirit. The components of physical education should include fitness, as well as the mind and body connection, especially the spiritual side." (Physical Education Institute, 2010) Physical education is the process by which changes in the individual are brought about through movement experiences. Physical Education aims not only at physical development but is also concerned with education of the whole person through physical activities.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills and the confidence to enjoy a lifetime of physical activity which will enhance their lives and the dignity of the human person, and enables that person to fulfill the responsibilities of a life committed to Jesus and others. The National Standards for Physical Education (NASPE, 2004), which provides the framework for high-quality physical education, defines a physically educated child or adolescent as one who:

- ~ is physically fit
- ~ participates regularly in physical activity
- ~ has learned the skills necessary to perform a variety of physical activities
- ~ values physical activity and its contribution to a healthful lifestyle
- ~ knows the implications of and benefits from involvement in physical activities.

Research confirms that students perform better in school when they are emotionally and physically healthy. Physical activity positively impacts student attendance, participation and enthusiasm for academic subjects and motivation to learn, as well as reduced behavior and discipline problems (Pellegrini, Huberty & Jones, 1995; Strong, et al, 2005). In addition, numerous studies show significant positive relationships between physical fitness and academic achievement, including improved performance on standardized tests (California Department of Education, 2005; Texas Education Agency, 2009; CDC, 2010).

Le Masurier and Corbin (2006) identify these 10 reasons in support of physical education:

1. Regular physical activity helps prevent disease.
2. Regular physical activity promotes a lifetime of wellness.
3. Quality physical education can help fight obesity.
4. Quality physical education can help promote lifelong physical fitness.
5. Quality physical education provides unique opportunities for activity.
6. Quality physical education teaches self-management and motor skills.
7. Physical activity and physical education promote learning.
8. Regular physical activity makes economic sense.
9. Physical education is widely endorsed.
10. Quality physical education helps to educate the total child.

Another primary goal of physical education programs is to provide students with positive experiences involving exercise and opportunities to engage in physical activity that will motivate them to pursue and develop active lifestyles. **Based on the cited research and this rationale, the Office of Catholic Schools strongly discourages the practice of withholding physical education classes, recess, or other opportunities for physical activity as a method used to enforce completion of academic work.** Appropriate alternative strategies should be developed at the local school level as consequences for negative or undesirable behavior. The experts also recommend, and the Office of Catholic Schools supports, that games of exclusion be banned in physical education classes or afterschool sports.

Physical education plays a critical role in helping children learn necessary skills and develop confidence in their physical abilities and self dignity. Schools can help children and adolescents become more physically active and fit by providing or supporting a wide range of opportunities to be active including, but not limited to, a quality physical education program and supervised sports within the school setting or outside the school setting. In order to ensure the dignity of the person, the Archdiocese supports suitable leadership by competent, knowledgeable, Virtus trained and supportive adults who instill the quest for healthy lifestyles.

SPECIFIC TO ARCHDIOCESAN CATHOLIC HIGH SCHOOLS:

Physical activities such as school sports offered in the school setting, participation in supervised competitive sports not offered in the school setting, or other physical activity may satisfy the physical education credit for an Archdiocesan high school as well as graduation requirements. Sufficient documentation is required. Chief administrators reserve the right to accept the specified sport or physical activity for credit.

Within the Catholic high schools, participation in at least one season of school sports per year (or the equivalent) exceeds the time allotment requirement for physical education class, therefore participation in such a sport may satisfy the physical education and graduation requirements.

Physical Education Outcomes

Christian Values

- Moral decision-making when engaged in physical activity
- Civility, good manners and sportsmanship
- Integration of prayer into physical activity
- Recognizing offensive communications and behavior and dealing with it in a non-violent, Christian manner
- Winning without cheating and losing with grace

Communication Skills

- Good interpersonal skills and respect for others
- Understanding body language and non-verbal signals and interpreting them correctly

Critical Reading, Thinking, Listening, Viewing

- Good listening and speaking skills
- Ability to see the connection between cause and effect when engaged in physical activity

Global Awareness

- Recognition and appreciation of differences in athletic ability, culture, and health

Lifelong Learning

- Appreciation for leisure time and recreation
- Recognition of the need for safety when engaged in physical activity
- Life-long sports skills and knowledge of the rules of various sports
- Appreciation for personal physical fitness, a healthy life, and community sponsored physical fitness programs
- Sense of individual responsibility and community spirit

Problem Solving

- Ability to set goals and overcome obstacles
- Appreciation for hard work and discipline
- Career planning in physical education, athletics, coaching, recreation management, sports communications, and sports medicine
- Team work and group dynamics

Technology

- Application of appropriate technology to various types of physical activity
- Research of and reference to physical education information found on the Internet

Appropriate Practices for Physical Education

The Council on Physical Education for Children (COPEC) of the National Association for Sport and Physical Education (NASPE) recommends that quality, daily physical education be available to all students. Quality physical activity is both developmentally and instructionally relevant for all students. Appropriate instructional practices recognize students' development and changing movement abilities. They incorporate best practices. A quality lesson reflects the National Standards for Physical Education as adapted for the Archdiocese of Hartford and local curricular direction in its design. Teachers evaluate and communicate student progress.

Appropriate Practices:

- Design experiences that allow for individual differences in abilities.
- Create multiple opportunities for students to be successful in physical activities.
- Stress health-related fitness and an appreciation of physical activity
- Prepare students to be physically active for life by teaching skills and using activities that students enjoy and want to engage in again.
- Use fitness assessment as a part of the ongoing process of helping students understand, enjoy, improve and/or maintain their own fitness and well-being
- Preserve the dignity and self-respect of every child when groups/partners are formed.

NASPE's physical activity guidelines for elementary school-aged students recommend the following:

- Elementary school-aged students should accumulate at least 60 minutes of age-appropriate and developmentally appropriate physical activity from a variety of activities on all, or most, days of the week.
- Some of the students' activity each day should be in periods lasting 15 minutes or more and include moderate to vigorous activity; this activity will typically be intermittent in nature, involving alternating moderate to vigorous activity with brief periods of rest and recovery.
- Students should not have extended periods of inactivity (two hours or more).

The International Consensus Conference on Physical Activity Guidelines for Adolescents (2010) recommends the following:

- All adolescents should be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise in the context of family, school, and community activities.
- Adolescents should engage in three or more sessions per week of activities that last 20 minutes or more at a time and that require moderate to vigorous levels of exertion. ⁱ

Tips for Teachers:

- Use games that are all-inclusive, minimal waiting and do not eliminate students.
- Use small, flexible groupings of students to allow more playing time and less waiting time.
- Use a variety of teaching strategies.
- Have an assortment of games prepared keeping in mind the short attention span of younger children.
- Stress cooperation and safety in games.
- Allow students to take turns helping to lead the warm-up and demonstrations.
- Teach student directed conflict resolution. When a problem with another person arises, tell the person what it is that's upsetting, or ignore the situation or move away.
- Do not use exercise as punishment; physical activities are taught as positive experiences but are not a primary part of physical education.
- Form groups or teams by using knowledge of skills. Groups can also be formed by: color, birthdays, favorite activities, stickers, playing cards.
- Physical education should encourage students to be willing to:
 - Handle problems in appropriate ways
 - Be considerate to self, to others and to things (equipment)
 - Communicate in a way that is helpful and supportive.
- Appropriate principles of Catholic social teachings should be purposefully integrated in all aspects of physical education classes at all grade levels.

ARCHDIOCESE OF HARTFORD, PHYSICAL EDUCATION CURRICULUM STANDARDS

I. PHYSICAL FITNESS

Incorporates fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness, and promotes the life and dignity of the human person.

The intent of this standard is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. Expectations for improvement of students' fitness level should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness.

- Elementary grade students: 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: Greater understanding of the fitness components, the way each is developed and maintained, and the importance of each in overall fitness is gradually acquired.
- Secondary students: Design and development of an appropriate personal fitness program that enables them to achieve health-related levels of fitness should be the aim.

II. MOTOR SKILL PERFORMANCE

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will develop the skills needed to enjoy participation in physical activities. The purpose is for students to master movement fundamentals to establish a foundation to facilitate continued motor skill acquisition and give students the capacity for successful and advanced levels of performance in order to further the likelihood of participation on a daily basis.

- Elementary grade students: develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years.
- Middle school students: integrate these motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) in increasingly complex movement environments
- Secondary students: competently and repeatedly perform correct fundamental movement patterns, sport skills fundamentals and have the ability to analyze movements as well as apply movement skills to new learning situations.
- In preparation for adulthood, students acquire the knowledge and application of movement patterns and skills that enable them to lead active, healthy lives beyond the school years.

III. ENGAGING IN PHYSICAL ACTIVITY

Participates regularly in and values physical activity.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education classroom with the lives of the students outside of the classroom.

What the student does outside the physical education class is critical to developing an active, healthy lifestyle that has the potential to help prevent a variety of health problems among future generations of adults. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them.

- Elementary grade students: learn to enjoy physical activity yet also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous and unstructured play.
- Middle school students: the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education classroom.
- Secondary students: attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health.

IV. RESPONSIBLE BEHAVIOR

Exhibits responsible personal, social, and moral behavior that respects self, others, and life 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, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity.

- Lower elementary students: achievement of this standard begins with recognition of classroom rules, procedures and safety.
- Upper elementary students: learn to work independently, with a partner, and in a small group.
- Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity.
- Middle school students: adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds.

Secondary students: initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

- High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences and opportunities change over time.
- Each student should understand that all life is precious and fitness for self and for others is equally important.

V. BENEFITS OF PHYSICAL ACTIVITY

Values a lifetime of physical activity for health, enjoyment, challenge, self-expression, and/or Catholic social interaction.

The intent of this standard is development of awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue to participate in activity throughout the life span.

- Elementary grade students: derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability.
- Middle school students: 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 setting.
- Secondary students: participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression.
- As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their needs, and demonstrate that participation in physical activities is a right with responsibilities to others.

VI. COGNITIVE CONCEPTS

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities, while enhancing the life and dignity of the human person.

The purpose is to facilitate the learners' ability to use cognitive information to enhance motor skill acquisition and performance; to enhance the ability to use the mind to control or direct one's performance; and to apply concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology.

- Lower elementary grade students: emphasize movement vocabulary and applying introductory concepts.
- Upper elementary and middle school students: emphasize applying and generalizing these concepts to real-life physical activity situations.
- Secondary students: emphasize students independently and routinely using a wide variety of increasingly complex concepts.
- By graduation, the students have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones, and to appreciate the gifts and limitations of others in reference to physical education.

BY THE END OF GRADE 2:

I. PHYSICAL FITNESS

STANDARD: Incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness and promoting the life and dignity of the human person.

GRADE K-2 RANGE PHYSICAL FITNESS OBJECTIVES:

- 1. Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)**
- 2. Developmentally appropriate recognition of the effects of physical activity and exercise**
- 3. Use words, symbols and other media to express feelings and sensations about physical activity**
- 4. Collect, describe and record feelings and observations about physical activity and its effects on the body and on how one feels during and after exercise, and before, during and after eating**

GRADE K-2 RANGE PHYSICAL FITNESS PERFORMANCE OUTCOMES:

- Demonstrates sufficient muscular strength to be able to bear body weight for climbing, hanging, and momentary body support on the hands
- Engages in a series of locomotor activities without tiring easily
- Participates in a variety of games that increase breathing and heart rate
- Increases arm and shoulder strength by traveling hand-over-hand along a horizontal ladder or monkey bars
- Sustains activity for increasingly longer periods of time while participating in various activities in physical education
- Moves transversely along a wall with little teacher assistance
- Recognizes that health-related physical fitness consists of several different components

II. MOTOR SKILL PERFORMANCE

STANDARD: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

GRADES K-2 RANGE MOTOR SKILL PERFORMANCE OBJECTIVES:

- 1. Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills**
- 2. Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control**
- 3. Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination**
- 4. Acquire initial gross- and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play**
- 5. Respond to cues and problem-solve as well as use whole self in personal and general space**

GRADES K-2 MOTOR SKILLS PERFORMANCE OUTCOMES:

- Performs the 7 locomotor skills with a mature form: walking, running,, hopping, jumping, leaping, galloping, and skipping
- Performs a simple dance step in keeping with a specific tempo
- Demonstrates clear contrasts between slow and fast movement
- Demonstrates changing direction in response to a signal or obstacle
- Drops a ball and catches it at the peak of bounce
- Throws a ball underhand using mature form
- Balances on different body parts, at different levels
- Demonstrates respect of the personal space of others

III. ENGAGING IN PHYSICAL ACTIVITY

STANDARD: *Participates regularly in physical activity.*

GRADE K-2 RANGE ENGAGING IN PHYSICAL ACTIVITY OBJECTIVES:

- 1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child-selected and teacher-initiated**
- 2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)**
- 3. Combine a sequence of several motor skills in an organized way**
- 4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health**
- 5. Encourage student participation in physical activities outside the physical education classroom setting and after school programs**

GRADE K-2 RANGE ENGAGING IN PHYSICAL ACTIVITY PERFORMANCE OUTCOMES:

- Engages in moderate to vigorous physical activity on an intermittent basis
- Engages in a variety of locomotor activities during leisure time
- Engages in moderate to vigorous physical activity on an intermittent basis
- Participates in a variety of activities that involve manipulation of objects
- Participates regularly in a variety of non-structured and minimally organized physical activities outside of physical education class
- Recognize that physical activity is good for the body

IV. RESPONSIBLE BEHAVIOR

STANDARD: Exhibits responsible personal, social, and moral behavior that respects self, others, and life in physical activity settings.

GRADE K-2 RANGE RESPONSIBLE BEHAVIOR OBJECTIVES:

- 1. Demonstrate safe & moral behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement, and integrating principles of Catholic social teachings**
- 2. Interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations**
- 3. Demonstrate willingness to play with any child in the class; and recognize similarities and appreciate differences in people**
- 4. Use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts**

GRADE K-2 RANGE RESPONSIBLE BEHAVIOR PERFORMANCE OUTCOMES:

- Practices specific skills as assigned until the teacher signals the end of practice
- Follows directions given to the class for an all-class activity
- Shows compassion for others by helping them
- Uses equipment and space safely and properly
- Honestly reports the results of work
- Works in a diverse group setting without interfering with others
- Assists a partner by sharing observations about skill performance during practice
- Accepts all playmates without regard to personal differences
- Identifies sharing with a partner as a way to cooperate
- Demonstrates the elements of socially acceptable conflict resolution during class activity

V. BENEFITS OF PHYSICAL ACTIVITY

STANDARD: Values a lifetime of physical activity for health, enjoyment, challenge, self-expression, and/or Catholic social interaction.

GRADE K-2 RANGE BENEFITS OF PHYSICAL ACTIVITY OBJECTIVES:

- 1. Use appropriate words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun**
- 2. Participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression**
- 3. Demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement**
- 4. Demonstrate recognition that physical activity is beneficial to good health**
- 5. Recognize the difference between physical activity levels in different children's tasks (e.g., sitting at sand table compared to playing tag)**
- 6. Develop individual success and confidence by attempting movement skills and activities with teacher guidance**

GRADE K-2 RANGE BENEFITS OF PHYSICAL ACTIVITY PERFORMANCE OUTCOMES:

- Exhibits appropriate verbal and nonverbal indicators of joy
- Willingly tries new movements and skills
- Continues to participate when not successful on the first try
- Identifies several activities that are enjoyable
- Expresses personal feelings on progress made while learning a new skill

VI. COGNITIVE CONCEPTS

STANDARD: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities, while enhancing the life and dignity of the human person.

GRADE K-2 RANGE COGNITIVE CONCEPTS OBJECTIVES:

- 1. Demonstrate an understanding and respect of the body as a temple for the Holy Spirit.**
- 2. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space**
- 3. Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces**
- 4. Follow and respect safety and age-appropriate classroom and playground rules and procedures**

GRADE K-2 RANGE COGNITIVE CONCEPTS PERFORMANCE OUTCOMES:

- Correctly identifies body planes (i.e., front, back, side)
- Correctly identifies various body parts
- Explains that warm-up prepares the body for physical activity
- Recognizes appropriate safety practices in general space (i.e., does not throw a ball when others are in the direct line of the throw)
- States that best effort is shown by trying new or hard tasks
- Repeats cue words for various skills and demonstrates/explains what is meant by each
- Corrects movement errors in response to corrective feedback

BY THE END OF GRADE 5

I. PHYSICAL FITNESS

STANDARD: Incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness and promoting the life and dignity of the human person.

GRADE 3-5 RANGE PHYSICAL FITNESS OBJECTIVES:

- 1. Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio-respiratory endurance, muscular strength and endurance, flexibility, and nutritional status)**
- 2. Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity**
- 3. Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status**
- 4. Maintain a wellness log including exercise and food intake for a set period of time**

GRADE 3-5 RANGE PHYSICAL FITNESS PERFORMANCE OUTCOMES:

- Participates in selected activities that develop and maintain each component of physical fitness
- Engages in appropriate physical activity that results in the development of cardio-respiratory endurance
- Recognizes that physiological responses to exercise are associated with their own levels of fitness
- Runs the equivalent of two laps around a regulation track without stopping
- Chooses to participate in sports/activities that require high levels of muscular strength
- Explains the personal consequences of poor flexibility on ability to perform various activities
- Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity
- Meets the age- and gender-specified health-related fitness standards defined by Fitness log
- Identifies his or her strengths and weaknesses based upon the results of Fitness Log testing
- Sets personal fitness goals

II. MOTOR SKILL PERFORMANCE

STANDARD: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

GRADES 3-5 RANGE MOTOR SKILLS OBJECTIVES:

- 1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)**
- 2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities**
- 3. Explore and adapt fundamental movement skills in a variety of dynamic environments**
- 4. Acquire beginning skills for a few specialized movement forms**
- 5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play**

GRADE 3-5 RANGE MOTOR SKILLS PERFORMANCE OUTCOMES:

- Dribbles a ball with feet, hand, hockey stick, and/or object
- Kick a ball with correct form and accuracy
- Demonstrates competent throwing motion with accuracy
- Demonstrates competent catching skills
- Strikes a moving ball with a racquet, bat, or paddle
- Pass a ball, puck, and/or other object with correct form and accuracy
- Performs rhythmic movements such as jump rope and dance or skills and sequences
- Demonstrates competence in a variety of locomotor movements
- Demonstrates balance and body control
- Demonstrates a variety of exercises for strength and flexibility
- Demonstrates dodging, chasing, and fleeing skills in a variety of activities
- Performs a variety of skills that require hand-eye coordination

III. ENGAGING IN PHYSICAL ACTIVITY

STANDARD: *Participates regularly in physical activity.*

GRADE 3-5 RANGE ENGAGING IN PHYSICAL ACTIVITY OBJECTIVES:

- 1. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis**
- 2. Demonstrate an understanding of a variety of movements and how they affect the body**
- 3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies**
- 4. Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level**

GRADE 3-5 RANGE ENGAGING IN PHYSICAL ACTIVITY PERFORMANCE OUTCOMES:

- Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis
- Participates in organized sport activities provided through local community programs
- Participates in an intramural or other program provided by the school
- Chooses to participate in structured and purposeful activity

IV. RESPONSIBLE BEHAVIOR

STANDARD: Exhibits responsible personal, social, and moral behavior that respects self, others, and life in physical activity settings.

GRADE 3-5 RANGE RESPONSIBLE BEHAVIOR OBJECTIVES:

- 1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings**
- 2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks**
- 3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities**
- 4. Develop skills needed for resolving conflicts peacefully**

GRADE 3-5 RANGE RESPONSIBLE BEHAVIOR PERFORMANCE OUTCOMES:

- Uses equipment safely in a manner appropriate to specific tasks
- Cooperates with all class members by taking turns and sharing equipment
- Works productively with a partner or group to improve performance
- Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions towards others; assesses and takes responsibility for his/her own actions without blaming others
- During class discussions, shows respect for the views of a peer from a different cultural background
- Demonstrates respect and caring for students with different abilities through verbal and nonverbal encouragement and assistance
- Regularly encourages others and refrains from put-down statements
- Demonstrates best effort with a willingness to learn and allows others to learn
- Recognizes the need to adjust competitive intensity based on setting, group dynamics and varied skill level

V. BENEFITS OF PHYSICAL ACTIVITY

STANDARD: Values a lifetime of physical activity for health, enjoyment, challenge, self-expression, and/or Catholic social interaction.

GRADE 3-5 RANGE BENEFITS OF PHYSICAL ACTIVITY OBJECTIVES:

- 1. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings**
- 2. Use physical activity as a positive opportunity for social and group interaction**
- 3. Experience personal challenges through physical activity**
- 4. Understand that practicing activities increases specific skill competence**
- 5. Experiment with new physical activities**

GRADE 3-5 RANGE BENEFITS OF PHYSICAL ACTIVITY PERFORMANCE OUTCOMES:

- Identifies positive feelings associated with participation in physical activities
- Chooses to be physically active in personally selected individual or group activities
- Explains that skill competency leads to enjoyment of movement and physical activity
- Interacts with others by helping with their physical activity challenges
- Selects and practices a skill on which improvement is needed
- Explains the benefits of physical activity

VI. COGNITIVE CONCEPTS

STANDARD: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities, while enhancing the life and dignity of the human person.

GRADE 3-5 RANGE COGNITIVE CONCEPTS OBJECTIVES:

- 1. Demonstrate an understanding and respect of the body as a temple for the Holy Spirit**
- 2. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement**
- 3. Recognize critical performance skill elements in self and others using movement vocabulary**
- 4. Demonstrate knowledge of rules, safety practices and procedures of specific activities**
- 5. Demonstrate an understanding that all people have the right to participate together, seeking the well-being of all**

GRADE 3-5 RANGE COGNITIVE CONCEPTS PERFORMANCE OUTCOMES:

- Uses basic offense and defensive strategies in a game situation
- Describes how heart rate is used to monitor exercise intensity
- Recognizes key elements of the successful completion of a variety of motor skills
- Identifies the benefits that result from long-term participation in physical activity
- Explains how appropriate practice improves performance
- Identifies the benefits of effective communication in cooperative and competitive situations
- Demonstrates respect for one self and others in a competitive or game situation
- Demonstrates respect to each individual's contribution to the group or team

I. PHYSICAL FITNESS

STANDARD: Incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness and promoting the life and dignity of the human person.

GRADE 6-8 RANGE PHYSICAL FITNESS OBJECTIVES:

- 1. Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component**
- 2. Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance**
- 3. Analyze the results of one or more components of health-related fitness**
- 4. Plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration), nutritional principles designed to meet personal wellness goals, and understanding that basic physical fitness promotes wellness of body, of spirit, and respect for the dignity of the human person**

GRADE 6-8 RANGE PHYSICAL FITNESS PERFORMANCE OUTCOMES:

- Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness
- Self-assesses heart rate before, during, and after vigorous physical activities
- Sets personal fitness goals based on the results of the national fitness assessment
- Demonstrates dignity of self and the human person through personal physical fitness goals

II. MOTOR SKILL PERFORMANCE

STANDARD: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

GRADE 6-8 RANGE MOTOR SKILLS PERFORMANCE OBJECTIVES:

- 1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments**
- 2. Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities**
- 3. Adapt and combine skills to meet the demands of increasingly dynamic environments**
- 4. Develop increasing competence in more advanced specialized skills, participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports**

GRADE 6-8 RANGE MOTOR SKILLS PERFORMANCE OUTCOMES:

- Develops strategies and begin to analyze and critically assess motor skill performance
- Incorporates basic defensive and offensive strategies in modified net games (e.g., tennis, volleyball, badminton) and invasive games (e.g., soccer, basketball)
- Combines skills to competently participate in a variety of individual, team and dual sports (e.g., soccer, tennis, track and field, and golf)
- Demonstrates basic rhythmic or dance patterns

III. ENGAGING IN PHYSICAL ACTIVITY

STANDARD: *Participates regularly in physical activity.*

GRADE 6-8 RANGE ENGAGING IN PHYSICAL ACTIVITY OBJECTIVES:

- 1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis**
- 2. Apply an understanding of the connections between the purposes of movements and their effect on fitness**
- 3. Apply the understanding of physical activity concepts to increasingly complex movement and game forms**
- 4. Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level**
- 5. Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate, and rate of perceived exertion**

GRADE 6-8 RANGE ENGAGING IN PHYSICAL ACTIVITY PERFORMANCE OUTCOMES:

- Understands physical fitness concepts and the benefits of an active, healthy life-style
- Understands the importance for warming up prior to and cooling down on the completion of all fitness activities
- Develops the necessary skills and knowledge to participate regularly in a variety of lifetime physical fitness activities
- Participates in health enhancing physical activities both during and outside of school

IV. RESPONSIBLE BEHAVIOR

STANDARD: Exhibits responsible personal, social, and moral behavior that respects self, others, and life in physical activity settings.

GRADE 6-8 RANGE RESPONSIBLE BEHAVIOR OBJECTIVES:

- 1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings**
- 2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities**
- 3. Develop strategies for including all persons, despite individual differences, in physical activity settings**
- 4. Apply appropriate skills for resolving conflicts peacefully**
- 5. Demonstrate patience, kindness, and tolerance in games and fitness activities**

GRADE 6-8 RANGE RESPONSIBLE BEHAVIOR PERFORMANCE OUTCOMES:

- Demonstrates behavior appropriate for participating in physical activities with others, the use of sports etiquette, sportsmanship and cooperation
- Demonstrates respect for physical and performance limitations of self and others while participating in physical activities
- Shows self-control by accepting a controversial decision of an official
- Plays within the rules of the game or activity

V. BENEFITS OF PHYSICAL ACTIVITY

STANDARD: Values a lifetime of physical activity for health, enjoyment, challenge, self-expression, and/or Catholic social interaction.

GRADE 6-8 RANGE BENEFITS OF PHYSICAL ACTIVITY OBJECTIVES:

- 1. Make decisions about participating in different physical activities based on feelings and interests**
- 2. Use physical activity as a means of self and group communication and collaboration**
- 3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills**
- 4. Realize that physical activity and challenges present opportunities for personal growth**
- 5. Value the skill competence that results from practice**
- 6. Demonstrate willingness to attempt a variety of new physical activities**

GRADE 6-8 RANGE BENEFITS OF PHYSICAL ACTIVITY PERFORMANCE OUTCOMES:

- Appreciates the aesthetic and creative aspects of skilled performances in others and in self
- Seeks personally challenging experiences in physical activity opportunities
- Analyzes selected physical experiences for social, emotional and health benefits

VI. COGNITIVE CONCEPTS

STANDARD: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities, while enhancing the life and dignity of the human person.

GRADE 6-8 RANGE COGNITIVE CONCEPTS OBJECTIVES:

- 1. Demonstrate an understanding and respect of the body as a temple for the Holy Spirit**
- 2. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms**
- 3. Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others**
- 4. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations**
- 5. Demonstrates an understanding that all people have the right to participate in physical activities together, seeking the well-being of all.**

GRADE 6-8 RANGE COGNITIVE CONCEPTS PERFORMANCE OUTCOMES:

- Selects appropriate practice procedures to learn and master skills and movement patterns
- Describes basic principles of training and how they improve fitness
- Develops a working knowledge of the fundamental components, strategies, and equipment used for participation in physical activities
- Demonstrates the ability to identify appropriate individual and group goals for successful participation in physical activities
- Demonstrates respect to each individual's contribution to the group or team

BY THE END OF GRADE 12

STANDARD 1: PHYSICAL FITNESS

Incorporates fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness, and promotes the life and dignity of the human person.

GRADES 9-12 PHYSICAL FITNESS OBJECTIVES

- 1. Assess and adjust activities to maintain or improve personal level of health-related fitness**
- 2. Use physiological data to adjust levels of exercise and nutrient intake to promote wellness**
- 3. Use the results of fitness assessments to guide changes in her or his personal programs of physical activity**
- 4. Design and implement a personal wellness program based upon an understanding of basic exercise, nutritional principles, and that physical fitness promotes wellness of body, spirit, and respect for the dignity of the human person.**

GRADES 9-12 PHYSICAL FITNESS PERFORMANCE OUTCOMES

- Assesses physical fitness status in terms of cardiorespiratory endurance, flexibility, and body composition
- Develops a personal fitness profile on the basis of fitness assessment results
- Designs and implements a personal fitness program based on the understanding of basic exercise (frequency, intensity, duration) and in accordance with appropriate training principles
- Demonstrates ability to monitor and adjust a personal fitness program to meet needs and goals
- Demonstrates a dignity and awareness of self and the human person in terms of physical and spiritual wellness

STANDARD 2: MOTOR SKILL PERFORMANCE

Demonstrates competency in motor skills and movement patterns to perform a variety of physical activities.

GRADES 9-12 RANGE MOTOR SKILLS OBJECTIVES

1. **Maintain and further develop the fundamental movement skills in open environments**
2. **Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills**
3. **Use complex movements and patterns within a variety of dynamic environments**
4. **Develop advanced skills in selected physical activities**
5. **Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities**

GRADES 9-12 RANGE MOTOR SKILLS PERFORMANCE OUTCOMES

- Analyze personal performance for effective movement; Apply results of self-analysis for personal improvement.
- Critique self-selected activity for his/her own ability to adjust to the changing environment.
- Apply basic skills inherent to any activity with consistent positive results.
- Compare skill development changes that occur from childhood to adulthood in a self-selected individual/dual/team sport, creative movement activities, or work related activities.
- Select a skill and analyze the skill for maximum effectiveness and efficiency.
- Design a plan for improvement of the skill to increase effectiveness and efficiency.
- Design a plan for improvement of a game or dance performance to increase effectiveness and efficiency.
- Design a plan for learning a new skill based on requirements of effectiveness and efficiency.
- Design a plan for modifying a new skill based on requirements of effectiveness and efficiency in performing the skill.
- Identify the effect of fitness levels on the performance of a variety of skills, i.e. movement efficiency.
- Take part in activities in a safe and appropriate manner.
- Apply cooperative strategies during activities, games, or sports.
- Select appropriate strategies to offset the opponent's strategies.
- Create an activity using rules, strategies, and safe methods in which classmates can participate.

STANDARD III: ENGAGING IN PHYSICAL ACTIVITY

Participates regularly in physical activity.

GRADES 9-12 ENGAGING ON PHYSICAL ACTIVITY OBJECTIVES

1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
3. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms
4. Engage in a variety of appropriate physical activities with individualized goals, during or outside of school, that promote the development and improvement of physical fitness level
5. Create a profile to track heart rate and fitness levels over an extended period of time.

GRADES 9-12 ENGAGING ON PHYSICAL ACTIVITY PERFORMANCE OUTCOMES

- Willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
- Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class most days of the week
- Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs
- Monitors physical activity through the use of a pedometer, heart-rate monitor, and/or physical activity log
- Demonstrates effective time management skills that allow opportunities for physical activity to be created or found during a busy day

STANDARD IV: RESPONSIBLE BEHAVIOR

Exhibits responsible personal, social, and moral behavior that respects self, others, and life in physical activity settings.

GRADES 9-12 RESPONSIBLE BEHAVIOR OBJECTIVES

- 1. Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same**
- 2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities**
- 3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings**
- 4. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same**

GRADES 9-12 RESPONSIBLE BEHAVIOR PERFORMANCE OUTCOMES

- Participates successfully in a cooperative learning group with a wide range of diverse members
- Demonstrates respectful and responsible behavior toward teammates, opponents and officials in physical activity settings
- Follows safe practices, rules, procedures and etiquette in physical activity settings
- Develops behaviors and skills to resolve conflicts that may arise in a physical education setting

STANDARD V: BENEFITS OF PHYSICAL ACTIVITY

Values a lifetime of physical activity for health, enjoyment, challenge, self-expression, and/or Catholic social interaction.

GRADES 9-12 BENEFITS OF PHYSICAL ACTIVITY OBJECTIVES

- 1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living**
- 2. Use physical activity as a means of creative expression**
- 3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships**
- 4. Seek personally challenging experiences through physical activity as a means to personal growth**
- 5. Persist in practicing activities to increase specific skill competence in areas of interest**
- 6. Experiment with new physical activities as part of a personal improvement plan**

GRADES 9-12 BENEFITS OF PHYSICAL ACTIVITY PERFORMANCE OUTCOMES

- Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, social interaction)
- Creates a pamphlet or brochure on the health benefits of physical activity
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction

STANDARD VI: COGNITIVE CONCEPTS

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities, while enhancing the life and dignity of the human person.

GRADES 9-12 COGNITIVE CONCEPTS OBJECTIVES

- 1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances**
- 2. Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others**
- 3. Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations**
- 4. Demonstrates an understanding that all people have the right to participate in physical activities together, seeking the well-being of all**

GRADES 9-12 COGNITIVE CONCEPTS PERFORMANCE OUTCOMES

- Identifies biochemical principles of human movement and the concepts that apply to the mastery of proficient execution of motor skills, growth patterns, and coordination
- Identifies and explains the historical role of games, sports, and/or dance in various cultures
- Demonstrates an understanding of the basic principle of health and wellness
- Develops an appropriate conditioning program for a self-selected game activity to engage in for life
- Develops realistic short-term and long-term personal skill achievement goals
- Demonstrates respect and acceptance of each individual's contribution to the group or team

APPENDIX A: SUGGESTED ACTIVITIES:

PHYSICAL FITNESS STANDARD: Incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness and promoting the life and dignity of the human person.

Grade K-2 Range Physical Fitness Suggested Activities:

- Participate in a variety of physical fitness activities
- Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement,
- Attempt skill-related fitness components, e.g., agility, balance, coordination, reaction time, and speed.
- Demonstrate strength, flexibility, and appropriate body composition.
- Encourage outside of class self-selected movement experiences.
- Choose activities that provide self-expression, social interaction, and opportunities for creativity

Grade 3-5 Range Physical Fitness Suggested Outcomes:

- Recognize the feelings that result from regular participation in physical activity.
- Recognize the diseases caused by smoking.
- Identify good health habits.
- Identify methods to keep the body healthy and clean.
- Know and understand the nutritional value of food and its potential contribution to performance.
- Set a realistic long-term personal fitness goal(s).
- Know/perform activities that increase the heart rate to the target zone.
- Set personal fitness goals based on results of fitness assessment.
- Monitor/evaluate progress of personal fitness goals.
- Evaluate positive and negative behavioral
- Evaluate positive and negative behavioral choices and their impact on wellness levels
- Describe the benefits of maintaining a health-enhancing level of fitness
- Know why smoking and drugs are harmful to the body

MOTOR SKILLS PERFORMANCE STANDARD: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade K-2 Range Motor Skills Performance Suggested Activities:

- Be respectful of personal space limits in “play along” and planned movement activities.
- Jump, leap, and hop in all directions with varying effort.
- Participate in chasing, fleeing, and other movement activities.
- Travel, in different ways, in a large group without bumping into others or falling.
- Demonstrate skills such as taking turns, cooperating, and sharing within the context of the activity.
- Demonstrate growth in a variety of locomotor, nonlocomotor, and manipulative skills in response to a command.
- Demonstrate growth in combinations of manipulative, locomotor, and nonlocomotor skills performed individually and with others.
- Move various body parts at high, medium, and low levels; make large/small body shapes while traveling.
- Travel in forward and sideways directions; change directions quickly in response to a signal.
- Distinguish between straight, curved, zig-zag pathways while traveling in various ways.
- Turn while varying speed, level, direction.
- Gallop with either foot.

- Balance while bending, twisting, or stretching; spin/pivot on one foot maintaining balance.
- Kick using strong and light effort.
- Jump from various heights and over various obstacles.
- Perform log roll and attempt forward roll and shoulder roll.
- Move up and down inclines utilizing various body positions.
- Participate in obstacle courses
- Throw an object overhand and underhand; attempt to throw an object using various speeds, effort, levels, and directions.
- Perform tossing and catching activities; perform these while moving about; catch a self-toss.
- Provide opportunities for helping and encouraging one another

Grade 3-5 Range Motor Skills Performance Suggested Activities

- Perform a sequence of locomotor movements and/or nonlocomotor movements through levels on command.
- Travel in relationship to objects; e.g., over, under, behind, through.
- Throw an object at a target - use overhand and underhand motions; use objects of various sizes, shapes, and weights.
- Self-toss and catch while walking; toss and catch a ball with a partner.
- Dribble using both hands; Dribble and pass to a partner.
- Dribble a ball with the non-dominant hand; Dribble a ball continuously with dominant hand demonstrating control; Hand dribble/foot dribble a ball while moving.
- Dribble a ball with feet demonstrating control.
- Explore rolling movements.
- Participate in obstacle course activities, e.g., move among cones, ropes, and other equipment.
- Demonstrate running, walking, jogging, sliding, jumping, hopping, and galloping (forward with either foot leading); attempt leaping, turning, skipping, jumping rope; vary force and effort while demonstrating.
- Kick a moving object, e.g., a large ball; attempt running and kicking a moving object, e.g., a large ball; attempt with dominant leg then non-dominant leg
- Move in curved, zigzag, and straight pathways using skipping, galloping, and sliding movements.
- Travel and change direction quickly in response to a signal.
- Demonstrate skill in a combination of two activities: balancing, rolling, jumping, landing, climbing, and weight transfer.
- Demonstrate balance while walking across a beam or bench.
- Demonstrate leaping while running/skipping and/or turning/skipping.
- Jump with a half turn and a full turn.
- Travel and stop in various balanced positions.
- Push and pull equipment greater than her/his body weight.
- Identify safety rules and explain how not following them appropriately may result in accidents/injuries.
- Learn to use equipment safely/responsibly.
- Tell how various parts of the body might be injured during physical activity; explain how to avoid these.
- Distinguish between safe/unsafe behaviors; make appropriate choices.
- Know the rules to participate in group activity safely.
- Jump/land for height /distance.
- Toss a ball overhead, move to another spot and catch it.
- Toss a ball against a wall and catch the ball on the rebound.

- Toss a small ball against a wall and slide right or left to retrieve it.
- Scoop a ball from the floor with a paddle.
- Demonstrate the ability to solve movement-related problems.
- Run with various stride lengths and at different paces.
- Jog a set distance.
- Throw objects of various sizes, shapes, and weights for distance and for accuracy.
- Demonstrate inverted skills, e.g., tripod, mule kick, headstand, and cartwheel.
- Participate in grid activities with various numbers of participants and types of implements/equipment; participate in grid activities using simple offensive and defensive strategies.
- Strike a tossed ball using mechanically correct forehand pattern.
- Demonstrate control while running into and out of a long rope maintaining control.
- Form a human clock; participate in circle activities that involve passing and catching in clockwise/counter clockwise directions.
- Follow a map through an obstacle course using directional clues, e.g., left, right, north, south...
- Estimate the number of steps between himself/herself and a stationary object.
- Cooperate with others in identifying the components that promote safe participation in specific activities.
- Identify the elements/application of cooperative strategies.
- Help/encourage students with less skill.

Grade 6-8 Range Motor Skills Performance Suggested Activities:

- Rebound, pivot, and outlet a basketball.
- Participate in formal self assessment of a motor skill such as kicking a soccer ball, throwing/catching a football, shooting a basket, striking a soft ball, etc.; evaluate a partner's pattern of kicking.
- Participate in a formal self-assessment of striking a softball, volleyball, etc.; evaluate a partner's pattern of striking.
- Transition between locomotor/nonlocomotor activities smoothly.
- Participate in a variety of physical activities while maintaining personal space.
- Know the scientific principles of movement, force, etc.
- Show how movement is affected when balance is disturbed.
- Dribble a ball while moving in different directions using various locomotor movements.
- Distinguish between compliance/noncompliance with game rules.
- Use fundamental strategies, e.g., offensive/defensive strategies, in simple games.
- Determine various plays to use in different situations in a game.
- Determine strategies to help your team win a game.
- Perform forward and backward rolls in different positions.
- Execute cartwheels in proper form.
- Demonstrate static balancing skills – front or side scale; headstand or handstand.
- Perform various leaps, turns, pivots at different levels.
- Travel over objects of varying heights and distances.
- Perform inverted hang and pull ups.
- Demonstrate receiving and projecting objects, with and without an implement, while stationary and moving.
- Move into open spaces while passing an object back and forth with a partner, using various pathways.
- Run within his/her lane on the track.
- Make contact at the appropriate time when striking a volleyball, softball, etc.
- Demonstrate basket skills: dribble with the dominant hand without hooking the ball; perform non-dominant hand dribbles; attempt to pivot while dribbling.
- Dribble changing speed, change-of-pace, crossover, and spin.
- Set shot, perform dominant hand lay-ups, foul shot, and jumps.
- Incorporate basic skills in game-like situations; use good form.

- Demonstrate basic competence in manipulative/locomotor movement.
- Participate in a variety of games, sports, and dance activities representing different cultural backgrounds.
- Demonstrate proficiency in a few forms of physical activity.
- Appreciate/respect the equipment/supplies/environment while participating in physical activity.
- Identify the personal factors that contribute to/impact the outcome of activities.
- Recognize that rules are fair to all and allow for safe participation in team sports.
- Demonstrate knowledge of rules, safety, and strategies while participating in a physical activity, game, or sport.
- Discuss how collaboration can enhance/improve activity.
- Create rules to participate in specific activities safely.
- Know/explain the consequences of playing in safe/unsafe environments.
- Design/play small group games that involve cooperating with others.
- Help/encourage students with less skill.
- Display characteristics of good sportsmanship.
- Accept calls from officials without complaint.
- Recognize good play by opponents/teammates.

ENGAGING IN PHYSICAL ACTIVITY STANDARD: Participates regularly in physical activity.

Grade K-2 Range Engaging in Physical Activity Suggested Activities:

- Participate fully in a variety of physical activities.
- Attempt skill-related fitness components, e.g., agility, balance, coordination, reaction time, and speed.
- Demonstrate strength, flexibility, and appropriate body composition.
- Encourage outside of class self-selected movement experiences.
- Choose activities that provide self-expression, social interaction, and opportunities for creativity.
- Recognize that physical activity is good for the body.
- Describe the benefits that result from regular participation in physical activity.
- Recognize changes in heart rate (place hand on heart before and after activities).

Grade 3-5 Range Engaging in Physical Activity Suggested Activities:

- Find the heart rate.
- Tell how vigorous activity changes the rate of the heart beat.
- Participate in vigorous activities, e.g., running, jumping, galloping, etc., that increase the heart rate.
- Engage in vigorous activity; identify the change in heart rate.
- Participate outside of class in self-selected physical activities.
- Describe the benefits that result from regular participation in physical activity.
- Know and understand the value of nutritional foods.
- Know about harmful substances and their effects on one's well being.
- Demonstrate knowledge of the components of health-related fitness; identify activities that improve each component.
- Describe the benefits that result from regular participation in physical activity.
- Recognize that regular physical activity results in increased strength and endurance, higher energy levels, and more restful sleep.
- Tell about the benefits/risks to health of fitness activities; differentiate between the two.
- Know why warm-up/cool-down activities are important.
- Monitor bodily changes occurring during moderate physical activity.
- Select from a group of activities that improve cardiovascular endurance.

- Tell how exercise improves muscular strength, cardiovascular endurance, and flexibility.
- Tell how exercise improves speed, power, agility, coordination, reaction time, etc.

Grade 6-8 Range Physical Activity Suggested Activities:

- Identify and participate in activities associated with the components of health-related fitness
- Participate in self-selected aerobic activities outside of class
- Design/play small group games involving cooperation with others.
- Use the Internet to identify fitness activities in the community.
- Compare the amount/intensity of exertion to the increase in heart rate.
- Use various assessments to describe personal fitness.
- Calculate the heart rate zone.
- Monitor heart rate at rest and following activity.
- Compare the effects of various exercises on heart rate.
- Understand the frequency, duration, and intensity of activity for improving cardiovascular performance; monitor progress in reaching a fitness goal.
- Understand how physical fitness and motor skills contribute to employment and a productive lifestyle.
- Analyze different occupations and identify the areas of fitness needed to be successful.
- Respect the role that regular physical activity plays in the pursuit of life-long health and well being.
- Identify signs of addiction; compare/ contrast the immediate and long term effects of alcohol, tobacco, and other drug use on physical performance/health status.
- Recognize the effects of substance abuse on physical health and performance.

RESPONSIBLE BEHAVIOR STANDARD: Exhibits responsible personal, social, and moral behavior that respects self, others, and life in physical activity settings.

Grade K-2 Range Responsible Behavior Suggested Activities

- Listen to safe practices and/or behaviors for the day's structured physical activity.
- Start/stop on an auditory/visual signal and then on command
- Ask/answer questions in an appropriate manner.
- Speak at appropriate times.
- Distinguish between safe and unsafe behaviors.
- Make safe and responsible choices on the playground and in the classroom.
- Share equipment with a partner.
- Interact with classmates in an appropriate manner.
- Play without interfering with others.
- Participate in parachute play.
- Sequence two or more prescribed locomotor movements.
- Accept responsibility when asked by the teacher
- Demonstrate respect for the person officiating.
- Identify safety rules for the activity and area being used.
- Develop three rules for an activity and participate in the activity while following the rules.
- Follow the rules for a simple game.
- Participate in games and activities without bumping into others.
- Maintain proper spacing when using apparatus or equipment.
- Repeat aloud procedures that ensure safe participation.
- Get/return equipment appropriately.

- Move within designated boundaries.
- Demonstrate cooperative skills.
- Share equipment with more than one person.
- Participate with partners in cooperative problem-solving activities.
- Demonstrate proper etiquette and regard for others.
- Use manners and respectful communication.

Grade 3-5 Range Responsible Behavior Suggested Activities

- Recite the procedures for safe/appropriate participation.
- Produce a safety list for each major activity/game; Identify safety factors related to various types of movement activity, e.g., biking, in-line skating.
- Identify unsafe playground behaviors.
- Explain how rules help to make the physical activity safe, fun, and challenging.
- Show an awareness of /respect for the personal space of others.
- Understand/perform the importance of each individual role in group activity
- Play/assist others in activities in groups of three to five; follow rules and directions.
- Display respect for the person officiating.
- Accept decisions made by officials.
- Officiate an activity, game, or sport, e.g., make line calls.
- Be aware of a time limit; complete group activity within the time frame.
- Tell personal behaviors that need to be changed to work well within a group.
- Use conflict resolution techniques; Make safe and responsible choices.
- Use problem solving methods that respect the dignity of every individual.
- Problem-solve through communication, e.g., uses “I” messages.
- Participate with group in cooperative problem-solving activities.
- Serve as a group leader; demonstrate knowledge of rules of a group activity.
- Prepare a brief oral report, bulletin board demonstration, or book report on the ethnic background of a chosen activity.
- Prepare an oral report, bulletin board, or poster on safety factors and safety equipment for a chosen activity.
- Describe and demonstrate responsible behavior while participating in physical activity.
- Tell of the importance of following procedures/ rules and the consequences of not doing so, e.g., losing a game.
- Identify the difference between ethical and unethical behavior.
- Participate with assigned partner(s) or teammate(s) without complaint.
- Develop a team strategy for a game/sport.
- Participate in reciprocal evaluations of movement patterns.
- Begin to appreciate individual differences within small group competition/cooperation.
- Recognize that different body types are more effective in certain movement skills and activities.
- Show perseverance and good attitude when participating in physical activity.
- Explain how personal choices that are not safe may affect the well-being of a partner.

Grade 6-8 Range Responsible Behavior Suggested Activities

- Know the reason/importance of various roles in group activity.
- Explain how effective decisions may be made, e.g., the D.E.C.I.D.E. model: detect, estimate, choose, identify, do, and evaluate.
- Show persistence and continuity in an assigned physical activity.
- Identify the function of rules; show an understanding of their importance.
- Identify safety factors in the utilization of space without and with an implement.
- Identify safety factors associated with the utilization of athletic equipment/apparatus.

- Differentiate between safe/unsafe participation/environment/behaviors.
- Make safe and responsible choices.
- Maintain a safe distance from others when using an implement; e.g., jump rope.
- Demonstrate safe use of sticks, rackets, and bats in a crowded area; apply the rules and regulations for the activity.
- Self-officiate an activity.
- Follow all game rules to maintain safe playing conditions.
- Create/teach rules to peers.
- Modify a game; create/explain the rules.
- Participate in activities with modified rules, structure, and/or equipment to increase the parity of movement in a dance, game, sport; e.g., scooter basketball, half-court tennis, slower/softer balls, lower net, smaller team size.
- Teach a movement activity identified with the student's culture, e.g., curling, cricket; explain the rules.
- Explain how personal behaviors positively/negatively affect group success.
- Accept decisions made by officials whether they are peers or teachers.
- Display respect for the person officiating.
- Respect and cooperate with others during physical activities.
- Identify the difference between ethical and unethical behavior while participating in physical activities.
- Participate in a group fitness enhancing activity to demonstrate personal responsibility, respect and recognition for others and ability to stay on task.
- Make appropriate choices based on the safety of self and others.
- Show encouraging, supportive behaviors that contribute to group success.
- Accept the contributions/responsibilities of each group member.
- Analyze/adjust rules for inclusive participation.
- Identify cultural and ethnic influences in physical activities.

COGNITIVE CONCEPTS STANDARD: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities, while enhancing the life and dignity of the human person.

Grade K-2 Range Cognitive Concepts Suggested Activities:

- Attempt skill-related fitness components, e.g., agility, balance, coordination, reaction time, and speed.
- Choose activities that provide self-expression, social interaction, and opportunities for creativity.
- Recognize that physical activity is good for the body.
- Recognize changes in heart rate (place hand on heart before and after activities).
- Move with even/uneven rhythm.
- Jump, leap, and hop in all directions with varying effort.
- Vary the force/effort in walking, running, and jumping.
- Vary the force/effort in twisting, turning, bending, and stretching.
- Push/pull with various effort.
- Move safely in opposition or in synchrony with others.
- Demonstrate skills such as taking turns, cooperating, and sharing within the context of the activity.
- Demonstrate an awareness of directionality and laterality, e.g., move left/right, up/down, forwards/backwards.
- Know and be able to recite the guidelines for the safe use of equipment and apparatus.
- Show an understanding of general space by varying speed and direction.
- Identify safety rules and explain how not following them appropriately may result in accidents/injuries.
- Learn to use equipment safely/responsibly.

Grade 3-5 Range Cognitive Concepts Suggested Activities:

- Tell how various parts of the body might be injured during physical activity; explain how to avoid these.
- Distinguish between safe/unsafe behaviors; make appropriate choices.
- Participate in movement challenges by varying weight factors, e.g., heavy /light touch while walking, running, and jumping.
- Perform a two, three, and four point balance.
- Pass a ball to a partner with the inside/outside of the foot using combinations of heavy/light, fast/slow motion, and pause movement.
- Pass a ball to a partner with the instep of the foot, varying speed and distance.
- Manipulate small hand objects using different body parts at different levels while stationary and/or moving.
- Dribble a ball using one hand, dominant and non-dominant hands, and alternate hands.
- Dribble a ball while moving in different directions using various locomotor movements.
- Dribble a ball continuously with dominant hand demonstrating control.
- Use various speeds and levels, weight transfer, opposition, and speed.
- Demonstrate throwing with two hands utilizing weight transfer and follow through.
- Demonstrate a mature overhand throwing – use various speeds and levels, weight transfer, opposition; use of the entire arm in a fluid
- Participate in grid activities with various numbers of participants and types of implements/equipment.
- Participate in grid activities using simple offensive and defensive strategies.
- Hand dribble/foot dribble a ball while moving.
- Strike a tossed ball using mechanically correct forehand pattern.
- Demonstrate control while running into and out of a long rope maintaining control.
- Follow a map through an obstacle course using directional clues, e.g., left, right, north, south, etc.
- Estimate the number of steps between himself/herself and a stationary object.
- Cooperate with others in identifying the components that promote safe participation in specific activities.
- Know when/how to use offensive/defensive strategies.
- Identify the elements/application of cooperative strategies.
- Help/encourage students with less skill.

Grade 6-8 Range Cognitive Concepts Suggested Activities:

- Participate in relay races that demonstrate each of the Laws of Motion.
- Complete stations that illustrate each Law of Motion.
- Participate in a variety of physical activities while maintaining personal space.
- Know the scientific principles of movement, force, etc.
- Demonstrate good balance while dancing.
- Dribble a ball while moving in different directions using various locomotor movements.
- Distinguish between compliance/noncompliance with game rules.
- Know/demonstrate rules for maintaining a safe environment during physical activity.
- Use fundamental strategies, e.g., offensive/defensive strategies, in simple games.
- Determine various plays to use in different situations in a game.
- Determine strategies to help your team win a game.
- Apply offensive, defensive, and cooperative strategies during physical activity.
- Apply/follow rules when participating in a variety of activities.
- Define good sportsmanship; explain the importance of each component.
- Understand how the body moves and how such movement is influenced by gravity, friction, and the laws of motion.
- Use mechanically correct form in movement/ manipulative skills.
- Explain/predict how changing/manipulating movement affects results.
- Watch/encourage the manipulative performance of a classmate; identify correct/incorrect form.
- Follow safety procedures before, during, and after an activity.

- Use cooperative strategies to participate appropriately in physical activity.
- Participate offensively/defensively in two different games or sports; observe game and safety rules.
- Apply offensive and defensive strategies while playing a modified version of a sport.
- Demonstrate knowledge of rules, safety, and strategies while participating in a physical activity, game, or sport.
- Apply and play in accordance of rules.
- Interpret rules and proper techniques with no observable errors.
- Make few errors in interpretations and applications of rules, scoring, and etiquette.
- Display characteristics of good sportsmanship; accept calls from officials without complaint.
- Recognize good play by opponents/teammates.
- Help/encourage students with less skill.
- Help students demonstrate positive attitude toward all students despite outcome of game.

CATHOLIC SOCIAL TEACHINGS

1. The Principle of Human Dignity.

"Every human being is created in the image of God and redeemed by Jesus Christ, and therefore is invaluable and worthy of respect as a member of the human family" (*Reflections*, p. 1).

This is the bedrock principle of Catholic social teaching. Every person--regardless of race, sex, age, national origin, religion, sexual orientation, employment or economic status, health, intelligence, achievement or any other differentiating characteristic--is worthy of respect. It is not what you do or what you have that gives you a claim on respect; it is simply *being* human that establishes your dignity. Given that dignity, the human person is, in the Catholic view, never a means, always an end.

The body of Catholic social teaching opens with the human person, but it does not close there. Individuals have dignity; individualism has no place in Catholic social thought. The principle of human dignity gives the human person a claim on membership in a community, the human family.

2. The Principle of Respect for Human Life.

"Every person, from the moment of conception to natural death, has inherent dignity and a right to life consistent with that dignity" (*Reflections*, pp. 1-2).

Human life at every stage of development and decline is precious and therefore worthy of protection and respect. It is always wrong directly to attack innocent human life. The Catholic tradition sees the sacredness of human life as part of any moral vision for a just and good society.

3. The Principle of Association.

"Our tradition proclaims that the person is not only sacred but also social. How we organize our society--in economics and politics, in law and policy--directly affects human dignity and the capacity of individuals to grow in community" (*Reflections*, p. 4).

The centerpiece of society is the family; family stability must always be protected and never undermined. By association with others--in families and in other social institutions that foster growth, protect dignity and promote the common good--human persons achieve their fulfillment.

4. The Principle of Participation.

"We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable" (*Reflections*, p. 5).

Without participation, the benefits available to an individual through any social institution cannot be realized. The human person has a right not to be shut out from participating in those institutions that are necessary for human fulfillment.

This principle applies in a special way to conditions associated with work. "Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected--the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative" (*Reflections*, p. 5).

5. The Principle of Preferential Protection for the Poor and Vulnerable.

"In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the last judgment (Mt. 25:31-46) and instructs us to put the needs of the poor and vulnerable first" (*Reflections*, p. 5).

Why is this so? Because the common good--the good of society as a whole--requires it. The opposite of rich and powerful is poor and powerless. If the good of all, the common good, is to prevail, preferential protection must move toward those affected adversely by the absence of power and the presence of privation. Otherwise the balance needed to keep society in one piece will be broken to the detriment of the whole.

6. The Principle of Solidarity.

"Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family.... Learning to practice the virtue of solidarity means learning that 'loving our neighbor' has global dimensions in an interdependent world" (*Reflections*, p. 5).

The principle of solidarity functions as a moral category that leads to choices that will promote and protect the common good.

7. The Principle of Stewardship.

"The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation" (*Reflections*, p. 6).

The steward is a manager, not an owner. In an era of rising consciousness about our physical environment, our tradition is calling us to a sense of moral responsibility for the protection of the environment--croplands, grasslands, woodlands, air, water, minerals and other natural deposits. Stewardship responsibilities also look toward our use of our personal talents, our attention to personal health and our use of personal property.

8. The Principle of Subsidiarity.

This principle deals chiefly with "the responsibilities and limits of government, and the essential roles of voluntary associations" (*Reflections*, p. 6).

The principle of subsidiarity puts a proper limit on government by insisting that no higher level of organization should perform any function that can be handled efficiently and effectively at a lower level of organization by human persons who, individually or in groups, are closer to the problems and closer to the ground. Oppressive governments are always in violation of the principle of subsidiarity; overactive governments frequently violate this principle.

All eight of these principles were culled from the relatively brief "Reflections of the U.S. Catholic Bishops," as the second subtitle of *Sharing Catholic Social Teaching* describes this published product of the N.C.C.B. As I read on through the summary of the task force report, I found an articulation of two additional principles, which follow.

9. The Principle of Human Equality.

"Equality of all persons comes from their essential dignity.... While differences in talents are a part of God's plan, social and cultural discrimination in fundamental rights... are not compatible with God's design" ("Summary," pp. 23-4).

Treating equals equally is one way of defining justice, also understood classically as rendering to each person his or her due. Underlying the notion of equality is the simple principle of fairness; one of the earliest ethical stirrings felt in the developing human person is a sense of what is "fair" and what is not.

10. The Principle of the Common Good.

"The common good is understood as the social conditions that allow people to reach their full human potential and to realize their human dignity" ("Summary," p. 25).

The social conditions the bishops have in mind presuppose "respect for the person," "the social well-being and development of the group" and the maintenance by public authority of "peace and security." Today, "in an age of global interdependence," the principle of the common good points to the "need for international structures that can promote the just development of the human family across regional and national lines."

What constitutes the common good is always going to be a matter for debate. The absence of any concern for or sensitivity to the common good is a sure sign of a society in need of help. As a sense of community is eroded, concern for the common good declines. A proper communitarian concern is the antidote to unbridled individualism, which, like unrestrained selfishness in personal relations, can destroy balance, harmony and peace within and among groups, neighborhoods, regions and nations.

Source: *Sharing Catholic Social Teaching: Challenges and Directions--Reflections of the U.S. Catholic Bishops, 1998.*

Additional Sources:

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Georgia Department of Education, Physical Education Curriculum, 2010.

Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2009.

Moving into the Future: National Standards for Physical Education, 2nd Edition, 2010.

National Association for Sports and Physical Education, Comprehensive School Physical Activity Programs, 2008.

BOOK RECOMMENDATIONS

Games Kids Should Play at Recess, Curt Hinson, Ph.D., Second Edition, PE Publishing Company ISBN 0-0658988-2-2

Cooperative Learning in Physical Education, Steve Grineski, Human Kinetics, ISBN – 0-87322-879-0

Fitness for Children, Curt Hinson, Ph.D., Human Kinetics, ISBN 0-87322-472-8

The Ultimate Playground & Recess Game Book, Guy Bailey, Educators Press, ISBN 0-9669727-2-4

Children Moving (A Reflective Approach to Teaching Physical Education), Graham/Holt-Hale/Parker, Mayfield publishing

ISBN 0-7674-1748-8

On the Move (Lesson Plans to Accompany Children Moving 5th Edition), Holt-Hale, Mayfield publishing

ISBN 0-7674-1751-8

Elementary P.E. Teachers Survival Guide, Carpenter/Tunnell, Parker publishing

ISBN 0-13-302993-X

Get in the Game: U.S. Tennis Association - Curriculum Guide, USTA 215-322-6789 ext. 239

U.S.A. School Tennis Curriculum (8th Edition), U.S. Tennis Association USTA 215-322-6789 ext. 239

201 Games for the Elementary Physical Education Program, Jerry D. Poppen, Parker publishing

ISBN 0-13-042061-1

Game On, Doyle/Harkness, Human Kinetics publishing

ISBN 0-7360-3446-3

The Cooperative Sports & Games Book, Terry Orlich

Follow Me, M.A. Tolbert

New Games, A. Fluegelman

More New Games, A. Fluegelman

Field Day Survival Guide for Planning the Best Field Day Ever, Krista Winn, Great American publishing

The Best of Great Activities (for Gr. K-6), Great Activities publishing

ISBN 0-945872-09-7

Physical Education Fireworks, Jane B. Doss, Great Activities publishing

ISBN 0-945872-12-7

Making A Difference, Thomson, John, Louisville, KY: UNEEDPE Publishing Co., 1998,

ISBN 1-892023-00-8

Parachute Games, T. Strong and D. LeFevre, Champaign, IL: Human Kinetics, 1996,

ISBN 0-87322-793-X

Periodical Publications

Great Activities (Newspaper for Elementary & Middle School P.E. Teachers)

Ordering Hotline 1-800-927-0682 (5 issues per year)

PenPal (Newsletter for Elementary & Middle School P.E. Teachers), (PlayFit Education Inc.)

Ordering Hotline 1-888-217-9131 (5 issues per year)

Internet Resources

www.pecentral.org P.E. Central

www.greatactivities.net Great Activities

www.sportime.com Sportime (look for activity guides and resources)

www.flaghouse.com Flaghouse (look for activity guides)

www.aahperd.org AAHPERD (click on NASPE - look for Teacher's Toolbox)

cdc.gov Dept. of Health & Human Services Center for Disease Control (look for physical activity, nutrition and health)

playfiteducation.com (Penpal)

pelinks4u.com

ⁱ Pediatric Exercise Science: The Official Journal of the North American Society of Pediatric Exercise Medicine and the European Group of Pediatric Work Physiology. Special Issue: Physical Activity Guidelines for Adolescents, James F. Sallis, Guest Editor. 11-2011.