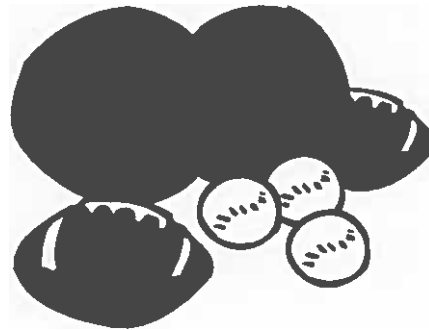

Diocese of Lansing
Physical Education Curriculum Guidelines
K-8

June, 2006



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Diocese of Lansing
Curriculum Committee for Physical Education

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Vision Statement for Physical Education Programs

Physical education is an integral part of the Catholic School's total education program. As such, it is a sequential educational program that provides students with the knowledge, skills, fitness and attitudes necessary to lead a healthy lifestyle.

A physically educated person who participates in health enhancing physical activity:

1. Demonstrates competence in selected motor skills
2. Assesses, achieves, and maintains physical fitness
3. Applies cognitive concepts in making wise lifestyle choices
4. Exhibits appropriate personal-social character traits while participating in physical activity

Participation in physical education classes contributes to the overall success in the child's school life because it develops self confidence, social skills and an appreciation that life is a gift from God.

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**

Diocese of Lansing

Grades K-8

June, 2006 Curriculum Institute

Content Standard 1: All students will demonstrate selected fundamental locomotor skills

1. MOTOR SKILLS

(Movement; locomotor and non-locomotor.)

2. PHYSICAL FITNESS

(Measuring of fitness levels)

3. COGNITIVE CONCEPTS

(Teaching cues and strategies)

4. PERSONAL AND SOCIAL

CHARACTER TRAITS

(Sportsmanship)

Early Elementary Benchmark		Later Elementary Benchmark					Middle School Benchmark			
1. Demonstrate appropriate form in the following locomotor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop and slide.		1. Demonstrate mature form and functional competence in the following locomotor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop and slide.								
Code	Diocesan Objective: the student will...	K	1	2	3	4	5	6	7	8
1.1.1	Demonstrate controlled traveling, rolling and balancing actions.	I	D	D	D					
1.1.2	Travel with control forward, backward and sideways using a variety of locomotor patterns and change directions quickly.	I	D	D	D	D	D	D	D	D
1.1.3	Demonstrate all of the locomotor skills of walking, running, hopping, jumping, galloping, sliding and skipping.		I	M						
1.1.4	Stay in lane while running sprints against one or more person.	I	M							

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**

Diocese of Lansing

Grades K-8

*June, 20J)_6 Curriculum **O'iJ.ectives***

Content Standard 2: All students will demonstrate selected fundamental object control skills.

1. MOTOR SKILLS (Movement: locomotor and non-locomotor)	2. PHYSICAL FITNESS (Measuring of fitness levels)	3. COGNITIVE CONCEPTS (Teaching cues and strategies)	4. PERSONAL AND SOCIAL TRAITS (Sportsmanship)
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Early Elementary Benchmark		Later Elementary Benchmark			Middle School Benchmark					
1. Demonstrate appropriate form in the following object control skills: underhand throw (toss), overhand throw, catch, hand dribble, kick and strike (batting and forehand).		Demonstrate mature form and functional competence in the following object control skills: underhand throw (toss), overhand throw, catch, hand dribble, kick and strike (batting, forehand, overhand, underhand, backhand, punt, chest and pass).			<i>Combine locomotor and manipulative skills</i>					
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
2.1.1	Kick, throw, catch and strike objects under simple conditions. (e.g., kicking and striking a stationary ball, catching a tossed ball).	I	D	D	D					
2.1.2	Demonstrate with consistency the manipulative skills performed alone (e.g., toss and catch, dribble with hand in a general space, dribble with foot, kick and strike with hand or equipment, throw underhand and overhand, volley).		I	D	D					
2.1.3	Demonstrate a variety of stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike a paddle).		I	D	D					
2.1.4	Demonstrate individually and with a partner, the manipulative skills of throwing, catching, kicking, striking, volleying and dribbling.		I	D	D					

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2.1.5	Demonstrate the forehand and backhand striking skills In dual and individual sports.	I	D	D	D
2.1.6	Demonstrate proficiency in specialized locomotor, non-locomotor and manipulative skills combinations in games and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball).	I	D	D	D
2.1.7	Demonstrate and understand the critical elements of throwing, catching, dribbling, passing, striking and shooting skills found in team sports.	I	D	D	D
2.1.8	Combine locomotor and manipulative skills into specialized sports skills and apply these sequences to partner, small group and small-sided game situations.		I	D	D

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**

Diocese of Lansing

Grades K-8

*June, 2006 Curriculum **Obtctives***

Content Standard 3: All students will demonstrate selected postural, non-locomotor, and body control (movement) skills.

1. **MOTOR SKILLS**
(Movement locomotor and non-locomotor)

2. **PHYSICAL FITNESS**
(Measuring of fitness levels)

3. **COGNITIVE CONCEPTS**
(Teaching cues and strategies)

4. **PERSONAL AND SOCIAL TRAITS**
(Sportsmanship)

Early Elementary Benchmark		Later Elementary Benchmark		Middle School Benchmark						
1. Demonstrate the ability to perform non-locomotor skills (e.g., bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying and landing).										
2. Demonstrate good posture while walking or standing.		Demonstrate good posture while lifting, carrying, pushing, pulling and sitting.								
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
3.1.1	Stretch, bend, twist, turn, swing and sway whole body and individual parts.	I	D	M						

Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark				
3. Demonstrate appropriate form in falling-landing-rolling (e.g., landing, forward shoulder roll, backward shoulder roll).		Demonstrate mature form in falling-landing-rolling (e.g., landing, forward shoulder roll, backward shoulder roll)								
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
3.3.1	Perform individual tumbling skills.	I	D	D	D	D	D	D	D	D
3.3.2	Perform individual gymnastic skills.	I	D	D	D	D	D	D	D	D
3.3.3	Perform educational gymnastic sequences with at least four non-manipulative movements.				I	D	D	D	D	D

Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark				
4. Demonstrate appropriate form in selected balances (e.g., dynamic upright, static upright, inverted).		Demonstrate mature form in selected balances (e.g., dynamic upright, static upright, inverted).								
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
3.4.1	Perform body balance activities.	I	D	D	D	D	D	D	D	D
3.4.2	Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling or other types of weight transfers.					I	D	D	D	D

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Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark					
5. Demonstrate mature form in selected vaulting and rope jumping skills.											
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	

Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark					
6. Demonstrate mature form in selected twisting and turning skills.											
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**

Diocese of Lansing

Grades K-8

June, 2006 Curriculum Objectives

Content Standard 4: all students will demonstrate selected fundamental rhythmic skills.

1. MOTOR SKILLS (Movement: locomotor and non-locomotor)	2. PHYSICAL FITNESS (Measuring of fitness levels)	3. COGNITIVE CONCEPTS (Teaching cues and strategies)	4. PERSONAL AND SOCIAL TRAITS (Sportsmanship)
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Early Elementary Benchmark		Later Elementary Benchmark		Middle School Benchmark						
1. Demonstrate locomotor skills in time to selected rhythmic patterns (e.g., even, uneven, fast and slow) .		Perform simple folk, square, creative and/or aerobic rhythmic activities.								
Code	Diocesan objective:the student will...	K	1	2	3	4	5	6	7	8
4.1.1	Select appropriate actions to match a steady beat.	I	D	D	D					
4.1.2	2 Move within basic formations: partners, scattered, line, circle.	I	D	D	M					
4.1.3	Demonstrate the ability to combine locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.			I	D	D	D	D	D	D
4.1.4	Use self-expressive movement.		I	D	D	D	D	D	D	D
4.1.5	5 Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different formations, create educational dances with a variety of different shapes, levels, pathways and locomotor patterns).					I	D	D	D	D
4.1.6	Demonstrate the ability to perform a variety of rhythmic movement sequences (e.g., line dance, folk/square dance, aerobic dance, jump rope).							I	D	D

Early Elementary Benchmark	Later Elementary Benchmark	Middle School Benchmark									
2. Create and/or imitate movements in response to selected rhythms (e.g., animals, machines, objects).											
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**

Diocese of Lansing

Grades K-8

June, 2006 Curriculum Objectives

Content Standard 5: All students will participate successfully in selected health-enhancing, lifelong physical activities.

1. MOTOR SKILLS
(Movement: locomotor and non-locomotor)

2. PHYSICAL FITNESS
(Measuring of fitness levels)

3. COGNITIVE CONCEPTS
(Teaching cues and strategies)

4. PERSONAL AND SOCIAL TRAITS
(Sportsmanship)

Early Elementary Benchmark

Later Elementary Benchmark

Middle School Benchmark

1. Demonstrate selected sport-specific skills in the following categories: swimming, individual, dual or team sports, dance, recreational games, and outdoor pursuits.

Demonstrate an exposure level of competence from three of the following categories: swimming, personal conditioning, individual, dual or team sport, dance, recreational games, and outdoor pursuits.

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
5.1.1	Engage in regular physical activity.	I	D	D	D	D	D	D	D	D
5.1.2	Identify and participate in new physical activities for personal interest.				I	D	D	D	D	D
5.1.3	Demonstrate selected sports skills in individual and team sports.					I	D	D	D	D

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**

Diocese of Lansing

Grades K-8

June, 2006 Curriculum Objectives

Content Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance.

1. MOTOR SKILLS
(Movement: locomotor and non-locomotor)

2. PHYSICAL FITNESS
(Measuring of fitness levels)

3. COGNITIVE CONCEPTS
(Teaching cues and strategies)

4. PERSONAL AND SOCIAL
TRAITS
(Sportsmanship)

Early Elementary Benchmark

1. Sustain moderate to intense levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping and hopping).

Later Elementary Benchmark

Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate.

Middle School Benchmark

Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run, and other endurance activities at specified heart rate/heart rate recovery).

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
6.1.1	Sustain moderate to vigorous physical activity for short periods of time.	I	D	D	D	D	D	D	D	D
6.1.2	Participate frequently and for short periods of time in sustained moderate to vigorous physical activities that cause increased heart and respiratory rate.		I	D	D	D	D	D	D	D
6.1.3	Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.	I	D	D	D	M				
6.1.4	Identify and participate in physical activities that promote cardiorespiratory benefits.			I	D	D	M			

PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES

Diocese of Lansing

Grades K-8

June, 2006 Curriculum Objectives

Content Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.

1. MOTOR SKILLS
(Movement: locomotor and non-locomotor)

2. PHYSICAL FITNESS
(Measuring of fitness levels)

3. COGNITIVE CONCEPTS
(Teaching cues and strategies)

4. PERSONAL AND SOCIAL
TRAITS
(Sportsmanship)

Early Elementary Benchmark

1. Control own weight in selected body support activities to develop muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., climbing, hanging, hopping, jumping, animal walks and stunts).

Later Elementary Benchmark

Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., push-up activities, curl-up activities, isometric strength activities, jump rope activities and bench-stepping activities).

Middle School Benchmark

Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., calisthenic activities and resistance training).

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
7.1.1	Identify and participate in physical activities that promote muscular strength benefits.			I	D	D	D	D	D	D
7.1.2	Understand and apply basic principles of training to improve muscular strength.						I	D	D	D

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**

Diocese of Lansing

Grades K-8

June, 2016 Curriculum Objectives

Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of the body.

1. MOTOR SKILLS

(Movement: locomotor and non-locomotor)

2. PHYSICAL FITNESS

(Measuring of fitness levels)

3. COGNITIVE CONCEPTS

(Teaching cues and strategies)

4. PERSONAL AND SOCIAL

TRAITS

(Sportsmanship)

Early Elementary Benchmark

1. Move major joints of the arms, legs and trunk through a full range of motions.

Later Elementary Benchmark

Meet standards on selected fitness activities (e.g., sit and reach, trunk twists, and arm-shoulder stretches) that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle and trunk.

Middle School Benchmark

Meet standards on selected fitness activities (e.g., sit and reach, trunk twists, and arm-shoulder stretches) that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle and trunk.

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
8.1.1	Demonstrate knowledge of flexibility through warm up activities, and perform exercises that enhance proper flexibility in a variety of muscle groups.	I	D	D	D	D	D	D	D	D
8.1.2	Identify and participate in physical activities that promote flexibility benefits.			I	D	D	D	D	D	D

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**
*Diocese of Lansing
Grades K-8
June, 2006 Curriculum Objectives*

Content Standard 9: All students will develop and maintain healthy levels of body composition.													
1. MOTOR SKILLS (Movement: locomotor and non-locomotor)			2. PHYSICAL FITNESS (Measuring of fitness levels)			3. COGNITIVE CONCEPTS (Teaching cues and strategies)			4. PERSONAL AND SOCIAL TRAITS (Sportsmanship)				
Early Elementary Benchmark				Later Elementary Benchmark				Middle School Benchmark					
1. Recognize similarities and differences in body height, weight and shape.				Describe the effects of physical activity and nutrition on body composition.				Assess personal status of body composition.					
Code	Diocesan objective: the student will...				K	1	2	3	4	5	6	7	8

Early Elementary Benchmark				Later Elementary Benchmark				Middle School Benchmark					
2. Identify the lean and fat components of the body.				Develop and maintain health-related levels of body composition.									
Code	Diocesan objective: the student will...				K	1	2	3	4	5	6	7	8
					I		I	J	I	I	I	I	I

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Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark				
3. Meet health-related height, weight and shape.										
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
9.3.1	Examine one or two components of a health-related fitness assessment.		I	D	D	D	D	D		M
9.3.2	Examine two or three components of health related fitness.			I	D	D	D	D	D	M
9.3.3	Complete a modified version of a health-enhancing physical fitness assessment.	I	D	D	D	D	D	0	0	D
9.3.4	Apply data from a standardized health-related fitness assessment to determine personal fitness goals.		I	D	D	D	D	D	D	D
9.3.5	Apply the FITT (frequency, intensity, time and type) principle of training to implement personal fitness goals.						I	0	0	D D
9.3.6	Meet the gender and age health-related fitness standards as defined by the Fitnessgram or President's Physical Fitness Challenge.								I	D D

PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES
Diocese of Lansing
Grades K-8
June, 2006 Curriculum Objectives

Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force of movement.

1. MOTOR SKILLS (Movement: locomotor and non-locomotor)	2. PHYSICAL FITNESS (Measuring of fitness levels)	3. COGNITIVE CONCEPTS (Teaching cues and strategies)	4. PERSONAL AND SOCIAL TRAITS (Sportsmanship)
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Early Elementary Benchmark		Later Elementary Benchmark			Middle School Benchmark					
1. Identify selected body parts, actions and movements.		<i>Identify elements of body awareness (DOL)</i>								
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
10.1.1	Recognize and name body parts as well as right and left sides.	I	D	M						
10.1.2	Demonstrate understanding of directions: stop, go, front, back, up, down, over, under, forward, backward.	I	D	M						
10.1.3	Demonstrate an understanding of opposites.	I	D	M						
10.1.4	Develop sense of respect and control of one's body.	I	D	D	D	M				
10.1.5	Move with awareness of others in general space.	I	D	D	D	M				
10.1.6	Identify basic movement patterns and terminology associated with them.	I	D	D	D	M				
10.1.7	Improve vocabulary of physical education terms and apply principles of good body mechanics to basic postural positions.		I	D	D	D	M			

10.1.8	Demonstrate understanding of relationships between self and others: face to face, back to back, side by side, close together, far apart, clockwise and counter clockwise.	I		D	M													
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Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark												
2. Travel in forward, sideways, and backward directions and change quickly and safely.																		
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8								
10.2.1	Apply appropriate movement concepts to performance (e.g., change directions).	I	D	M														
10.2.2	Apply the basic movement concepts to change performance of locomotor, non-manipulative and manipulative skills by using feedback to improve skill performance.		I	D	D	M												

Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark												
3. Travel while changing speeds and directions in response to a variety of rhythms.																		
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8								

Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark				
4. Demonstrate slow and fast movement speeds and straight, curved, and zig-zag pathways.										
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8

Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark				
5. Make both large and small body shapes.										
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8

Early Elementary Benchmark

Later Elementary Benchmark

Middle School Benchmark

6. Demonstrate a variety of relationships with objects (e.g., over, under, behind, alongside and through).

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
10.6.1	Apply the basic movement concept to change performance of locomotor, non-manipulative and manipulative skills by using the concept of relationships (e.g., over, under, around, in front of, behind and through) in a dynamic movement situation.		I	D	D	M				

Early Elementary Benchmark

Later Elementary Benchmark

Middle School Benchmark

7. Demonstrate high, middle and low levels.

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
10.7.1	Identify movement concepts in body management, games, dance and locomotion (e.g. personal/general space, high/low levels, fast/slow speeds, light/heavy, balance and twist).	I	D	D	D	M				

Early Elementary Benchmark		Later Elementary Benchmark			Middle School Benchmark					
8. Combine shapes, levels and pathways into simple sequences.										
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
10.8.1	Demonstrate and understand simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight and flight.		I	D	D	M				

**PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES**

Diocese of Lansing

Grades K B

June, 2005 Curriculum Objectives

Content Standard 11: All students will explain and apply the essential steps in learning motor skills.

1. MOTOR SKILLS (Movement: locomotor and non-locomotor)	2. PHYSICAL FITNESS (Measuring of fitness levels)	3. COGNITIVE CONCEPTS (Teaching cues and strategies)	4. PERSONAL AND SOCIAL TRAITS (Sportsmanship)
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Early Elementary Benchmark		Later Elementary Benchmark		Middle School Benchmark							
1. Attend to the explanation and demonstration of motor skills.		1. Describe critical components of mature patterns of fundamental motor and selected sport skills.									
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	
11.1.1	Examine the rules and guidelines for participating in the physical activity setting.	I	D	D	D	D	D	D	D	D	
11.1.2	Develop listening skills and the ability to follow instruction in sequence during a game situation.	I	D	D	D	D	D	D	D	D	
11.1.3	Demonstrate and extend the knowledge of the critical features of basic locomotor, non-locomotor, and manipulative skills (e.g., hip rotation of the overhand throw is similar to striking with the hand or short racquet, locomotor skills can be combined to form more complex movements such as step-hop or step-jump).		I	D	D	D	D	D	D	D	
11.1.4	Follow directions and create simple games.			I	D	D	D	M			
11.1.5	Identify similarities of movements across different physical activities (e.g., overhand throw, tennis serve, overhead clear in badminton).					I	D	D	D	D	

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Early Elementary Benchmark		Later Elementary Benchmark			Middle School Benchmark					
2. Identify essential components of selected motor skills.		Recognize similar movements, concepts and elements in a variety of skills.								
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
11.2.1	Identify fundamental movement patterns (e.g., skip, strike).	I	D	M						
11.2.2	Apply principles of accuracy, force and follow through when projecting objects.	I	D	D	D	D	D	D	D	D

Early Elementary Benchmark		Later Elementary Benchmark			Middle School Benchmark					
3. Recognize the importance of correct practice in learning skills.		Recognize and use the outcome of practice trials to plan subsequent practice trials.			Detect and correct errors in personal skill performance.					
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
11.3.1	Identify and demonstrate basic small group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).					I	D	D	D	D
11.3.2	Recognize necessity of warm-up before strenuous exercise and slow cool-down period after.	I	D	D	D	D	D	D	D	D
11.3.3	Apply the movement principles and concepts to basic game strategies.					I	D	D	D	D
11.3.4	Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).					I	D	D	D	D
11.3.5	Understand scoring for games and sports.				I	D	D	D	D	D

Early Elementary Benchmark		Later Elementary Benchmark		Middle School Benchmark							
4. Apply prior knowledge as cues for learning new skills.		Use corrective feedback from the teacher or peers to improve skill performance.		Demonstrate appropriate methods of practicing new skills.							
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	
11.4.1	Use movement principles to improve personal performance and provide feedback to others.					I	D	D	D	D	
11.4.2	Use feedback, including available technology, to improve performance.							I	D	D	
11.4.3	Apply bio.mechanical principles (e.g., spin, rebound effects of levers) to understand and perform skillful movements.							I	D	D	

Early Elementary Benchmark		Later Elementary Benchmark		Middle School Benchmark							
				5. Use skills in appropriate ways in selected games, sports, and dance activities.							
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	

Early Elementary Benchmark		later Elementary Benchmark		Middle School Benchmark							
				6. Create/modify activities that require the use of selected skills.							
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	

Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark					
						7. Recognize the importance of goal setting in skill acquisition.					
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	

PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES

Diocese of Lansing

Grades K-8

June, 2006 Curriculum Objectives

Content Standard 12: All students will describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.

1. MOTOR SKILLS (Movement: locomotor and non-locomotor)	2. PHYSICAL FITNESS (Measuring of fitness levels)	3. COGNITIVE CONCEPTS (Teaching cues and strategies)	4. PERSONAL AND SOCIAL TRAITS (Sportsmanship)
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Early Elementary Benchmark		Later Elementary Benchmark			Middle School Benchmark					
1. Describe selected immediate effects of physical activity (e.g., increased heart rate, increased body temperature, muscle tension, and faster breathing rate) <i>and lifestyle choices</i> .		Describe selected long term benefits of right kinds and amounts of physical activity (e.g. strong heart, flexible joints, strong muscles, correct body weight, good endurance, improved performances, optimal growth and good health).			Describe long term psychological effects of right kinds and regular amounts of physical activity (e.g., healthy physical self-image, ability to reduce stress, strong mental function, and emotional health).					
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
12.1.1	Be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing).	I	D	D	D	D	D	D	D	D
12.1.2	Explain why physical activity is good for health.	I	D	D	D	D	D	D	D	D
12.1.3	Identify likes and dislikes connected with participation in physical activity.	I	D	D	D	D	D	D	D	D
12.1.4	Identify changes in the body that occur during moderate to vigorous physical activity.			D	D	D	D	D	D	D
12.1.5	Recognize the relationship between nutrition and physical fitness.			I	D	D	D	D	D	D
12.1.6	Describe the relationship between a healthy lifestyle and "feeling good".						I	D	D	D

Early Elementary Benchmark

Later Elementary Benchmark

Middle School Benchmark

2. Describe selected detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability).

Describe the effects of inactivity on health-related fitness, growth and performance.

Code

Diocesan objective: the student will...

K 1 2 3 4 5 6 7 8

Early Elementary Benchmark

Later Elementary Benchmark

Middle School Benchmark

3. Analyze potential risks associated with selected lifelong physical activities commonly used to develop aerobic capacity, anaerobic capacity, muscular strength, muscular endurance, muscular power, flexibility, weight control and with selected physical recreational and competitive activities.

Code

Diocesan objective: the student **will...**

K 1 2 3 4 5 6 7 **8**

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Early Elementary Benchmark

Later Elementary Benchmark

Middle School Benchmark

4. Identify physical activities that can be used to improve each of the following health-related fitness components: cardiorespiratory endurance, body composition, flexibility, posture, muscular strength and endurance and weight control.

Analyze and categorize physical activities that will improve cardiorespiratory endurance; strength and endurance of the arms, shoulders and abdominal area; hip flexibility; and will result in an optimal level of body composition while avoiding the potential detrimental effects of the activity.

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
12.4.1	Identify and explore activities which require physical activity during non-school hours that enhances personal fitness.	I	D	D	D	D	D	D	D	D
12.4.2	Identify and participate in individual or family-oriented physical activity opportunities outside of school.	I	D	D	D	D	D	D	D	D

Early Elementary Benchmark

Later Elementary Benchmark

Middle School Benchmark

5. Identify a range of physical activities that those with physical disabilities can participate in to improve and/or maintain health.

Identify a range of physical activities that those with physical disabilities can participate in to improve and/or maintain health.

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
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Early Elementary Benchmark

Later Elementary Benchmark

Middle School Benchmark

6. Identify physical activities that contribute to feeling good (healthy).

Identify three life-long physical activities that one enjoys the most and summarize the reason why these activities are valued more than others.

Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
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Early Elementary Benchmark	Later Elementary Benchmark	Middle School Benchmark									
		7. Recognize the effects of heat, cold and selected substances (tobacco, alcohol and other drugs) on personal health and performance in physical activities.									
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	
12.7.1	Investigate and self-assess the relationship between body composition, nutrition, use of tobacco, family history and levels of physical activity.							I	D	D	
12.7.2	Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.							I	D	D	

PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND DIOCESAN OBJECTIVES

Diocese of Lansing

Grades K-8

June, 2006 Curriculum Objectives

Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.

1. MOTOR SKILLS (Movement: locomotor and non-locomotor)	2. PHYSICAL FITNESS (Measuring of fitness levels)	3. COGNITIVE CONCEPTS (Teaching cues and strategies)	4. PERSONAL AND SOCIAL TRAITS (Sportsmanship)
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Early Elementary Benchmark	Later Elementary Benchmark	Middle School Benchmark									
1. Identify key behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline and work.	Demonstrate appropriate behaviors which exemplify each of the personal/social character traits at least 75% of the time: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline and work.	Demonstrate appropriate behaviors which exemplify each of the personal/social character traits at least 85% of the time: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline and work.									
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8	
13.1.1	Apply, with little or no reinforcement, safe and cooperative behaviors by working independently for short periods of time.	I	D	D	D	M					
13.1.2	Play and cooperate with a partner regardless of personal differences such as gender, skill level, or ethnicity.	I	D	D	M						
13.1.3	Treat others with respect during play.	I	D	D	D	D	D	D	D	D	
13.1.4	Work cooperatively with others to complete a variety of tasks or assignments.	I	D	D	D	D	D	D	D	D	
13.1.5	Understand the purpose of rules, procedures, etiquette, and respectful behaviors by demonstrating independence and good use of time while practicing physical activity.				I	D	D	D	D	D	

Early Elementary Benchmark		Later Elementary Benchmark				Middle School Benchmark				
2. Recognize the benefits of possessing and the cost of not possessing each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.		2. Analyze the consequences of possessing and the consequences of not possessing each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline and work.				2. Predict, in terms of participation, in physical activities devoted to health related fitness, sports and work, the benefits of possessing and the costs of not possessing each of the following character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline and work.				
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8
13.2.1	Use positive conflict resolution strategies in game play situations.	I	D	D	D	D	D	D	D	D
13.2.2	Understand that time, effort and practice have a positive effect on skill development and increased personal enjoyment.					I	D	D	D	D
13.2.3	Appreciate the value of teamwork.		I	D	D	D	D	D	D	D
13.2.4	Understand the purpose of rules, procedures, etiquette and respectful behaviors by providing input into establishing rules and guidelines for behavior in physical activity settings.				I	D	D	D	D	D
13.2.5	Accept constructive criticism from peers and teacher.				I	D	D	D	D	D
13.2.6	Introduce the skills to lead and coordinate team activities by acting as captain.					I	D	D	D	D
13.2.7	Develop understanding and leadership by officiating.						I	D	D	D

PHYSICAL EDUCATION CONTENT STANDARDS, BENCHMARKS AND
DIOCESAN OBJECTIVES

Diocese of Lansing

Grades K-8

June, 2006 Curriculum Objectives

Content Standard 14: All students will value physical activity and its contribution to lifelong health and well being.			
1. MOTOR SKILLS (Movement: locomotor and non-locomotor)	2. PHYSICAL FITNESS (Measuring of fitness levels)	3. COGNITIVE CONCEPTS (Teaching cues and strategies)	4. PERSONAL AND SOCIAL TRAITS (Sportsmanship)

Early Elementary Benchmark		Later Elementary Benchmark			Middle School Benchmark					
1. Identify and enjoy feelings that result from participation in physical activities.		1. Feel satisfaction on days when engaging in physical activity.			1. Choose to exercise regularly outside of the classroom for personal enjoyment and benefit.					
Code	Diocesan objective: the student will••.	K	1	2	3	4	5	6	7	8
14.1.1	Develop desirable attitudes toward physical education fitness.	I	D	D	D	D	D	D	D	D
14.1.2	Seek personally challenging experience in physical education opportunities.				I	D	D	D	D	D
14.1.3	Experience the enjoyment of physical education by cooperating with classmates and teachers with full class participation.	I	D	D	D	D	D	D	D	D

Early Elementary Benchmark

2. Enjoy participation in physical activities alone and with others.

Later Elementary Benchmark

2. Accept and respect difference and similarities in physical activity-related skills.

Middle School Benchmark

2. Enjoy aesthetic and creative aspects of skilled performance while respecting physical and performance limitations in self and others.

Code	Diocesan objective: the student will**.	K	1	2	3	4	5	6	7	8
14.2.1	Evaluate the role of physical activity in today's society.						I	D	D	D
14.2.2	Celebrate personal achievements and successes, as well as those of others.	I	D	D	D	D	D	D	D	D
14.2.3	Appreciate skilled performance.	I	D	D	D	D	D	D	D	D
14.2.4	Appreciate dance as a lifetime activity and an avenue for development of social relationships.						I	D	D	D
14.2.5	Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.						I	D	D	D

Early Elementary Benchmark	later Elementary Benchmark	Middle School Benchmark								
3. Appreciate benefits that accompany compassion, cooperation, honesty, and perseverance.	3. Be considerate of others in physical settings (e.g., show compassion, cooperation, fairness, honesty, loyalty, respect and responsibility).	3. Demonstrate a proper attitude in both winning and losing (e.g., show compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline and work effort).								
Code	Diocesan objective: the student will...	K	1	2	3	4	5	6	7	8

Recommended Resources

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
www.aahperd.org

America's Authorities on Fitness
www.acefitness.org

American Heart Association
www.americanheart.org

Brain Breaks: A Physical Activity Idea Book for Elementary Teachers
www.emc.cmich.edu

FitnessgramGD/ ActivitygramGD 8.0
www.fitnessgram.net

Governor's Council on Physical Fitness on Health and Sports (EPIC)
www.michiganfitness.org

Great Activities Publishing Company
Kamiya@mindspring.com

Michigan Association for Health, Physical Education and Dance
www.mimahperd.org

Michigan Action for Healthy Kids
www.actionforhealthykids.org

PE Central
www.pecentral.org

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Sport Physical Education

It's Time for- Your School's Physical Education Checkup: How Are You Doing?

The National Association for Sport and Physical Education (NASPE), which has been setting the standard for the profession for over 30 years, is committed to quality physical education for every student including Limited English Proficiency (LEP) and those with special needs. Does your school's physical education program help every student attain the knowledge, skills and attitudes necessary for them to lead healthy, active and productive lives? This new school year NASPE urges principals, teachers and parents to conduct an assessment of their school's physical education program--evaluate its strengths and weaknesses and then encourage a plan for improvement where needed. Here are 15 quick questions to ask:

1. Is physical education taught by a qualified teacher with a degree in physical education?	Yes? No?
2. Do students receive formal instruction in physical education: a. for a minimum of 150 minutes per week (elementary) and 225 minutes per week (middle and high)? OR b. at least 3 class periods per week for all grades the entire school year.	Yes? No?
3. Is the physical education class size about 25-30 to ensure safe, effective instruction?	Yes ? No ?
4. Is there adequate equipment for every student to be active?	Yes? No?
5. Is technology incorporated on a regular and continuing basis?	Yes? No?
6. Are indoor and outdoor facilities safe and adequate (so that physical education classes need not be displaced by other activities)?	Yes? No?
7. Is there a written mission statement and sequential curriculum based on state and/or national standards that are implemented appropriately in physical education?	Yes? No?
8. Are formative and summative assessments of student learning included in the physical education program, and are they related to meaningful content objectives?	Yes? No?
9. Does the program provide for maximum participation for every student (e.g., inclusion, no elimination games, all students active at once, developmentally appropriate activities, etc)?	Yes? No ?
10. Does the program help to systematically develop the physical, cognitive and social - emotional aspects of each student?	Yes? No ?
11. Do the physical education teachers regularly participate in physical education professional development activities and have memberships in related professional organizations?	Yes? No?
12. Do the physical education teachers receive student health information and have a plan for handling emergencies?	Yes? No?
13. Is there regular periodic evaluation by administrators of the physical education program and teacher performance?	Yes ? No?
14. Do the physical education teachers communicate with each other and parents on a frequent basis?	Yes? No ?
15. Do the physical education teachers seek feedback for improvement from students, peers, and parents as a means for program evaluation and improvement?	Yes? No?