

Physical Education Curriculum

Sixth – Eighth Grades

Adolescents continue to build on the foundation laid in the early grades and develop an awareness and appreciation of physical activity as a conscious personal decision. They are able to independently set physical education goals and to participate in individualized programs of physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They can identify principles of practice and conditioning that enhance movement and game play performance while maintaining a healthy level of physical fitness. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play. They recognize the role of physical activity in understanding diversity and continue to include and support each other by respecting the limitations and strengths of group members. They have well developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Students display values consistent with Catholic identity such as: reverence, respect and responsibility throughout their participation in physical activities.

Archdiocese of Santa Fe Standard 1. Students use basic and advanced movement patterns to perform physical activities.

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

Essential for Mastery in Grades 6-8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 1 Grades PK-2 and 3-5)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students demonstrate the ability to sequence specialized movement patterns to sport specific and lifetime fitness activities. <ul style="list-style-type: none"> • Team sports (i.e., basketball: receive, 	<ul style="list-style-type: none"> • Written assessments at the end of a unit. • Sports specific skills tests using an achievement rubric. • Design drill and practice opportunities to 	

<p>pivot, dribble, shoot).</p> <ul style="list-style-type: none"> • Individual sports and activities (i.e., tennis: serve, center court, forehand). • Dual sports (i.e., flicker ball). • Lifetime fitness activities. • Aerobics/fitness classes. 	<p>achieve specific skills as they relate to team and individual sports.</p> <ul style="list-style-type: none"> • Teacher selects a variety of assessments that demonstrate student learning. • Peer coaching and assessment. • Self-assessment. 	
<p>1. Demonstrate the ability to make smooth transitions between differing motor skills.</p>	<ul style="list-style-type: none"> • Sports specific skills tests using an achievement rubric. • Design drill and practice opportunities to achieve specific skills as they relate to team and individual sports. • Teacher selects a variety of assessments that demonstrate student learning. 	
<p>2. Demonstrate tracking skills. (visually)</p>	<ul style="list-style-type: none"> • Teacher observation (i.e., catching a Frisbee, basketball, etc.). 	
<p>C. Students perform skills correctly and consistently for all movement patterns:</p> <ul style="list-style-type: none"> • Throw • Catch • Dribble • Rally • Volley • Sequence and rhythm • Balance • Weight transfer patterns • Effort (shows reasonable effort) • Force (i.e. force when serving, throwing, etc.) 	<ul style="list-style-type: none"> • Written assessments at the end of a unit. • Sports specific skills tests using an achievement rubric. • Design drill and practice opportunities to achieve specific skills as they relate to team and individual sports. • Teacher selects a variety of assessments that demonstrate student learning. • Peer coaching and assessment. • Self-assessment. 	

Archdiocese of Santa Fe Standard 2: Students use cognitive information to understand motor skill acquisition and performance as it transfers to dynamic game play.

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

Essential for Mastery in Grades 6-8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 2 Grades PK-2 and 3-5)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students explain skills necessary to perform dynamic activities and advanced game play: <ul style="list-style-type: none"> • Warm up and cool down. • Practice activities. • Lead up games. • Training and conditioning. 	<ul style="list-style-type: none"> • Teacher observation. • Skill tests. • Peer feedback. • Self-assessment. 	
1. Identify motor skills used in B above. (i.e., walking, running, etc. listed in Standard 1 PK-2 nd Grade).	<ul style="list-style-type: none"> • Teacher observation. • Skill tests. • Peer feedback. • Self-assessment. 	
2. Use increasingly complex skills and movements to achieve the desired level of motor skill performance (i.e., progress from dribbling a basketball without opposition to dribbling with opposition to dribbling in a game situation, etc.).	<ul style="list-style-type: none"> • Teacher observation. • Skill tests. • Peer feedback. • Self-assessment. 	
3. Apply knowledge of results to improve performance.	<ul style="list-style-type: none"> • Personal fitness log. • Pre and Post testing. • Choose activities that will enhance improvement. 	
4. Analyze movement patterns by using self	<ul style="list-style-type: none"> • Personal fitness log. 	

<p>or peer observation.</p>	<ul style="list-style-type: none"> • Pre and Post testing. • Peer feedback. • Self-assessment. 	
<p>C. Students explain rules and strategies necessary for advanced game play/activities. List of specific sports:</p> <ul style="list-style-type: none"> • flag football • basketball • volleyball • weight lifting • handball • badminton • table tennis • tennis • bowling • hockey • soccer • softball • kick ball • ultimate Frisbee • pickle ball • wall ball • team handball • jump rope <p>List of specific dances:</p> <ul style="list-style-type: none"> • cha cha • square dance • two step • cotton eyed joe • tango • waltz • electric slide • macarena 	<ul style="list-style-type: none"> • Written assessment. • Teacher led questions with verbal response. • Peer coaching/demonstration. • Individual demonstration. • Opportunity to officiate. 	
<p>1. Experience a variety of the roles and</p>	<ul style="list-style-type: none"> • Peer coaching/demonstration. 	

positions of the sports listed above in C.	<ul style="list-style-type: none"> • Individual demonstration. • Opportunity to play a variety of the positions. • Opportunity to officiate a variety of sports. 	
2. Demonstrate a more complex understanding of safety and how it is achieved in the sports listed above in C.	<ul style="list-style-type: none"> • Teacher led questions with verbal response. • Teacher demonstration. • Peer coaching/demonstration. • Individual demonstration. 	
3. In a game situation, demonstrate ability to play both offense and defense positions. <ul style="list-style-type: none"> • Defensive players will show and maintain proper position and techniques while offensive players use well plays to attempt to move to open space. 	<ul style="list-style-type: none"> • Teacher/official observation. • Video. • Peer feedback. • Self-reflection. 	
4. Identify and explain similarity across sports and skill sets (i.e., footwork, court position, motor skills and movement patterns used).	<ul style="list-style-type: none"> • Content tests. • Skill assessments. • Peer feedback. • Self-assessment. 	
D. Students identify the origin of various sports, games and activities.	<ul style="list-style-type: none"> • Students select a sport and research it's origin, history and historical athletes and develop a PowerPoint presentation. 	
E. Students demonstrate an understanding of the ways sports and dance influence American culture.	<ul style="list-style-type: none"> • Students research a game or dance and describe how it has influenced American culture. 	
F. Students analyze how media, particularly advertising influences American culture.	<ul style="list-style-type: none"> • Discussion of media influences on behavior choices. • Explain how media influences consumer choices. • Students produce a media advertisement that promotes the benefits of a healthy lifestyle. 	

Archdiocese of Santa Fe Standard 3: Students understand and apply knowledge of how to achieve and maintain a health-enhancing level of physical activity.

NASPE Standard 3: Participates regularly in physical activity.

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

Essential for Mastery in Grades 6-8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 3 Grades PK-2 and 3-5)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students engage in moderate to vigorous activity most days of the week.		
1. Participate in physical activities that improve health both in and out of school.	<ul style="list-style-type: none"> • Class participation. • Student fitness journal. • Modify time within the school environment. • Movement during class time. 	
2. Understand and articulate FITT (frequency, intensity, time and type).	<ul style="list-style-type: none"> • Small group murals that demonstrate understanding. • Student PowerPoint Presentations. 	
3. Know of opportunities to participate in sports and physical activities both in and out of school.	<ul style="list-style-type: none"> • Teacher resource – sports/physical activity opportunities available in the area. 	
4. Integrate technology into physical fitness assessment (i.e. pedometer, heart rate monitor, internet programs, etc.)	<ul style="list-style-type: none"> • Fitness Gram. • Use pedometer, heart rate monitor, internet programs. • Presidential Physical Fitness testing. • Record and graph progress using technology. • Teacher observation/scoring. 	
C. Students describe the components of physical fitness. <ul style="list-style-type: none"> • Muscular strength. • Endurance. 	<ul style="list-style-type: none"> • Student Demonstration. • Teacher observation. • Teacher led discussion. • Fitness Gram. 	

<ul style="list-style-type: none"> • Body composition – aerobic and anaerobic activities. • Flexibility. • Cardiovascular endurance. • Heart rate check. • Target heart rate zone. 	<ul style="list-style-type: none"> • Presidential Physical Fitness Test. 	
D. Students understand the short and long term benefits and effects of physical activity. <ul style="list-style-type: none"> • Physiological • Psychological • Emotional 	<ul style="list-style-type: none"> • Teacher led discussion of benefits. • Student discussion. • Self-assessment of feelings, triggers, etc. • Students choose one area to present a PowerPoint to the class. 	
E. Students outline the health risk factors associated with an inactive lifestyle versus an active lifestyle.	<ul style="list-style-type: none"> • Teacher led discussion of risk factors. • Student discussion. • Students present a PowerPoint to the class on health risk factors. 	

Archdiocese of Santa Fe Standard 4: Students interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals.

NASPE Standard 3: Participates regularly in physical activity.

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

Essential for Mastery in Grades 6-8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 4 Grades PK-2 and 3-5)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students participate in physical fitness assessments.	<ul style="list-style-type: none"> • Participate in Presidential Fitness Program, Fitness Gram, etc. 	

C. Students analyze and comprehend personal fitness data.	<ul style="list-style-type: none"> • Student self-assessment. • Chart and graph yearly results. 	
1. Identify strengths and weaknesses based upon results.	<ul style="list-style-type: none"> • Compare against national/class averages. 	
D. Students use personal fitness data to design a plan to improve and maintain fitness. <ul style="list-style-type: none"> • Exhibit knowledge of negative effects of a sedentary lifestyle. • The role of exercise and factors in weight control and body composition. 	<ul style="list-style-type: none"> • Develop personal plan on a spread sheet. • Explain the rationale behind the plan. • Exercise log based on self designed goal and physical assessment results i.e., BMI. <ul style="list-style-type: none"> ○ (Bioelectric Impedience Machine) • Teacher led exchange. 	
1. Analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals. (i.e., include more aerobic activities).	<ul style="list-style-type: none"> • Revise personal plan on a spread sheet. • Explain rationale for the revisions. • Exercise log based on self-designed goal and physical assessment results i.e., BMI. 	
2. List and describe the components of health related fitness: <ul style="list-style-type: none"> • Muscular strength • Endurance • Flexibility • Cardiovascular • Body Composition 	<ul style="list-style-type: none"> • Students describe specific activities designed to improve and/or maintain the components listed in #2. 	
3. Determine long-term benefits that may result from regular participation in physical activity.	<ul style="list-style-type: none"> • Students will list and describe the benefits of active lifestyles and the health risks associated with inactive lifestyles. 	

Archdiocese of Santa Fe Standard 5: Students exhibit responsible personal and social behavior that respects self and others and display values consistent with Catholic identity such as: reverence, respect and responsibility throughout their participation in physical activities.

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

Essential for Mastery in Grades 6-8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 5 Grades PK-2 and 3-5)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students understand and demonstrate respect for self.		
1. Demonstrate sportsmanship.	<ul style="list-style-type: none"> • Teacher observation. • Student self-reflection. • Demonstrate appropriate behavior – win or loose. 	
2. Accept responsibility for own actions and modify behaviors when needed.	<ul style="list-style-type: none"> • Teacher observation. • Student self-reflection. • Demonstrate appropriate behavior – win or loose. 	
C. Students understand and demonstrate respect for others.		
1. Demonstrate respect for Physical Education teachers, coaches, teammates, officials and rulings.	<ul style="list-style-type: none"> • Teacher/coach/official feedback. • Self-assessment. • Peer feedback. 	
2. Demonstrate sportsmanship.	<ul style="list-style-type: none"> • Teacher observation. • Self-assessment. • Peer feedback. • Demonstrate appropriate behavior – win or loose. 	
2. Recognize the influence of peer pressure and make appropriate decisions using	<ul style="list-style-type: none"> • Peer Mediation. • Self-assessment. 	

<p>problem-solving techniques to resolve conflict.</p>	<ul style="list-style-type: none"> • Peer feedback. • Teacher observation and evaluation. • Peer coaching. • Strategies to resist peer pressure. • Identifying positive and negative peer influence and leadership. • Cross curricular tie in to Reconciliation, Mass and the ideals of behavior in Catholic Community. 	
<p>3. Demonstrate:</p> <ul style="list-style-type: none"> • Emotional control • Cooperation • Listening skills 	<ul style="list-style-type: none"> • Teacher observation. • Self-assessment. • Peer feedback. • Teacher/coach/official feedback. • Observation of interaction between opponents. • Peer Mediation. • Cross curricular tie to Reconciliation, Mass and the ideals of behavior in Catholic Community. 	
<p>4. Accept corrective feedback in a positive manner.</p>	<ul style="list-style-type: none"> • Teacher observation. • Self-assessment. • Peer evaluation. • Teacher/coach/official feedback. 	
<p>5. Express feelings in a positive way.</p>	<ul style="list-style-type: none"> • Teacher observation. • Self-assessment. • Peer feedback. 	
<p>6. Demonstrate a Christian attitude towards winning and losing.</p>	<ul style="list-style-type: none"> • Cross curricular tie to First Holy Communion, First Reconciliation and the ideals of behavior in Catholic Community. 	
<p>D. Students follow rules and procedures.</p>		
<ul style="list-style-type: none"> • Use equipment correctly. • Demonstrate impulse control. • Wear proper gym attire. • Treat equipment with respect. • Adhere to safety rules. 	<ul style="list-style-type: none"> • Teacher observation. • Self-assessment. • Self-report breakage and loss of equipment. 	

E. Students demonstrate understanding and respect for differences among people in physical activity settings.		
1. Participate in physical activities with others regardless of diversity and ability. <ul style="list-style-type: none"> • Assist students with physical disabilities. • Encourage class and teammates. 	<ul style="list-style-type: none"> • Teacher observation. • Self-assessment. • Peer feedback. 	
2. Display sensitivity to the feelings of others during interpersonal interaction.	<ul style="list-style-type: none"> • Teacher observation. • Self-assessment. • Peer feedback. 	
3. Demonstrate appreciation for and respect of others' cultural backgrounds and describe similarities and differences among the activities and sports of a variety of national, cultural and ethnic backgrounds.	<ul style="list-style-type: none"> • Teacher observation. • Self-assessment. • Peer feedback. • PowerPoint presentation on the influence of sports or a particular sport in another country. 	

Archdiocese of Santa Fe Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Essential for Mastery in Grades 6-8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 6 Grades PK-2 and 3-5)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students demonstrate verbal and non-verbal indicators of enjoyment.		
1. Demonstrate a positive response to winning and losing.	<ul style="list-style-type: none"> • Self-assessment. • Teacher observation. 	

	<ul style="list-style-type: none"> • Peer coaching and feedback. • Post game student generated feedback. 	
2. Describe how they feel about and activity.	<ul style="list-style-type: none"> • Self-assessment. • Teacher observation. • Peer coaching and feedback. • Post game student generated feedback. 	
3. Celebrate personal success and achievement.	<ul style="list-style-type: none"> • Activity calendars and logs. • Self-assessment. • Teacher observation. • Peer coaching and feedback. • Post game student generated feedback. 	
4. Celebrate peer success and achievement	<ul style="list-style-type: none"> • Activity calendars and logs. • Teacher observation. • Peer coaching, encouragement and positive feedback. • Post game student generated feedback. 	
5. Explain the benefits of participating in physical activities throughout one's lifetime and identify a variety of physical activities that will provide satisfaction and lead to continued participation.	<ul style="list-style-type: none"> • Class discussion. • Student feedback. • Oral and written assessment. 	
6. Find enjoyment through becoming more skilled.	<ul style="list-style-type: none"> • Activity calendars and logs. • Fitness level assessments. • Self-assessment. • Teacher observation. • Peer coaching and feedback. • Post game student generated feedback. 	
7. Identify the social benefits of participation in physical activity.	<ul style="list-style-type: none"> • Activity journals. • Class discussions. 	
C. Students choose to participate in physical activities outside of class.		
1. Select and practice a skill on which improvement is needed.	<ul style="list-style-type: none"> • Student identification of a skill needing improvement from fitness assessments. • Fitness Program and Log. 	
1. Willing to try new things if front of peers.	<ul style="list-style-type: none"> • Self-assessment. 	

	<ul style="list-style-type: none"> • Teacher observation. • Peer coaching and feedback. 	
D. Students help and encourage others with physical challenges.		
<ul style="list-style-type: none"> • Assist those with physical disabilities. • Display sensitivity to others. • Encourage others with challenges. • Display values of Catholic faith community. 	<ul style="list-style-type: none"> • Self-assessment. • Teacher observation. • Peer coaching and feedback. 	