

Physical Education Curriculum

Pre-Kindergarten – Second Grade

Young children participate in moderate to vigorous physical activities because of the pleasure they experience and for the health benefit associated with such participation. They engage primarily in structured and non-structured physical activities on an intermittent basis inside and outside the physical education class and have fun while doing so. They participate in a wide variety of gross motor activities that involve locomotion, non-locomotion and manipulation of objects. They master basic gross locomotor skills identified for students in grades Pre-Kindergarten through Second Grade. 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.

Critical for Mastery in Grades PK-2

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
	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
A. Students perform basic locomotor patterns. <ul style="list-style-type: none"> • Walk, run, skip, gallop, jump, hop, slide, leap. 	<ul style="list-style-type: none"> • Early Prevention School Failure Test. • Design games that focus on a specific locomotor pattern. • Mirroring and shadowing. • Use of video, audio to demonstrate skills. • Use of an authentic rubric describing specific outcomes while performing the skill. 	
B. Students perform basic body control. <ul style="list-style-type: none"> • Balance, stretch, push/pull, bend, change direction, rock, sway, 	<ul style="list-style-type: none"> • Early Prevention School Failure Test. • Design games that focus on a specific locomotor pattern. 	

strength, control, twist and turn.	<ul style="list-style-type: none"> • Mirroring and shadowing. • Use of video, audio to demonstrate skills. • Use of an authentic rubric describing specific outcomes while performing the skill. 	
C. Students demonstrate basic dynamic movement patterns. <ul style="list-style-type: none"> • Hand eye coordination, kick, throw, catch, dribble, chase, flee and dodge to avoid others. 	<ul style="list-style-type: none"> • Early Prevention School Failure Test. • Design games that focus on a specific locomotor pattern. • Mirroring and shadowing. • Use of video, audio to demonstrate skills. • Use of an authentic rubric describing specific outcomes while performing the skill. 	
D. Students demonstrate the ability to sequence movement patterns and body control. <ul style="list-style-type: none"> • Dance and rhythms. • Repeatedly jump a self-turned rope and a rope turned by others. 	<ul style="list-style-type: none"> • Early Prevention School Failure Test. • Design games that focus on a specific locomotor pattern. • Mirroring and shadowing. • Use of video, audio to demonstrate skills. • Use of an authentic rubric describing specific outcomes while performing the skill. 	

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.

Critical for Mastery in Grades PK-2

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
	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
A. Students listen to and comprehend basic cues.		

<p>1. Understand physical education vocabulary including:</p> <ul style="list-style-type: none"> • High, medium, low – levels. • Fast, medium, slow – speed. • Over, under, behind, alongside, through – relation with objects. 	<ul style="list-style-type: none"> • Question and answer. • Design games that focus on specific vocabulary. • Mirroring and shadowing. • Design games that demonstrate ability to listen (i.e., Simon Says, Red Light - Green Light). 	
<p>2. Repeat directions.</p>	<ul style="list-style-type: none"> • Follow up questions after demonstration and/or directions. • Student led activities. 	
<p>B. Students respond to cues to demonstrate understanding of spatial awareness.</p> <ul style="list-style-type: none"> • Personal and general space and relationship to objects. • Basic movement patterns. • Basic movement pathways (i.e., zigzag, curve, etc.). • Change speed and directions quickly and safely (Refer to Standard 1. A). • Use of feedback to improve performance. 	<ul style="list-style-type: none"> • Teacher identifies “danger zones” using visual cues. • Students locate and move to assigned places on a line or for warm-up. • Teacher, peer feedback. 	
<p>C. Students begin to use basic skills in game play.</p> <ul style="list-style-type: none"> • Participate in warm ups. 	<ul style="list-style-type: none"> • Teacher and/or student led warm-up activities. 	

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

NASPE Standard 3: Participates regularly in physical activity.

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

Critical for Mastery in Grades PK-2

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
	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
A. Students engage in moderate to vigorous activity most days of the week.	<ul style="list-style-type: none"> • Fitness log (simplified for PK-2). • Fitness graph (simplified for PK-2). • Teacher records. 	
1. Demonstrate strength and endurance through activity.	<ul style="list-style-type: none"> • Active participation. • Teacher observation. 	
2. Engage in a wide variety of motor skill activities (i.e., ball play, tag, etc.). (See Standard I)	<ul style="list-style-type: none"> • Active participation. • Teacher observation. 	
B. Students identify activities that promote good health.		
1. Restate the importance of following rules and safety.	<ul style="list-style-type: none"> • Use of video and audio to show activities. • Buddy PE (Student Role Models). • Question and answer. • Teacher led discussion. • Teacher observation. 	
2. Participate in specific activities that improve the components of fitness (i.e., cardiovascular).	<ul style="list-style-type: none"> • Use of video and audio to show activities. • Buddy PE (Student Role Models). • Teacher led discussion. • Cross-curricular activities with classroom teacher (i.e., science). • Classroom physical activities to enhance learning i.e. “Jamming Minutes” www.jamschoolprogram.com. 	

C. Students recognize the feelings and emotions associated with physical activity.	<ul style="list-style-type: none"> • Teacher led discussion. • Experienced through participation. 	
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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.

Critical for Mastery in Grades PK-2

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
	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
A. Students participate in physical fitness assessments.	<ul style="list-style-type: none"> • Presidential Physical Fitness Test. • Fitness Gram. • Early Prevention of School Failure Test. 	
B. Students identify a healthy level of fitness.	<ul style="list-style-type: none"> • Teacher led discussion. 	
C. Students list activities to improve fitness.	<ul style="list-style-type: none"> • Students develop class list of activities. • Students name and participate in activities performed at home that improve fitness. 	

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.

Critical for Mastery in Grades PK-2

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
	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
A. Students identify respect for self.		
1. Describe sportsmanship.	<ul style="list-style-type: none"> • Teacher observation. • Classroom oral evaluation – “How did we do today?” 	
2. Identify personal and general space.	<ul style="list-style-type: none"> • Teacher observation. 	
B. Students identify respect for others.		
1. Exhibit respect for Physical Education teachers, coaches, officials and teammates.	<ul style="list-style-type: none"> • Teacher/coach observation. • Use of video. • Students demonstrate words of encouragement. • Teacher led discussion on pros and cons of how to “win” and “lose”. • Teacher encourages students to try to work out differences. • Discuss what can I do to make it better? 	
2. Display sportsmanship.	<ul style="list-style-type: none"> • Teacher/coach observation. • Use of video . • Students demonstrate words of encouragement. • Teacher led discussion on pros and cons of how to “win” and “lose”. • Teacher encourages students to try to work 	

	<p>out differences.</p> <ul style="list-style-type: none"> • Discuss what can I do to make it better? 	
<p>3. Understand, identify and exhibit emotional control impulse, cooperation, listening skills, and express feelings in a positive way.</p> <ul style="list-style-type: none"> • Continue participation regardless of activity and outcome. 	<ul style="list-style-type: none"> • Teacher/coach observation. • Use of video. • Students demonstrate words of encouragement. • Teacher led discussion on pros and cons of how to “win” and “lose”. • Teacher encourages students to try to work out differences. • Discuss what can I do to make it better? 	
<p>4. Demonstrate a Christian attitude towards winning and losing.</p>	<ul style="list-style-type: none"> • Teacher/coach observation. • Use of video. • Students demonstrate words of encouragement. • Teacher led discussion on pros and cons of how to “win” and “lose”. • Teacher encourages students to try to work out differences. • Discuss what can I do to make it better? 	
<p>5. Understand and demonstrate conflict resolution skills.</p>	<ul style="list-style-type: none"> • Teacher/coach observation. • Use of video. • Students demonstrate words of encouragement. • Teacher led discussion on pros and cons of how to “win” and “lose”. • Teacher encourages students to try to work out differences. • Discuss what can I do to make it better? 	
C. Students follow rules and procedures.		
<p>1. Demonstrate:</p> <ul style="list-style-type: none"> • Taking turns. • Using equipment correctly. • Impulse control. • Dressing in proper gym attire. • Treating equipment with respect. 	<ul style="list-style-type: none"> • Teacher observation. • Demonstrate the ability to take turns and share equipment and space. 	

<ul style="list-style-type: none"> Adhering to safety rules. 		
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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 PK-2

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
	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
A. Students participate in all activities.		
1. Demonstrate positive attitude and willingness to try all activities and continue to participate when not successful on the first attempt.	<ul style="list-style-type: none"> Teacher observation. 	
2. Can identify activities they enjoy.	<ul style="list-style-type: none"> Self assessment. 	
3. Demonstrate appropriate effort.	<ul style="list-style-type: none"> Teacher observation Self assessment. 	
4. Choose to participate in activities outside of class.	<ul style="list-style-type: none"> Question and answer. Teacher resource for community activities. 	
B. Students celebrate personal successes and achievements.		
1. Demonstrate enjoyment of physical activity.	<ul style="list-style-type: none"> Teacher and peer verbal feedback. Self assessment. 	
2. Demonstrate the ability to be positive winners and losers.	<ul style="list-style-type: none"> Teacher and peer verbal feedback. Self assessment, 	