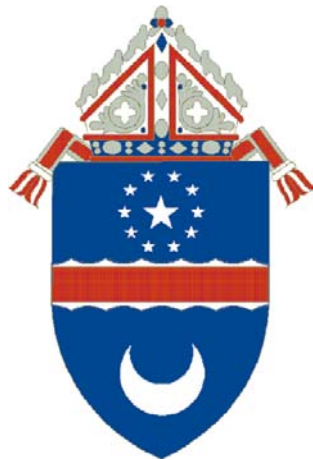


PHYSICAL EDUCATION CURRICULUM



DIOCESE OF
ARLINGTON

1999

July 15, 1998

Dear Colleagues.

In the fall of 1997, a committee was formed to update the physical education curriculum for the diocese. After reviewing the latest state and national guidelines, the committee decided that: to follow the current national physical education trends, focusing on lifetime health and wellness, would be in the best interests of our students. This would required us to spearhead the Diocese into a new direction. Centering the program around the end (a healthy lifestyle), as well as, the means to that end. Rewriting the Diocesan physical education guidelines to allow both students and teachers to strive towards these worthwhile goals.

Members of the committee also expressed concern about the ability of each school to fulfill these curriculum guidelines. This concern was based on the wide difference of resources (equipment, time, space and personnel) possessed by each school. It was thought by the committee that a manual listing various resources that could be shared or obtained with minimal expense and effort would be beneficial in meeting these objectives.

The St. Sebastian manual is the results of the efforts made by this committee. The manual that you receive today is merely a starting point. The binder format was chosen so the information contained can be easily updated and additions made. We hope that you find it helpful in expanding upon the physical education program within your school.

*Sincerely,
The Guidelines Committee*

Prayer to St. Sebastian
Patron Saint of Athletes

O Lord, grant us the spirit of fortitude, so that guided by the example of St. Sebastian, we may learn to bear witness to the Christian Faith and patiently support the sufferings of life. Through Christ our Lord. Amen.

Statement of Philosophy

Physical education needs to be an integral part of a holistic Catholic educational process. As Catholic education enters the new millennium, we seek to be on the cutting edge of the new physical education movement. We strive to promote and model lifetime wellness by teaching health concepts and physical fitness activities. Physical education teachers are a professional source of health and fitness information; therefore, students can rely on them to provide sound guidelines for a healthy lifestyle.

Physical fitness and a healthy lifestyle need to be everyday priorities. Each provides the opportunity for developing confidence, dignity and respect for self and others. Physical education activities are not designed to be an end in themselves, but focus on the final goal: a healthy lifestyle. Most importantly, we will reinforce Christian values that will promote life-long health and fitness.

Required Texts

Moving into the Future National Standards for Physical Education, A guide to Content and Assessment

Available from:

NASPE
1900 Association Drive
Reston, VA 22091-1599

In S.H.A.P.E to Move, The Fairfax County Physical Education Program of Studies

Available from:

Textbook Order Department
General Services Support Center
6800 B Industrial Road
Springfield, VA 22152
703/658-3700

*Physical Education Curriculum
for the
Diocese of Arlington*

KINDERGARTEN

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

The student will be able to:

- ◆ Travel in forward and sideways directions using a variety of patterns
- ◆ Change traveling directions quickly in response to a signal
- ◆ Demonstrate clear contrasts between slow and fast movement
- ◆ Walk and run using mature form
- ◆ Roll sideways without hesitating or stopping
- ◆ Toss a ball and catch it before it bounces twice
- ◆ Kick a stationary ball using a smooth continuous running step
- ◆ Maintain momentary stillness bearing weight on a variety of body parts

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

The student will be able to:

- ◆ Identify fundamental movement patterns (skip, strike)
- ◆ Establish a beginning movement vocabulary (e.g. personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)
- ◆ Walk, run, hop and skip in forward and sideways directions
- ◆ Change traveling directions quickly in response to a signal
- ◆ Identify and use a variety of relationships with objects
 - ◆ over/under
 - ◆ behind, alongside, through
- ◆ Identify and begin to utilize the leg flexion to soften the landing in jumping, hopping and leaping

3. Exhibits a physically active lifestyle that achieves and maintains a health-enhancing level of physical fitness.

The student will be able to:

- ◆ Associate the benefits of stretching, warm-ups, and cool down as part of physical fitness activities
- ◆ Engage in moderate to vigorous physical activities
- ◆ Sustain moderate to vigorous physical activity for short periods of time
- ◆ Select and participate in activities that require physical exertion during unscheduled physical education times.
- ◆ Recognize that physical activity is good for personal well-being
- ◆ Identify feelings that result from participation in physical activities

- ◆ Identify the physiological signs of moderate physical activity (e.g. fast heart rate, heavy breathing)
- ◆ Be aware of his/her heart beating fast during physical activity
- ◆ Associate faster heartbeat with vigorous activity
- ◆ Associate slower heartbeat with rest
- ◆ Identify other physical activities that elicit a faster heartbeat

4. Demonstrates responsible personal and social behavior that promotes respect for God and differences among people in physical activity settings.

The student will be able to:

- ◆ Demonstrate respect for others and self
- ◆ Begin to make choices based on the safety of self and others
- ◆ Consider consequences when confronted with a behavior choice
- ◆ Apply classroom rules and procedures for safe practices
- ◆ Share space and equipment with others
- ◆ Know the rules for participating indoors and on the playground
- ◆ Work in a group setting without interfering with others
- ◆ Respond to teacher's signal for attention
- ◆ Respond to rule infractions when reminded once
- ◆ Follow directions given to the class for an all-class activity
- ◆ Handle equipment safely by putting it away when not in use
- ◆ Take turns using a piece of equipment
- ◆ Transfer rules of indoor activity to "rules on the playground"
- ◆ Recognize and seek shared play with others
- ◆ Interact positively with students in class regardless of personal differences (e.g. race, gender, disability)
- ◆ Enjoy participation alone and with others
- ◆ Choose playmates without regard to personal differences (e.g. race, gender, disability)
- ◆ Recognize that participation with a partner/group requires sharing and cooperation
- ◆ Recognize that sharing with others can lead to positive feelings such as feelings of acceptance and belonging to the group
- ◆ Begins to make choices based on the safety of self and others
- ◆ Accepts all decisions of a teacher and/or official

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

The student will be able to:

- ◆ Demonstrate active involvement in physical activities
- ◆ Associate and identify positive feelings with participation in physical activity

- ◆ Try new movement activities and skills
- ◆ Enjoy participation alone and with others
- ◆ Look forward to physical education classes
- ◆ Enjoy learning new and challenging activities
- ◆ Become more skilled (e.g. learning strategy, additional skills) in a favorite activity
- ◆ Celebrate personal success and achievements, as well as, those of others

2ND GRADE

- ◆ **Demonstrates competency in many forms and proficiency in a few movement forms.**

The student will be able to:

- ◆ Exhibit the ability to adapt and adjust movement skills in changing environmental conditions and expectations (tossing a ball to a moving partner)
- ◆ Demonstrate skills of chasing, fleeing, and dodging to avoid others
- ◆ Send and receive an object in an continuous motion
- ◆ Skip, hop, gallop, and slide in a mature form
- ◆ Demonstrate control in traveling activities and weight bearing and balance activities on a variety of body parts

- ◆ **Applies movement concepts and principles to the learning and development of motor skills**

The student will be able to:

- ◆ Identify the characteristics of a mature throw (e.g., turn, step, and throw)
- ◆ Use feedback to improve performance
- ◆ Use concepts of spatial awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling
- ◆ Demonstrate the characteristics of mature walking, running, skipping, and hopping

- ◆ **Exhibits a physically active lifestyle that achieves and maintains a health-enhancing level of physical fitness**

The student will be able to:

- ◆ Associate the benefits of stretching, warm-ups, and cool down as part of physical fitness activities
- ◆ Participate in moderate to vigorous physical activity outside of class
- ◆ Experience and express pleasure from participation in physical activity
- ◆ Able to sustain activity for longer periods of time while participating in fleeing or chasing, traveling activities in physical education class or elsewhere
- ◆ Move each joint through a full range of motion
- ◆ Identify changes occur in the body during vigorous activity

- ◆ **Demonstrates responsible personal and social behavior that promotes respect for God and differences among people in physical activity settings.**

The student will be able to:

- ◆ Make choices based on the safety of self and others
 - ◆ Accept all decisions of a teacher and/or an official
 - ◆ Make choices based on the safety of self and others
 - ◆ Use equipment and space safely and properly
 - ◆ Practice specific activities as assigned until the teacher signals the end of class
 - ◆ Stop activity immediately when told to do so
 - ◆ Report results of work honestly
 - ◆ Apply rules, procedures, and safe practices with little or no reinforcement
 - ◆ Play and cooperate with others regardless of personal differences
 - ◆ Appreciate the benefits that accompany cooperation and sharing
 - ◆ Treat others with respect during play
 - ◆ Resolve conflicts with respect during play
- ◆ **Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

The student will be able to:

- ◆ Accept the feelings, resulting challenges, successes, and failures in physical activity
- ◆ Participate willingly in new activities
- ◆ Enjoy interaction with friends through physical activities
- ◆ Appreciate the benefits that accompany sharing and cooperation
- ◆ Enjoy learning new and challenging activities
- ◆ Become more skilled (e.g., learning strategy, additional skills) in a favorite activity
- ◆ Celebrate personal success and achievements, as well as, those of others

4TH GRADE

◆ Demonstrates competency in many movement forms and proficiency in a few movement forms.

The student will be able to:

- ◆ Demonstrate in a mature form locomotor patterns (walking, running, hopping, skipping, jumping, galloping, leaping) and selected manipulative (using hockey sticks, lacrosse sticks, or bats) and non-locomotor skills (throwing, kicking, catching)
- ◆ Adapt a skill to the demands of a dynamic, unpredictable environment
- ◆ Acquire beginning skills of specialized movements (foot or hand dribbling)
- ◆ Combine movement skills in applied settings
- ◆ Throwing, catching, kicking in an adult manner
- ◆ Balance and control objects
- ◆ Develop and refine creative dance movements

◆ Applies movement concepts and principles to the learning and development of motor skills.

The student will be able to:

- Apply critical elements to improve personal performance in fundamental and selected motor skills
- Use the critical elements of fundamental and specialized movement skills to provide feedback to others (e.g., peer observation, event tasks, student logs, etc.)
- Recognize and apply concepts that impact the quality of movement performance
- Understand that appropriate practice should improve performance

◆ Exhibits a physically active lifestyle that achieves and maintains a health-enhancing level of physical fitness.

The student will be able to:

- Associate the benefits of stretching, warm-ups, and cool down as part of physical fitness activities
- Establish personal physical activity goals
- Participate regularly in health-enhancing fitness activities to accomplish these goals (in and out of physical education class)
- Explore a variety of new physical activities for personal interest in and out of the physical education class
- Select and participate regularly in physical activities in order to improve their health
- Identify the benefits of regular physical activity

- Identify the physical activities that provide personal pleasure
- Identify several activities related to each component of physical fitness
- Associate results of fitness testing to personal performance in activities
- Meet the health-related standards (e.g., Presidential Fitness Test) by regularly participating in physical activities in order to improve oneself
- Compute target heart rate
- Keep a weekly record of his/her activities done according to the FIT principle (frequency, intensity, and time) to be turned in at the end of each quarter

◆ **Demonstrates responsible personal and social behavior that promotes respect for God and differences among people in physical activity settings.**

The student will be able to:

- Demonstrate respect for others and self
- Accept all decisions of a teacher and/or an official
- Apply classroom rules and procedures for safe practices
- Consider the consequences when confronted with a behavior choice
- Make choices based on the safety of self and others
- Show respect through verbal and nonverbal behavior
- Follow activity specific rules, procedures, and etiquette
- Use safety principles in activity situations
- Work cooperatively and productively with partners or in groups on assigned tasks with little teacher interaction (e.g., student could teach an activity or skill to students)
- Work independently for short periods of time
- Accept the teacher's decision regarding personal rule infraction and assess their own performance problems without blaming others
- Recognize the attributes that individuals with differences can bring to group activities and experience differences and similarities among others (e.g., participating in activities of national, cultural, and ethnic origins)

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

The student will be able to:

1. Experience enjoyment while participating in physical activities
2. Practice activities to increase skill competence
3. Interact with friends while participating in group activities and experience positive feelings while doing so
4. Use physical activities as a means of self-expression
5. Enjoy learning new and challenging activities
6. Become more skilled (e.g., learning strategy, additional skills) in a favorite activity
7. Celebrate personal success and achievements, as well as, those of others

6TH GRADE

- ◆ **Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The student will be able to:

Adapt and combine skills to the demands of increasingly complex situations of selected movement forms, e.g.

lacrosse: cradle, pass, shoot

basketball: zone defense

softball: center, funnel, pick-up, throw

Demonstrate beginning strategies demonstrating both accuracy and force (e.g., basketballs, soccer balls, frisbees, etc.)

Hand dribble and foot dribble while preventing an opponent from stealing the ball

Design and perform dance sequences that combine traveling and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow

Keep an object going continuously with a partner using a striking pattern (e.g., volleyball, badminton, tennis, etc.)

Place the ball/or shuttle cock away from an opponent in a racket sport activity

- ◆ **Applies movement concepts and principles to the learning and development of motor skills.**

The student will be able to:

Use information from a variety of sources of internal and external origin to detect, analyze and correct errors in personal movement patterns (e.g., video, peer observation, teacher observation, etc.)

Identify and apply principles of practice and conditioning techniques (e.g., warm-up and cool-down) and the reasons for using them

Recognize general characteristics of movement that can be applied to specific settings (e.g., similarity of the ready position on striking movement forms)

Use basic offensive and defensive strategies in noncomplex settings (e.g., dodgeball, kickball, one-on-one sport drills)

- ◆ **Exhibits a physically active lifestyle that achieves and maintains a health-enhancing level of physical fitness.**

The student will be able to:

Associate the benefits of stretching, warm-ups, and cool down as part of physical fitness activities

Establish personal physical activity goals

Participate regularly in health-enhancing fitness activities to accomplish these goals (in and out of physical education class)

Identify and engage in opportunities in the school, community and at home for regular participation in physical activity

Participate daily in some form of health-enhancing physical activity at home or at school (e.g., games, sports, dance, or outdoor pursuits)

Compute target and maximum heart rates

Participate 3-4 times per week in moderate-to-vigorous physical activity at target heart rate for a minimum of 20 minutes

Analyze personal interests and capabilities in regard to one's exercise behavior

Identify the critical aspects of a healthy lifestyle (e.g., safe and healthy eating habits; peer pressure for alcohol, drugs, tobacco, steroids, etc.)

Work somewhat independently with minimal supervision in pursuit of personal fitness goals

Correctly demonstrate health-enhancing activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, nutrition and proper body composition

Keep a weekly record of his/her activities done according to the FIT principle (frequency, intensity, and time) to be turned in at the end of each quarter

◆ **Demonstrates responsible personal and social behavior that promotes respect for God and differences among people in physical activity settings.**

The student will be able to:

Demonstrate respect for others and self

Accept all decisions of a teacher and/or an official

Apply classroom rules and procedures for safe practices

Consider and accept the consequences when confronted with a behavior choice

Make choices based on the safety of self and others

Show respect through verbal and nonverbal behavior

Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations and follow through with the decisions made

Work cooperatively and productively in a group to accomplish a set goal (e.g., to improve individual and/or group performance)

Make conscious decisions about applying rules, procedures, and etiquette

Remain on-task in a group activity with minimal teacher monitoring

Appropriately choose a partner he or she can work with productively

Include concerns for safety in self-designed activities

Recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds

Cooperate with disabled peers, more-or-less skilled peers, and those of different gender, race, and ethnicity in a physical activity setting

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

The student will be able to:

- Recognize physical activity as a positive opportunity for social and group interaction
- Demonstrate enjoyment from participation in physical activities
- Recognize success in physical activity leads to recognition from peers
- Seek physical activity in informal settings that utilize skills and knowledge gained in physical education classes
- Enjoy learning new and challenging activities
- Become more skilled (e.g., learning strategy, additional skills) in a favorite activity
- Celebrate personal success and achievements, as well as, those of others

8TH GRADE

- ◆ **Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The student will be able to:

Demonstrate competence using offensive and defensive strategies in a modified version of team and individual sports (e.g., basketball, soccer, tennis, etc.)
Perform a variety of simple folk, square, and line dances
Display the skills and safety procedures necessary to participate in an outdoor pursuit

- ◆ **Applies movement concepts and principles to the learning and development of motor skills.**

The student will be able to:

Understand and apply more advanced movement and game strategies
Identify the critical elements of more advanced movement skills
Identify the characteristics of highly skilled performance in a few movement skills, e.g.
 basketball: zone defense
 lacrosse: cradle, pass, shoot
 softball: center, funnel, pick-up, throw
Describe principles of training and conditioning for specific physical activities

- ◆ **Exhibits a physically active lifestyle that achieves and maintains a health-enhancing level of physical fitness.**

The student will be able to:

Associate the benefits of stretching, warm-ups, and cool down as part of physical fitness activities
Establish personal physical activity goals
Participate regularly in health-enhancing fitness activities to accomplish these goals (in and out of physical education class)
Explore a variety of new physical activities for personal interest in and out of the physical education class
Describe the relationships between a healthy lifestyle and “feeling good”
List long-term physiological and psychological cultural benefits, that may result from regular participation in physical activity
Assess physiological indicators of exercise during and after physical activity (e.g., increased heart rate, heavy breathing, and sweating)
Understand and apply basic principles of training to improving physical fitness

Keep a weekly record of his/her activities done according to the FIT principle (frequency, intensity, and time) to be turned in at the end of each quarter

◆ **Demonstrates responsible personal and social behavior that promotes respect for differences among people in physical activity settings.**

The student will be able to:

- Demonstrate respect for others and self
- Accept all decisions of a teacher and/or an official
- Apply classroom rules and procedures for safe practices
- Consider and accept the consequences when confronted with a behavior choice
- Make choices based on the safety of self and others
- Show respect through verbal and nonverbal behavior
- Identify the positive and negative influences of peer pressure
- Solve problems by identifying possible causes and potential solutions
- Resolve interpersonal conflicts with a sensitivity to others rights and feelings
- Find positive ways to exert independence
- Recognize the role of sports, games, and dance in modern culture
- Identify behaviors that are supportive and inclusive in physical activity settings
- Willingly join others of diverse culture, ethnicity, and race during physical activity
- Display sensitivity to the feeling of others during interpersonal interactions
- Respect the physical and performance limitations of self and others

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

The student will be able to:

- Enjoy participation in physical activity
- Recognize the social benefits of participation in physical activity
- Enjoy learning new and challenging activities
- Become more skilled (e.g., learning strategy, additional skills) in a favorite activity
- Celebrate personal success and achievements, as well as, those of others

The information contained in this section was compiled from a questionnaire sent out in the winter of 1997.

The purpose of the survey was to strengthen the P.E. program throughout the diocese by sharing the resources (both equipment and personnel) of the different parishes.

This section should be update by the individual users at the last P.E. meeting of the school year.

Any teacher wishing to borrow equipment from a particular school, should contact that school directly. Any school borrowing equipment from another school, accepts responsibility for returning those borrowed items in the same condition as borrowed and in a timely manner.

Equipment willing to share:

St. Louis

- Tennis racquets (30)
- Mini tennis nets for gym use (2)
- Badminton racquets (24)
- Badminton nets (2)
- Plastic lacrosse sticks small, good for grades 2-4 (24)

St. Joseph

- Team Handball (2 sets)
- Lacrosse Sticks (34)
- Soccer ball (full sets of sizes: 3,4,5)
- Juggling equipment (scarves, clubs, balls)

St. John's (McLean)

- Lacrosse sticks (24)
- Lacrosse goals (2)
- Batons (12)
- Hockey sticks (24)
- Bowling Pins

Corpus Christi

- Scoters
- Jump ropes
- Basketballs
- Pillow polo sticks
- Scooter hockey sticks

St. Agnes

- Collapsible soccer goals
- Scoters (12)

St. Andrew the Apostle

- Scoters
- Volleyball equipment
- Gym mats

St. Ambrose

- Pogo sticks (2)
- Floor hockey sticks (1 set)
- Foldable floor hockey goals (1 set)

Holy Spirit

- Floor Hockey sticks (12)

Lacrosse Sticks (12)
Floor hockey goals (2)
Basketballs (30)
Hula hoops (30)
Jump ropes
Baseball tees (2)
Volleyball ragballs (2)
Soccer balls
Parachutes (25)

St. Thomas More

Jacks, Marbles, Pick-up Sticks – For fine Motor Unit
Hurtles
Rice eggs for beginning juggling
Rag bats and balls
Soccer balls (5)
Giant dice
Volleyball Nets
Spin Jammers (15)
Step up benches (25)

Videos willing to share:

St. Louis

Triggering Positive Health Choices (30 min.)

Smoke Free 2000 (20 min. + 11 min.)

Clearasil - skin care (20 min.)

St. Francis of Assisi

Jump Rope videos

Corpus Christi

“Dance Along” Sesame Street

Too Smart too Cool to Smoke

St. Agnes

Several dance videos

St. Andrew the Apostle

Drug and alcohol abuse videos -- prevention and information

Great activities

St. Ambrose

World of Jump Roping from the American Heart Association

Fit or Fat by Covert Bailey (recommended for grades 8 and up)

Holy Spirit

Teaching Soccer

St. Thomas More

The World of Jump Roping with Mark Rothstein

Go for Fit – Short video to encourage 10 minutes, 3 times a day

Learn Country Line Dancing

Step by Step for Kids – Step Video

Cartoon All stars to the Rescue – Anti Drug video

Spin Jammers – Directional Video on the use of Spin Jammers

Information to share:

****Note:** The availability for the information listed is directly related to personnel changes within the diocese.

St. Louis

Health Fair Packet (“How to”)

Sports Fair Packet (“How to”)

Bishop O’Connell

Don Tillson is willing to teach sports injury care.

Additional Resources

Included in the 1997 survey was a section where teachers could share the names and addresses of various websites, organizations and programs they found valuable in furthering their P.E. program.

Space has been left on each page to allow new entries to be made as available.

Websites

President's Council on Physical Fitness

web address: <http://www.indiana.edu/~preschal>

e - mail: preschal@indiana.edu

Olympic Website

web address: <http://www.us.nagano.olympic.org/fun>

P.E. Central

web address: <http://www.pecentral.vt.edu>

Health org.

web address: <http://www.health.org/kidsarea>

Organizations

National Tennis Association
(703) 560-9480

Amateur Athletic Union
(407) 934-7200

American Heart Association
(703) 941-8500

American Association of
Physical Education, Health,
Recreation and Dance

National Catholic Group Purchasing
1 (800) 292-7771

Workshops

Great Activities
1 (800) 927-0682

Arlington Diocese P.E. Instructors

Don Tillson
Chairman Health and P.E., Athletic Trainer
Bishop O'Connell High School
6600 Little Falls Rd.
Arlington, VA 22213
h - (703) 256-1673
w - (703) 237-1456
f - (703) 237-1465

Sharon Joy
St. Francis of Assisi
18825 Fuller Heights Rd.
Triangle, VA 22172
h - (703)680-5735
w - (703)221-3868
e- Ejoy15342@aol.com

Maura Ambrosino
St. Joseph School (Herndon)
750 Peachtree St.
Herndon, VA 22070
h - (703) 264-9764
w - (703) 437-3737
f - (703) 437-0765

Ann Comerford
St. Louis
2901 Popkins Lane
Alexandria, VA 22306
h - (703) 321-0932
w - (703) 768-7731
e - stlouisteachers@erols.com

Brenda Bauer
St. Thomas More
105 North Thomas Street
Arlington, VA 22203
h – (703) 556-9767
w – (703) 528-1547
f – (703) 528-5048

Jane Briggs
St. James
830 W. Broad Street
Falls Church, VA 22046
w – (703) 533-1182
f – (703) 532-8316
e – www.Catholic.org/schools/VA/Stjames