

Diocese of Green Bay

Physical Education

Educating the whole child, body, mind and spirit makes physical education an integral part of the school curriculum. “The human body is a temple of the Holy Spirit. Therefore, the Catholic Church views the body as having its play, like the soul, in giving glory and homage to God the Creator. Participation in physical activities contributes to the development of self-discipline, self-confidence, respectful behavior and the virtues.”¹ Participation in physical activities contributes to the development of cognitive and social skills and an appreciation of God’s gift of life and movement. Instruction in physical education should provide recognition and enjoyment of a lifetime of good health and healthful physical activity and promote the values of acceptance of self and others in physical activities and identify the benefits of a physically active lifestyle.

Physical Education curriculum should include opportunities to discover, appreciate, reflect on and experiment with one’s physical strength and dexterity. Activities should balance individual and collaborative activities and always include appreciation and awareness of the gifts of self and others.

Motor Skills and Movement

Student demonstrates competency in a variety of motor skills and movement patterns.

Pre Kindergarten/Kindergarten	First Grade	Second Grade
<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Demonstrate controlled traveling, rolling, and balancing actions b. Perform a variety of age appropriate locomotor skills (skip, hop, slide, gallop, bear walk, seal walk, crabwalk, leap, run, walk, shuffle, grapevine) while maintaining balance c. Perform a variety of age appropriate balance activities (static balance, dynamic balance, partner and individual balance) line, block, spot, walk, run, turn d. Demonstrate jumping, landing, falling, and rolling activities alone and with partners 	<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Demonstrate locomotor skills of walking, running, hopping, jumping, galloping, sliding, and skipping using a mature pattern b. Perform a variety of age appropriate balance activities (static balance, dynamic balance, partner and individual balance) line, block, spot, walk, run, turn c. Demonstrate jumping, landing, falling, and rolling activities alone and with partners 	<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Demonstrate individually with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, dribbling b. Skip using a mature pattern c. Throw a ball with opposition d. Catch a ball using two hands e. Kick a ball – stationary ball, ball rolling directly at, move to the ball and kick f. Use a paddle, racquet, or bat to strike a ball or shuttlecock

Diocese of Green Bay

Physical Education

		<ul style="list-style-type: none"> g. Volley a ball back and forth using an object or body part h. Dribble a ball with both hands i. Dribble a ball with feet
<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p> <ul style="list-style-type: none"> a. Travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly. b. Perform a variety of age appropriate locomotor skills (movement patterns) up/down, clockwise/counter clockwise, under/over, stand/sit, big, tall, wide, narrow, fast, slow, close, far 	<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p> <ul style="list-style-type: none"> a. Perform a variety of age appropriate locomotor skills (movement patterns) up/down, clockwise/counter clockwise, under/over, stand/sit, big, tall, wide, narrow, fast, slow, close, far 	<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p>
<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p> <ul style="list-style-type: none"> a. Move with awareness of others in general space b. Demonstrate movement in small/medium/large space (move with/without touching others) c. Apply concepts in body awareness activities d. Demonstrate large- and small- motor activities e. Demonstrates, geometric, number and letter shapes out of body movements (individual and group) f. Knowledge of body parts (knee, elbow, wrist, nose, eyes, ankle) 	<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p> <ul style="list-style-type: none"> a. Demonstrate movement in small/medium/large space (move with/without touching others) b. Apply concepts in body awareness activities c. Demonstrates, geometric, number and letter shapes out of body movements (individual and group) 	<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p> <ul style="list-style-type: none"> a. Perform smooth transitions between sequential motor skills when others are present (e.g., running into a jump)

Diocese of Green Bay
Physical Education

Movement Concepts

Student demonstrates competency in a variety of movement patterns and concepts

Pre Kindergarten/Kindergarten	First Grade	Second Grade
<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Kick, throw, catch, strike objects under simple conditions b. Kick stationary ball to moving ball c. Throw ball to spot and then to a moving target d. Strike with paddle or bat from a bounce and then from air and/or, to/from self and with partner 	<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Demonstrate with consistency, the manipulative skills performed alone b. Throw, kick, and catch from a spot c. Kick a moving ball d. Strike with paddle or bat from a bounce and then from air and/or, to/from self and with partner 	<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Demonstrate the ability to combine educational gymnastics movements into sequences including balance, roll, transfer of weight, and flight b. Sequence three gymnastic movements
<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Select appropriate actions to match a steady beat b. Clap a pattern c. March alone and then with a beat 	<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Demonstrate a variety of stationary manipulative skills b. Throw, kick, and catch from a spot 	<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Demonstrate the ability to combine locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences b. Perform stationary skills for dance sequences c. Perform skills required to move in a fluent dance step

Diocese of Green Bay
Physical Education

<p>3. Demonstrate and apply fundamental movement patterns and concepts</p> <ul style="list-style-type: none"> a. Identify fundamental movement patterns b. Move along or in a group being able to change direction quickly c. Change motor movement upon direction (walk to run, skip to gallop) 	<p>3. Demonstrate and apply fundamental movement patterns and concepts</p> <ul style="list-style-type: none"> a. Demonstrate and understand simple educational gymnastics sequences that contain a variety of balance, roll, transfer of weight, and flight b. Balance while performing a stand and roll c. Transfer of weight while performing skills d. Perform a roll from stationary and from moving 	<p>3. Demonstrate and apply fundamental movement patterns and concepts</p> <ul style="list-style-type: none"> a. Apply the basic movement concepts to change performance of locomotor, non-manipulative skills by using the concept of relationships b. With practice, move to improve manipulative skills by relating them to others
<p>4. Identify sequential movement patterns in a variety of physical activity</p> <ul style="list-style-type: none"> a. Identify movement concepts in body management, games, dance, and locomotion b. Play with a variety of equipment and movement (PK) c. Play 4-square, soccer, various tag games (K) 	<p>4. Identify sequential movement patterns in a variety of physical activity</p> <ul style="list-style-type: none"> a. Demonstrate and extend the knowledge of the critical features of basic locomotor/non-locomotor, and manipulative skills b. Throw, catch, kick, while stationary or moving 	<p>4. Identify sequential movement patterns in a variety of physical activity</p> <ul style="list-style-type: none"> a. Apply the basic movement concepts to change performance of locomotor, non-manipulative skills by using feedback to improve skill performance b. Use partners to critique skills appropriately to help classmates improve their skills
<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p> <ul style="list-style-type: none"> a. Apply appropriate movement concepts to performance b. Show improvement in locomotor abilities with practice 	<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p> <ul style="list-style-type: none"> a. Show improvement in locomotor abilities with practice 	<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p>
<p>6. Show the relationship of activities with certain skills and movement patterns</p>	<p>6. Show the relationship of activities with certain skills and movement patterns</p>	<p>6. Show the relationship of activities with certain skills and movement patterns</p>

Diocese of Green Bay
Physical Education

Physical Activity

Student demonstrates competency in a variety of physical activities

Pre Kindergarten/Kindergarten	First Grade	Second Grade
<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Sustain moderate to vigorous physical activity for short period of time b. Complete continuously a 5 minute to 7 minute to 10 minute run c. In completing continuous 5, 7, and 10 minute runs, be able to improve personal best scores d. Perform hop, skip, run, jump, for distance 	<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Participate frequently and for short periods of time in sustained, moderate-to-vigorous physical activities that cause increased heart and respiratory rate b. Enjoy playing for heart health in and out of school c. Participate in an exercise program in and out of school by yourself and with family d. Be able to participate because of enjoyment 	<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Identify and participate in individual or family-oriented physical activity opportunities outside of school b. Recognize individual activity improvement by practice c. Understand enjoyment of activity with family involvement
<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Be aware of heart rate, muscle movement, breathing rate (K) b. Be aware of continued improvement in cardiovascular health (K) 	<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Be aware of the physiological signs of moderate physical activity b. Be aware of continued improvement in cardiovascular health 	<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Demonstrate improvement in a skill or fitness-related activity for increased personal self-satisfaction b. Demonstrate self-improvement of skills for fitness c. Demonstrate improvement of personal goals in fitness by practicing
<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p>	<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p>	<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p>
<p>4. Show that practicing can improve awareness and skill levels</p>	<p>4. Show that practicing can improve awareness and skill levels</p>	<p>4. Show that practicing can improve awareness and skill levels</p>

Diocese of Green Bay
Physical Education

Health-Enhancing Physical Fitness

Student demonstrates competency in a variety of health-enhancing physical activities

Pre Kindergarten/Kindergarten	First Grade	Second Grade
<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of flexibility through warm-up, activities and perform exercises that enhance proper flexibility in a variety of muscle groups b. Demonstrate warm-up/cool-down activities (K) c. Demonstrate stretch to gain flexibility (K) d. Demonstrate different muscle groups from head to toe (K) 	<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Identify changes in the body that occur during moderate to vigorous activity b. Discuss changes that occur with exercise in the lungs c. Discuss changes that occur with exercise in the heart (pulse) d. Discuss changes observed that occur with exercise in the brain 	<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Identify and participate in physical activities that promote cardiorespiratory, muscular, and flexibility benefits b. Run for 5 minutes and build to 10 minutes c. Circuit training to build strength (mountain climbers, v-sit, push-ups, sit-ups) d. Stretching the whole body from the top to the bottom (head to toe)
<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Explain why physical activity is good for health b. Tell about what happens then you are active (heart, muscle, lungs) (K) c. Tell about how you feel when you are active (K) 	<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Explain why physical activity is good for health b. Tell about what happens then you are active (heart, muscle, lungs) c. Tell about how you feel when you are active 	<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Demonstrate improvement in a skill or fitness-related activity for increased personal self-satisfaction b. Be able to express your likes and dislikes in physical activity
<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p>	<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p>	<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p> <ul style="list-style-type: none"> a. Examine two to three components of health-related fitness b. Discuss and understand the fitness components
<p>4. Demonstrate an understanding of the relationship of exercise and nutrition</p>	<p>4. Demonstrate an understanding of the relationship of exercise and nutrition</p>	<p>4. Demonstrate an understanding of the relationship of exercise and nutrition</p> <ul style="list-style-type: none"> a. Recognize the relationship between

Diocese of Green Bay
Physical Education

		nutrition and physical fitness b. Know what foods are energy foods and empty foods
--	--	---------------------------------------------------------------------------------------

Responsible Personal and Social Behavior

Student demonstrates competency in a variety of responsible and social behavior activities

Pre Kindergarten/Kindergarten	First Grade	Second Grade
<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Examine the rules for participating in the physical activity setting b. Understand expectations of teachers c. Understand rules of games (take rules change with different kinds of tag) 	<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Apply with little or no adult reinforcement, safe and cooperative behaviors by working independently for short periods of time b. Work in groups c. Work in stations for progression 	<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Apply rules, procedures, and safe practices requiring little or no adult reinforcement b. Follow safety procedures c. Learn to positively follow procedures, rules and understand expectations
<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Develop listening skills and the ability to follow instructions in sequence during a game situation b. Be aware of others in group activities and listen in a group setting (K) c. Be able to allow friends to help correct mistakes constructively (K) 	<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Apply with little or no reinforcement, safe and cooperative behaviors by working independently for short periods of time b. Make good choices for safety 	<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Work cooperatively with others to complete a variety of tasks and assignments b. New games (apply concept task is given but no winner/loser)
<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p>	<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p> <ul style="list-style-type: none"> a. Play and cooperate with a partner regardless of personal differences such as gender, skill level, or ethnicity 	<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p> <ul style="list-style-type: none"> a. Explore the use of favorable conflict resolution strategies in game play situations

Diocese of Green Bay

Physical Education

	<ul style="list-style-type: none"> b. Be able to pick partner by skill level c. Use partner to better skill d. Pick partner that will help you become better (not all can work together well) 	<ul style="list-style-type: none"> b. Do what is right no matter what the outcome c. Use of "I" messages d. Use good words to express feelings
<p>4. Demonstrate understanding of being cooperative during competitive activities</p>	<p>4. Demonstrate understanding of being cooperative during competitive activities</p> <ul style="list-style-type: none"> a. Treat others with respect during play b. Even in team competitions, play respectfully of all others c. Within game rules compete but still show gracious behaviors in defeat and success 	<p>4. Demonstrate understanding of being cooperative during competitive activities</p> <ul style="list-style-type: none"> a. Exhibit in physical activity settings cooperative, respectful, and safe behaviors b. Be safe before, during and after physical activities c. Be respectful to all students while maintaining appropriate levels of safety during activity
<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p>	<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p>	<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p>
<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p>	<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p>	<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p>
<p>7. Develop the responsibility to play fairly during physical activity</p>	<p>7. Develop the responsibility to play fairly during physical activity</p>	<p>7. Develop the responsibility to play fairly during physical activity</p>

Diocese of Green Bay
Physical Education

Value of Physical Activity

Student understands and demonstrates the value of physical activities

Pre Kindergarten/Kindergarten	First Grade	Second Grade
<p>1. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Recognize the joy of shared play b. Show signs of fun during play (smile, laughter) 	<p>1. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Identify and explore activities which require physical activity during non-school hours b. Be able to recognize physical activity and how you can turn many types of activities into physical activity 	<p>1. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Demonstrate improvement in a skill or fitness-related activity for increased personal self-satisfaction b. Improve one or two physical activities by working hard to better yourself
<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Interact positively with students in class regardless of personal differences b. Use different partners for different activities (K) 	<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Examine one or two components of a health-related fitness assessment b. Work on strength building activities for better fitness c. Work on a cardiovascular activity to build fitness levels 	<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Understand that participation in physical activity is a conscious choice b. Know how to motivate yourself to become physically fit
<p>3. Formulate and follow through with a physical activity plan</p> <ul style="list-style-type: none"> a. Select and participate in physical activity during unscheduled times b. Be able to discuss different kinds of exercise and activities that you can do alone or with friends (K) 	<p>3. Formulate and follow through with a physical activity plan</p> <ul style="list-style-type: none"> a. Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities b. While running understand how to find your level of speed to make it the entire way of a 5, 7, and 10 minute run 	<p>3. Formulate and follow through with a physical activity plan</p> <ul style="list-style-type: none"> a. Honestly report results of activities/work b. Be honest in reporting your own personal results c. Know how to report results for your own competition and not in competition with others

Diocese of Green Bay
Physical Education

Diocese of Green Bay
Physical Education

<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p> <ul style="list-style-type: none"> a. Identify likes and dislikes connected with participation in physical activity b. Know what you like but try new things in and out of school (K) c. Know your limitations and try new things but be aware and patient (K) 	<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p>	<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p>
<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p>	<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p>	<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p>
<p>6. Show knowledge of how the body works with physical activity</p>	<p>6. Show knowledge of how the body works with physical activity</p>	<p>6. Show knowledge of how the body works with physical activity</p>

Diocese of Green Bay
Physical Education

Motor Skills and Movement

Student demonstrates competency in a variety of motor skills and movement patterns.

Third Grade	Fourth Grade	Fifth Grade
<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Demonstrate most of the critical elements for manipulative skills b. Use opposition in kick and throw c. Use body rotation in striking and throwing d. Use eye contact with throwing, kicking, and catching 	<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Demonstrate progress toward the mature form of all locomotor patterns and selected manipulative and non-locomotor skills such as throwing, catching and kicking b. Use opposition in kick and throw c. Use body rotation in striking and throwing d. Use eye contact with throwing, kicking, and catching e. Perform game play using skills taught and proper rules 	<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Demonstrate and understand the critical elements of throwing, catching, dribbling, passing, striking, and shooting skills found in team sports b. Use opposition in kick and throw c. Use body rotation in striking and throwing d. Use eye contact with throwing, kicking, and catching e. Perform game play using skills taught and proper rules f. Demonstrate strategy of game play using skills taught and proper rules
<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p>	<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p> <ul style="list-style-type: none"> a. Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using a mature form b. Demonstrate combination of skills for use during play of basketball, soccer, volleyball, and floor hockey 	<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p> <ul style="list-style-type: none"> a. Demonstrate the forehand and backhand striking skills in dual and individual sports b. Use paddle/racquet to strike objects from the air and on the bounce

Diocese of Green Bay
Physical Education

<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p>	<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p>	<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p> <ul style="list-style-type: none">a. Identify and apply principles of practice to enhance performanceb. Know and demonstrate the reasons for game play and having fun while participating in activityc. Apply the practice of skills and drills to enhance the performance and game play of all players
------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Diocese of Green Bay
Physical Education

Movement Concepts

Student demonstrates competency in a variety of movement patterns and concepts

Third Grade	Fourth Grade	Fifth Grade
<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Use manipulative skills in movement combinations b. Be able to catch, kick, throw, and strike while moving 	<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Adapt a physical skill to the demands of dynamic, unpredictable environment such as balancing with control on a variety of objects b. Use arms, legs, and sight to balance correctly at different heights/widths 	<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Perform different types of rhythm/dance sequence b. Perform square dance sequences with the timing of the music
<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns b. Apply concept of crow hop while fielding and throwing c. Create and perform a pattern three times (dance, lay-up) 	<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, and running b. Improve individual performance after critique by adding speed, distance, and accuracy 	<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Apply principles of accuracy, force, and follow-through when projecting objects b. Demonstrate accuracy in throwing/kicking to a stationary and moving target c. Demonstrate accuracy in speed/distance of a throw/kick to a partner d. Use appropriate follow through on throwing and striking skills

Diocese of Green Bay

Physical Education

<p>3. Demonstrate and apply fundamental movement patterns and concepts</p> <ul style="list-style-type: none"> a. Apply the movement principles of relationships while moving alone in space and using non-manipulative and manipulative skills b. Understand that throwing a ball combines with movement into throwing a ball c. Use and compare the throwing and kicking skill with movement and without movement 	<p>3. Demonstrate and apply fundamental movement patterns and concepts</p> <ul style="list-style-type: none"> a. Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student b. Learn to positively critique fellow students 	<p>3. Demonstrate and apply fundamental movement patterns and concepts</p> <ul style="list-style-type: none"> a. Identify and demonstrate basic small-group offensive and defensive tactics and strategies b. Demonstrate, in teams, knowledge of creation of plays on offense c. Develop, in small groups, defensive skills and strategies to enhance game play
<p>4. Identify sequential movement patterns in a variety of physical activity</p> <ul style="list-style-type: none"> a. Perform educational gymnastics sequences with at least four movements b. Sequence out four gymnastics movements that include strength, balance, and movement 	<p>4. Identify sequential movement patterns in a variety of physical activity</p> <ul style="list-style-type: none"> a. Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance b. By sight, critique yourself to gain distance, speed and accuracy in throwing, kicking, and striking that enhances performance 	<p>4. Identify sequential movement patterns in a variety of physical activity</p> <ul style="list-style-type: none"> a. Use feedback from a partner to improve performance b. Work with a partner to critique skills in basketball, volleyball and soccer
<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p> <ul style="list-style-type: none"> a. Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip b. Apply concept in change of grip to accommodate a forehand/backhand swing for striking c. Apply concept of knuckle to knuckle grip on a 	<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p> <ul style="list-style-type: none"> a. Learn to enjoy practicing activities to increase skill competence b. Show improvement in skill practice in soccer, volleyball, football, basketball, etc. 	<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p>

Diocese of Green Bay

Physical Education

<p>bat</p> <p>d. Apply concept of knuckle facing correct way on forehand and backhand swing of paddle/racquet</p> <p>e. Apply concept of hand change on an overhand/underhand swing with a paddle/racquet</p>		
<p>6. Show the relationship of activities with certain skills and movement patterns</p>	<p>6. Show the relationship of activities with certain skills and movement patterns</p> <p>a. Identify several activities related to each component of physical fitness such as development of muscular strength</p> <p>b. Develop strength, suppleness, stamina</p> <p>c. Develop speed, agility</p> <p>d. Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities</p> <p>e. Show improvement in speed and distance</p> <p>f. Be able to track differences in heart rate with the appropriate activity level</p> <p>g. Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process</p> <p>h. Understand concept that practice makes perfect</p> <p>i. Be able to critique yourself and others for self and game improvement</p>	<p>6. Show the relationship of activities with certain skills and movement patterns</p>

Diocese of Green Bay
 Physical Education
 Physical Activity

Student demonstrates competency in a variety of physical activities

Third Grade	Fourth Grade	Fifth Grade
<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Engage in regular physical activity b. Recognize which physical activities will increase heart health c. Realization that exercise helps the heart, muscle strength, and bone strength 	<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Identify the healthful benefits that result from regular physical activity b. Recognize all activities that can be turned into a fitness activity c. Turn regular, required activities into certain types of fitness activities 	<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Use personal fitness assessment data to enhance understanding of physical fitness by identifying sources for data collection b. Use pedometers and/or use of knowledge of taking pulse rate during exercise to make sure there are gains and consistencies
<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Complete a modified version of a health-enhancing physical fitness assessment b. Use pedometers to show improvement c. Know how to decrease individual body fat levels 	<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Identify several moderate to vigorous physical activities that provide personal pleasure b. Adjust certain activities to make them physically challenging c. Develop goals for pleasure and self-improvement 	<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Use personal fitness assessment data to enhance understanding of physical fitness by analyzing fitness data to describe and improve personal fitness levels b. Use personal records of pulse rate/ pedometer reading for comparison of sports and physical fitness level
<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p> <ul style="list-style-type: none"> a. Describe personal strengths and weaknesses and elevate the weaknesses to strengths b. Know your gifts and the gifts of your friends c. Use appropriate practice skills to get better at the gross/fine motor abilities you see in physical activity areas d. Know where to get help if you are having trouble with your own fitness know where to 	<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p> <ul style="list-style-type: none"> a. Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health b. Keep a log of physical activities 	<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p>

Diocese of Green Bay

Physical Education

<p>get help if you are having trouble with your own fitness</p>		
<p>4. Show that practicing can improve awareness and skill levels</p>	<p>4. Show that practicing can improve awareness and skill levels</p> <ul style="list-style-type: none"> a. Learn to enjoy practicing activities to increase skill competence b. Practice skills for each sport while being critiqued by a classmate c. Practice specific skills that will enhance the learning of all sports (base of support fundamentals, low as you go) 	<p>4. Show that practicing can improve awareness and skill levels</p>

Diocese of Green Bay
Physical Education

Health-Enhancing Physical Fitness

Student demonstrates competency in a variety of health-enhancing physical activities

Third Grade	Fourth Grade	Fifth Grade
<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Complete a modified version of a health-enhancing physical fitness assessment b. Show how to maintain and increase physical fitness 	<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Identify the healthful benefits that result from regular physical activity b. Look inside yourself and journal to show changes that happen when cardiovascular fitness occurs 	<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Describe the short- and long-term benefits of engaging in regular physical activity b. Be able to take the information learned in 4th grade and apply it to long-term and short-term fitness areas
<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Describe personal strengths and weaknesses and elevate the weaknesses to strengths b. Know limitations but always strive for improvement c. Be positive with self and others in fitness 	<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Identify several moderate to vigorous physical activities that provide personal pleasure b. Journal the likes and dislikes of physical activities 	<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Use personal fitness assessment data to enhance understanding of physical fitness by identifying sources for data collection b. Use pulse rate/pedometers to assess performance
<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p>	<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p>	<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p> <ul style="list-style-type: none"> a. Use personal fitness assessment data to enhance understanding of physical fitness by analyzing fitness data to describe and improve personal fitness levels b. Use pulse rate/pedometers to assess performance and improve personal physical fitness in cardiovascular c. Use performance records to assess performance and improve personal physical fitness in strength

Diocese of Green Bay
Physical Education

4. Demonstrate an understanding of the relationship of exercise and nutrition	4. Demonstrate an understanding of the relationship of exercise and nutrition	4. Demonstrate an understanding of the relationship of exercise and nutrition
-------------------------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------

Diocese of Green Bay
 Physical Education
 Responsible Personal and Social Behavior

Student demonstrates competency in a variety of responsible and social behavior activities

Third Grade	Fourth Grade	Fifth Grade
<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Celebrate personal successes and achievements as well as those of others b. Be happy for all that have done well c. Don't worry about the score but how you and your team have shown improvement 	<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student b. Work in stations for progression c. Be able to positively critique another student while working in pairs or in a group d. Use positive feedback to help a fellow student to regain/maintain positive self-esteem while learning skills (throwing, kicking, etc.) 	<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Identify and demonstrate the social and psychological benefits from participation in physical activities b. Know why exercise is important in psychological health c. Know the social implementations of behavior and skill development while participating in fitness activities
<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Use physical activity as a means of self-expression b. Understand likes and dislikes of self and friends to find something to express yourself appropriately 	<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process b. Work in stations for progression successfully helping others to master skills c. Be able to positively critique another student while working in pairs or in a group d. Use positive feedback to help a fellow 	<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Use feedback from a partner to improve performance b. Be able to improve skills with constructive criticism whether it be from a helping student or the teacher

Diocese of Green Bay

Physical Education

	student to regain/maintain/improve positive self-esteem while gaining knowledge of skills (throwing, kicking, etc.)	
<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p> <ul style="list-style-type: none"> a. Follow activity-specific rules, procedures, and etiquette with little or no reinforcement b. Know and follow rules even though it might be against your team 	<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p> <ul style="list-style-type: none"> a. Utilize safety principles in activity situations b. Follow safety rules in the class and hallway 	<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p> <ul style="list-style-type: none"> a. Seek personally challenging experiences in physical activity opportunities b. Try a new physical activity
<p>4. Demonstrate understanding of being cooperative during competitive activities</p> <ul style="list-style-type: none"> a. Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions towards others b. Know in modifications that rules will be adjusted so act appropriately 	<p>4. Demonstrate understanding of being cooperative during competitive activities</p> <ul style="list-style-type: none"> a. Explore cultural and ethnic self-awareness through participation in physical activity b. Have a general awareness of the origin of several types of games 	<p>4. Demonstrate understanding of being cooperative during competitive activities</p> <ul style="list-style-type: none"> a. Describe the short- and long-term benefits of engaging in regular physical activity b. Know the things that are affected by physical exercise c. Know the limitations of exercise and its benefits for your heart and lungs
<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p> <ul style="list-style-type: none"> a. Work independently and on task for short periods of time b. Be able to police self for periods of time during activities 	<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p> <ul style="list-style-type: none"> a. Indicate respect for persons from different backgrounds and cultural significance as they contribute to various games, dances, and physical activities b. Be respectful of other's likes and dislikes c. Know and understand the differences in likes and dislikes of certain physical activities in different backgrounds 	<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p> <ul style="list-style-type: none"> a. Use personal fitness assessment data to enhance understanding of physical fitness by identifying sources for data collection b. Collect and analyze data for personal goal setting in physical fitness

Diocese of Green Bay

Physical Education

<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p> <ul style="list-style-type: none"> a. Use positive conflict resolution strategies in game play situations b. Find and use discussion strategies when disagreements of rules and interpretations occur c. Use "I" messages so as not to push blame on others but to better the relationships of the team 	<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p>	<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p> <ul style="list-style-type: none"> a. Use personal fitness assessment data to enhance understanding of physical fitness by analyzing fitness data to describe and improve personal fitness levels b. Describe and enhance your fitness level by looking at how you have improved from recorded data
<p>7. Develop the responsibility to play fairly during physical activity</p> <ul style="list-style-type: none"> a. Demonstrate acceptance of the skill and ability of others through verbal and non-verbal behavior b. Demonstrate even though someone is better at something be happy for them c. Recognize and remember that non-verbal cues can be hurtful as well as verbal cues 	<p>7. Develop the responsibility to play fairly during physical activity</p>	<p>7. Develop the responsibility to play fairly during physical activity</p> <ul style="list-style-type: none"> a. Work independently and with others to improve learning during physical activity b. Be able to help/aide another student who is having trouble with a skill c. Evaluate the role and value of physical activity in a diverse society d. Know the community's levels of fitness e. Know where to get help if you are having trouble with your own fitness f. Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings g. Be able to involve everyone in the group the opportunity to play even though adjustments might need to be made

Diocese of Green Bay
Physical Education

Value of Physical Activity

Student understands and demonstrates the value of physical activities

Third Grade	Fourth Grade	Fifth Grade
<p>1. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Develop and demonstrate a positive attitude toward being physically active b. Show respect and be positive for others c. Be happy while playing no matter who is playing and what is being played 	<p>1. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Experience the opportunity for enjoyment while participating in physical activity b. Find a physical activity that you enjoy doing and continue to do it 	<p>1. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Identify and demonstrate personal physical activity interests and abilities b. Know and be able to do an interesting physical activity outside of school
<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Use physical activity as a means of self-expression b. Be able to apply motor skills into self-expression 	<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Learn to enjoy practicing activities to increase skill competence b. Practice and show improvement in skills of many different sports (bb, vb, flh, gb, dodge, soc) 	<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Identify and demonstrate the social and psychological benefits from participation in physical activities b. Know and be able to express your likes and dislikes of physical activity c. Know how to find and maintain physical activity and make adjustments to it to make it enjoyable
<p>3. Formulate and follow through with a physical activity plan</p> <ul style="list-style-type: none"> a. Work independently and on task for short periods of time b. Be able to make good decisions to help self, even though teacher is helping others 	<p>3. Formulate and follow through with a physical activity plan</p>	<p>3. Formulate and follow through with a physical activity plan</p> <ul style="list-style-type: none"> a. Seek personally challenging experiences in physical activity opportunities b. Find a physical activity that you enjoy doing and continue to do it

Diocese of Green Bay

Physical Education

<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p>	<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p>	<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p> <ul style="list-style-type: none"> a. Describe the short- and long-term benefits of engaging in regular physical activity b. Know the difference between short and long term physical fitness with activities c. Know how to build long term fitness levels with physical activities
<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p>	<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p>	<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p> <ul style="list-style-type: none"> a. Use personal fitness assessment data to enhance understanding of physical fitness by analyzing fitness data to describe and improve personal fitness levels b. Know how to increase fitness levels by recording progress
<p>6. Show knowledge of how the body works with physical activity</p>	<p>6. Show knowledge of how the body works with physical activity</p>	<p>6. Show knowledge of how the body works with physical activity</p> <ul style="list-style-type: none"> a. Work independently and with others to improve learning during physical activity b. Learn how your body functions during physical activity c. Work to improve yourself or help someone else with their physical fitness level

Diocese of Green Bay
Physical Education

Motor Skills and Movement

Student demonstrates competency in a variety of motor skills and movement patterns.

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Initiative skill practice to improve movement performance and apply principles of learning b. Use drills to incorporate the use of throwing, kicking, striking skills using proper form c. Practice skills alone and with partner to enhance the learning of game strategy d. Use skills to play full game following rules 	<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Display appropriate use of speed, force, and form in a variety of movement activities b. Use appropriate speed to display skills of kicking, throwing, dribbling, shooting, and striking c. Use skills to play full game following rules d. Use a combination of dribbling, shooting, and other skills to get to a successful ending skill 	<p>1. Understand and use a variety of basic and advanced movement skills and concepts</p> <ul style="list-style-type: none"> a. Demonstrate increasing competence in more advanced specialized physical skills b. Use appropriate speed to display skills of kicking, throwing, dribbling, shooting, and striking c. Use skills to play full game following rules d. Use a combination of dribbling, shooting, and other skills to get to a successful ending skill
<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p> <ul style="list-style-type: none"> a. Understand and apply basic offensive and defensive tactics in non-complex, modified activities b. Apply skills to create play for successful offense and defense in soccer, basketball, floor hockey, and volleyball 	<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p> <ul style="list-style-type: none"> a. Demonstrate moving to a rhythm in selected folk/square or line dancing b. Apply concept of folk/ballroom dancing (fox trot, mamba, box step) 	<p>2. Demonstrate competency in locomotor skills and movement patterns needed to perform a variety of physical activity</p> <ul style="list-style-type: none"> a. Understand and apply more advanced movement and game strategies such as explaining and demonstrating strategies involved in playing tennis doubles b. Explain and demonstrate the use of play development and strategies involved in playing team and individual sports
<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p>	<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p>	<p>3. Demonstrate movements in activities with awareness of others within personal spaces</p>

Diocese of Green Bay
Physical Education

Movement Concepts

Student demonstrates competency in a variety of movement patterns and concepts

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Combine locomotor and manipulative skills into specialized sequences and apply sequences to partner and small-group game play b. Demonstrate crow hop while fielding and throwing c. Demonstrate running to and kicking a ball in different direction 	<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Use skill combinations competently in modified versions of team and individual activities b. Demonstrate a run into a throw/kick c. Demonstrate getting to a spot to catch or stop a ball 	<p>1. Demonstrate understanding of movement, concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> a. Demonstrate competence in modified versions of movement forms such as performing in a variety of simple folk and square dances b. Perform dance sequences of simple folk dances (fox trot, mamba, samba, box step, polka)
<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Demonstrate putting complex movement sequences to a rhythm b. Perform simple folk/ballroom dance steps (fox trot, polka, mamba, box step) 	<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Demonstrate proper use of movement concepts in dynamic game situations b. Relate advancement of skills into the appropriate game level c. Use correct movement skills to gain advantages in defense and offense during game play 	<p>2. Demonstrate the ability to combine motor skills with locomotor skills in a variety of physical activities</p> <ul style="list-style-type: none"> a. Develop beginning strategies for competitive and non-competitive games such as using basic offensive and defensive strategies in a modified version of a team sport b. Learn modified game strategies c. Be able to take a competitive game and play in a non-competitive nature for advancement of all skills of all students

Diocese of Green Bay

Physical Education

<p>3. Demonstrate and apply fundamental movement patterns and concepts</p>	<p>3. Demonstrate and apply fundamental movement patterns and concepts</p> <ul style="list-style-type: none"> a. Apply biomechanical principles to understand and perform skillful movements b. Relate base of support to the distance, force, and accuracy of throws and kicks c. Using rotation and follow through of kicking/throwing to get the maximum accuracy, distance, and force of throw 	<p>3. Demonstrate and apply fundamental movement patterns and concepts</p> <ul style="list-style-type: none"> a. Identify the critical elements of more advanced movement skills such as a racing start in free-style swimming b. Demonstrate correct sequencing of volleyball spike c. Demonstrate correct sequencing of basketball lay-up
<p>4. Identify sequential movement patterns in a variety of physical activity</p>	<p>4. Identify sequential movement patterns in a variety of physical activity</p> <ul style="list-style-type: none"> a. Identify similarities of movements across different physical activities b. Compare stances between basketball, volleyball, wrestling, football, soccer, etc. 	<p>4. Identify sequential movement patterns in a variety of physical activity</p> <ul style="list-style-type: none"> a. Understand and apply advanced discipline-specific knowledge to various movement forms such as understanding how to lead or follow a partner while dancing b. Through folk dance, be able to dance specific dances completely with a partner
<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p>	<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p> <ul style="list-style-type: none"> a. Use a variety of resources, including available technology, to monitor fitness improvement b. Use pedometers to measure performance c. Stop and take pulse rate before, during, and after activity 	<p>5. Demonstrate and apply movement patterns with enjoyment and personal skills with different locomotor movement</p>
<p>6. Show the relationship of activities with certain skills and movement patterns</p>	<p>6. Show the relationship of activities with certain skills and movement patterns</p>	<p>6. Show the relationship of activities with certain skills and movement patterns</p>

Diocese of Green Bay
Physical Education

Physical Activity

Student demonstrates competency in a variety of physical activities

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity b. Know your community and where to go for help in remaining/building physical fitness c. Ask friend for help in group physical fitness 	<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Explore personal interests in a variety of new physical activities both in and out of Physical Education class b. Play games with modified rules and skills to make learning varied and new c. Modify a regular popular game and make it playable with less equipment or more players, etc. 	<p>1. Participate regularly in physical activity</p> <ul style="list-style-type: none"> a. Establish personal physical activity goals b. Develop and abide to an activity action plan that includes in school activities c. Develop and abide to an activity action plan that includes out of school activities
<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Analyze personal interests and capabilities in regard to one's exercise behavior b. Keep a chart on physical activities c. Know how to make an exercise program for your success in strength and cardiovascular health 	<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Develop a health-related fitness plan, including goals, strategies, and timeline for improving at least three self-selected components b. Plan a physical fitness program that includes goals and a timeline for improving physical fitness levels in strength and cardiovascular fitness 	<p>2. Recognize, demonstrate, and apply movement patterns to aid in cardiovascular health</p> <ul style="list-style-type: none"> a. Participate at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals b. Keep a chart on physical activities that show improvement of physical fitness levels
<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p> <ul style="list-style-type: none"> a. Use measurement and assessment of data to develop goals for improvement in at least two fitness components b. Use pedometers to assess whether movement during class is enough to show cardiovascular improvement 	<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p> <ul style="list-style-type: none"> a. Use a variety of resources including available technology, to monitor fitness improvement b. Use a student formulated excel chart to monitor fitness training in different sports 	<p>3. Demonstrate knowledge of personal strengths and characterization of exercises while monitoring physical fitness</p>
<p>4. Show that practicing can improve awareness and skill levels</p>	<p>4. Show that practicing can improve awareness and skill levels</p>	<p>4. Show that practicing can improve awareness and skill levels</p>

Diocese of Green Bay
Physical Education

Health-Enhancing Physical Fitness

Student demonstrates competency in a variety of health-enhancing physical activities

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Analyze personal interests and capabilities in regard to one's exercise behavior b. Log and complete an exercise journal including all kinds of exercise and find the exercises that you like and that benefit you personally 	<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Explore personal interests in a variety of new physical activities both in and out of Physical Education class b. Know what you enjoy the most and which activities are the most beneficial to you in class c. Know what you enjoy the most and which activities are the most beneficial to you outside of class 	<p>1. Achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> a. Meet health-related fitness standards b. Meet all standards through exercise
<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Use measurement and assessment of data to develop goals for improvement in at least two fitness components b. Find the measurement that can be improved steadily and keep track using complete information of fitness components 	<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Develop a health-related fitness plan, including goals, strategies, and timeline for improving at least three self-selected components b. Set goals for fitness improvement along with strategies to get to those goals 	<p>2. Identify, characterize, and apply the reasoning behind exercise and its benefits</p> <ul style="list-style-type: none"> a. Begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at a target heart rate for a minimum of 30 minutes at least three times a week outside of the Physical Education class b. After successful collection of data (heart rate/pedometer readings, etc.) develop a fitness program that will increase fitness levels

Diocese of Green Bay
Physical Education

<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p>	<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p> <ul style="list-style-type: none"> a. Analyze the relationship between physical activity, nutrition, and maintaining health-related fitness b. Relate energy levels with nutrition and maintaining physical fitness by using recorded data 	<p>3. Demonstrate competency in personal fitness and its relationship with nutrition</p> <ul style="list-style-type: none"> a. Understand and apply principles of training to improve physical fitness such as various weight training techniques b. Know and understand the different types of weight training techniques (isometric, isotonic, etc.) c. Know how to use the different kinds of weight training techniques during the school day d. Know how to use the different kinds of weight training techniques while at home
<p>4. Demonstrate an understanding of the relationship of exercise and nutrition</p>	<p>4. Demonstrate an understanding of the relationship of exercise and nutrition</p>	<p>4. Demonstrate an understanding of the relationship of exercise and nutrition</p>

Diocese of Green Bay
Physical Education

Responsible Personal and Social Behavior

Student demonstrates competency in a variety of responsible and social behavior activities

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Identify and avoid risky exercises and use safe exercise to develop strength and flexibility b. Know exercise to increase flexibility know exercise to increase flexibility c. Know when to use flexibility exercises to enhance performance 	<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Analyze skills of self and partner, detecting and correcting errors b. Work in stations for progression successfully helping others to improve skills c. Be able to positively critique another student while working in pairs or in a group d. Use positive feedback to help a fellow student to regain/maintain positive self-esteem while gaining knowledge of skills (throwing, kicking, etc.) 	<p>1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> a. Consider the consequences when confronted with behavior choice b. Know and understand the consequences for poor behavior and lack of listening by being informed of all of the expectations
<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings b. Place yourself in a positive environment and behavior and skill development c. Know the students you gel with positively but treat all with respect 	<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Apply safety procedures, rules, and etiquette in physical activities b. Know and apply all safety rules and expectations 	<p>2. Demonstrate ability to follow rules and use sportsmanship during physical activity</p> <ul style="list-style-type: none"> a. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others, find positive ways to assert independence b. Be respectful to all students while maintaining proper levels of competition

Diocese of Green Bay

Physical Education

<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p> <ul style="list-style-type: none"> a. Solve problems, accept challenges, resolve conflicts, and accept personal responsibility b. Take charge of own behavior c. Be helpful to others by trying to help where needed d. Work hard to treat all classmates kindly 	<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p> <ul style="list-style-type: none"> a. Evaluate knowledge about the role of physical activity in society b. know and recognize appropriate community activities 	<p>3. Demonstrate ability to cooperate and be able to solve conflicts during physical activity</p> <ul style="list-style-type: none"> a. Work cooperatively with a group to achieve goals in competitive as well as cooperative settings b. Foster teamwork goals
<p>4. Demonstrate understanding of being cooperative during competitive activities</p> <ul style="list-style-type: none"> a. Acknowledge differences in the behaviors of people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences b. Understand the differences of competition and goal setting with different cultures 	<p>4. Demonstrate understanding of being cooperative during competitive activities</p> <ul style="list-style-type: none"> a. Display sensitivity to the feelings of others during interpersonal interactions b. Know and understand how to communicate with teammates and coaches respectfully even though you might disagree with the thought or idea 	<p>4. Demonstrate understanding of being cooperative during competitive activities</p> <ul style="list-style-type: none"> a. Identify behaviors that are supportive and inclusive in physical activity settings b. Apply appropriate behaviors with a physical activity and know when to use the appropriate kinds of behaviors in other activities
<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p> <ul style="list-style-type: none"> a. Cooperate with those of different gender, race, ethnicity b. Demonstrate cooperation fully with all students no matter what their background 	<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p> <ul style="list-style-type: none"> a. Respect the physical performance limitations of self and others b. Know and be able to help those that are having difficulty with skills c. Teach and demonstrate a skill to another student 	<p>5. Demonstrate responsibility to follow rules and play fairly during physical activity</p>
<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p>	<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p>	<p>6. Demonstrate the ability to solve problems that may arise during physical activity</p>
<p>7. Develop the responsibility to play fairly during physical activity</p>	<p>7. Develop the responsibility to play fairly during physical activity</p>	<p>7. Develop the responsibility to play fairly during physical activity</p>

Diocese of Green Bay
Physical Education

Value of Physical Activity

Student understands and demonstrates the value of physical activities

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity b. Find how and where there are physical activity opportunities in your community 	<p>2. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Describe the relationship between a healthy lifestyle and simply feeling good b. Know how to make yourself feel good about yourself by using physical activity c. Find and do a physical activity that makes you feel good about yourself 	<p>2. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <ul style="list-style-type: none"> a. Feel satisfaction when engaging in physical activity b. Find and enjoy a physical activity
<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Describe and apply the basic principles of training and their relationship to implementing safe and progressive personal fitness programs b. know how to train to get ready for any sport by gradually increasing the cardiovascular fitness level 	<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Use a variety of resources, including available technology, to monitor fitness improvement b. Maintain and increase fitness levels by recording progress 	<p>2. Demonstrate ability to make positive choices as they relate to physical activity</p> <ul style="list-style-type: none"> a. Recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment b. Recognize the enjoyment factors of team activities
<p>3. Formulate and follow through with a physical activity plan</p>	<p>3. Formulate and follow through with a physical activity plan</p> <ul style="list-style-type: none"> a. Monitor and evaluate the benefits of various physical activities b. Find a physical activity that you enjoy and monitor your progress c. Be able to change activities with the seasons to maintain your physical fitness 	<p>3. Formulate and follow through with a physical activity plan</p> <ul style="list-style-type: none"> a. Recognize the role of sports, games, and dance in modern culture b. Find a community activity and try to maintain a fitness level to participate c. Know the importance of physical activity within your community

Diocese of Green Bay

Physical Education

<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p>	<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p> <ul style="list-style-type: none"> a. Demonstrate the importance and value of regular physical activity b. Know how to maintain and increase fitness levels 	<p>4. Show maturity in physical activity and be able to understand the importance of physical activity</p> <ul style="list-style-type: none"> a. Identify behaviors that are supportive and inclusive in physical activity settings b. Know when to compete against others and when to compete against yourself
<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p>	<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p> <ul style="list-style-type: none"> a. Analyze the relationship between physical activity, nutrition, and maintaining health-related fitness b. Know how nutrition affects fitness levels c. Know how to eat nutritionally sound meals to help/aide in physical fitness development 	<p>5. Demonstrate knowledge of the relationship of being appropriately physically fit along with positive relationships</p>
<p>6. Show knowledge of how the body works with physical activity</p>	<p>6. Show knowledge of how the body works with physical activity</p>	<p>6. Show knowledge of how the body works with physical activity</p>