

PHYSICAL EDUCATION COURSE OF STUDY K-12 2005



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Introduction

The purpose of this course of study is to provide a continuous physical education program from kindergarten through high school. The course of study was developed by elementary and secondary physical education specialists who integrated current research in physical education, in particular the **National Standards for Physical Education**, to structure the document. This course of study contains performance outcomes that serve as benchmarks for mastery at various levels. In hopes of making this course of study more user friendly, examples of activities that can be used to teach the indicator are listed immediately below the indicator.

Philosophy

Catholics believe that life is a gift, and one way to enhance that gift is through physical education. Physical education is an integral part of the total educational program and contributes to the wellness of the whole child – physically, intellectually, emotionally, spiritually, and socially. It provides a continuous developmental program of physical activities that promotes fitness, critical thinking skills, self-confidence and social maturity. The objective of this Physical Education Course of Study is to promote the importance of being physically fit and for the student to understand the benefits of lifelong physical activities.

Committee

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St. Paul School
St. Agatha School
St. James the Less/St. Mary Magdalene Schools
Bishop Watterson High School
St. Brigid of Kildare School
St. Francis De Sales High School
Department of Education
Department of Education
Holy Spirit School

Code

The code to reflect skills in this scope and sequence are as follows:

I – indicates **Introduce** the skill or concept at this grade level

D – indicates **Develop** the skill or concept by reviewing, extending, and treating it in greater depth than the previous year

M – indicates **Master** the skills or concepts by being able to perform or demonstrate an understanding of the concept at an acceptable level

m – indicates **Maintain** the skill or concept by being able to perform or demonstrate it at the higher grade level

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

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. use a variety of basic locomotor skills. <i>i.e.: running, skipping, hopping, galloping, sliding</i>	I	D	D	D	D	M	m	m	m	m	m	m	m
B. use a variety of basic object (tool/equipment) control skills. <i>i.e.: throwing, underhand and overhand, catching, hand dribbling, foot dribbling, kicking and striking, bouncing a ball</i>	I	D	D	D	D	D	D	D	D	D	D	D	D
C. use simple combinations of fundamental movement skills. <i>i.e.: locomotor, non-loco motor (bending, lifting, stretching, turning, twisting, and making body shapes) object control, body control, rhythmical skills</i>	I	D	D	D/M	M	m	m	m	m	m	m	m	m
D. use control in weight bearing activities on a variety of body parts. <i>i.e.: jumping and landing using combinations of one and two foot take-offs and landings</i>	I	D	D	D/M	M	m	m	m	m	m	m	m	m
E. use control in balance activities on a variety of body parts. <i>i.e.: one foot, one hand and one foot, hands and knees, headstands – incorporate static and dynamic balance</i>	I	D	D	D	D	D	D	D	D	M	m	m	m

Content Standard I: (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
F. use control in travel activities on a variety of body parts. <i>i.e.: traveling in backward direction and changing direction quickly and safely w/o falling – change speeds and directions in response to various rhythms; combining traveling patterns to music</i>	I	D	D	D	D	M	m	m	m	m	m	m	m
G. make a smooth transition between sequential motor skills. <i>i.e.: running into a jump – transferring weight to different body parts – hanging and climbing – rope jumping</i>	I	D	D	D	D	M	m	m	m	m	m	m	m
H. demonstrate skills of chasing, fleeing, and dodging to avoid or catch others. <i>i.e.: fast, slow, darting tag, Indian run, capture the flag, mat ball</i>	I	D	D	D/M	M	m	m	m	m	m	m	m	m
I. use locomotor skills in rhythmical patterns. <i>i.e.: combining skills into patterns of movement – dance steps, exercise videos</i>	I	D	D	D	D	D	D	D	D	D	D	D	M
J. use mature (proper techniques) form in object control skills. <i>i.e.: contrived refinement of throwing underhand and overhand, catching, hand dribbling, foot dribbling, kicking and striking – in addition foot-bag,</i>	I	D	D	D	D	D	D	D	D	D	D	M	m

batting, punting, passing, juggling

Content Standard I: (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
K. use basic sport specific skills for a variety of physical activities. <i>i.e.: basketball chest pass, soccer dribbling, forehand and backhand strokes, fielding a softball w/glove</i>	I	D	D	D	D	D	D	D	D	D	D	D	D/M
L. use mature form in balance activities on a variety of apparatuses. <i>i.e.: static and dynamic balance on balance beam, resistance training, step aerobics</i>			I	D	D	D	D	D	D	D	D	M	m
M. use beginning strategies for net and invasion games. <i>i.e.: keeping object going w/ a partner using striking pattern, placing ball away from opponent in a racquet sport, dribbling w/ hand or foot while preventing an opponent from stealing the ball</i>			I	I/D	D	D	D	D	D	M	m	m	m
N. use intermediate sport specific skills for individual development and team sports. <i>i.e.: continues progression of cooperative skills – repetition/rallies</i>					I	I/D	D	D	D	D	D	M	m
O. use intermediate sport specific skills for dance and rhythmical activities. <i>i.e.: step, ball, change, pivoting</i>						I	D	D	D	D	D	M	m

Content Standard I: (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
P. use intermediate sport specific skills for outdoor activities. <i>i.e.: lateral slides, drop steps, running patterns, cutting patterns</i>					I	I/D	D	D	D	D	D	M	m
Q. use advanced sport-specific skills in selected physical activities. <i>i.e.: dance, outdoor pursuits, individual, dual, and team sports and activities, archery skills, rope climbing, canoeing, roller-blading, aquatics (if applicable)</i>					I	I/D	D	D	D	D	D	M	m
R. use skills in complex rather than modified versions of physical activities. <i>i.e.: golf swing, tennis slice, drop shot</i>								I	D	D	D	M	m
S. use advanced strategies for net and invasion games. <i>i.e.: offensive, defensive concepts and alignments</i>								I	D	D	D	D	D/M

Content Standard II: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity.

The student will

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. understand the vocabulary of basic movement concepts. <i>i.e.: personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist</i>	I	I/D	D	D	D	M	m	m	m	m	m	m	m
B. understand terms that describe a variety of relationships with objects. (tools/equipment) <i>i.e.: over/under, behind, alongside, through</i>	I	I/D	M	m	m	m	m	m	m	m	m	m	m
C. use concepts of space awareness and movement control with a variety of basic skills while interacting with others. <i>i.e.: running, hopping, skipping</i>	I	I/D	D	D	M	m	m	m	m	m	m	m	m
D. understand the critical elements of a variety of basic movement patterns. <i>i.e. in throwing: the ready position, arm preparation, step w/ leg opposite the throwing arm, follow-through, accuracy of throw – also: kicking a stationary or rolling ball, stopping a rolling ball</i>	I	I/D	D	D	D	D	D	D	D	D	D	M	m
E. understand principles of practice and conditioning that improve performance. <i>i.e.: group projects, student journal, self-assessment, peer and coach review</i>					I	D	D	D	D	D	D	D	M

Content Standard II (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
F. understand proper warm-up and cool-down techniques and reasons for using them. <i>i.e.: light jog and stretching before and after class</i>	I	I/D	D	D	D	D	D	D/M	M	m	m	m	m
G. use information from a variety of internal and external sources to improve performance. <i>i.e.: teachers, coaches, texts, self-analysis, peer-analysis</i>				I	D	D	D	D	D	D	D	D	M
H. understand movement forms associated with advanced skilled physical activities. <i>i.e.: combination movements, patterns</i>					I	I/D	D	D	D	D	D	D	M
I. understand principles of training and conditioning for specific physical activities. <i>i.e.: overload, repetition, duration, intensity drills</i>							I	D	D	D	D	D	M
J. use basic offensive and defensive strategies in a modified version of a team and individual sport. <i>i.e.: moves that lead to successful serves, passes, and strikes in an advanced volleyball game</i>					I	I/D	D	D	D	D	D	D	M
K. understand biomechanical concepts that govern different types of movement. <i>i.e.: anatomy, contracting, flexing, extension isometric, isotonic, isokinetic</i>										I	D	D	D

Content Standard II (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
L. understand how sport psychology affects the performance of physical activities. <i>i.e.: effect of anxiety on performance</i>										I	D	D	D
M. understand the physiological principles governing fitness maintenance. <i>i.e.: overload and progression principle, law of specificity</i>										I	D	D	D
N. use offensive and defensive strategies and appropriate rules for sports and other physical activities. <i>i.e.: team sports</i>									I/D	D	D	D	M

Content Standard III: Understands the implications and benefits of a physically active lifestyle.

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. understand the health benefits of physical activity. <i>i.e.: good health, physical endurance, changes in the body</i>	I	D	D	D	D	D	D	D	D	D	D	M	m
B. know about opportunities for participation in physical activities both in and out of school. <i>i.e.: recreational leagues, intramural sports, clubs</i>				I	D	D	D	D	D	D	D	M	m
C. know how to modify activities to be more health-enhancing. <i>i.e.: walking instead of riding, taking the stairs rather than the elevator</i>		I	I/D	D	D	D	D	D	D	D	D	M	m
D. be able to choose physical activities based on a variety of factors. <i>i.e.: personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment</i>		I	I/D	D	D	D	D	D	D	D	D	M	m
E. know factors that inhibit physical activity. <i>i.e.: substance abuse, poor nutrition, sleep deprivation</i>				I	D	D	D	D	D	D	D	M	m
F. understand possible implications of physical activity. <i>i.e.: muscle soreness, overuse injuries, over-training, temporary tiredness, physical injury, potential conflicts with others</i>				I	D	D	D	D	D	D	D	M	m

Content Standard III (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
G. pursue activities that provide enjoyment, personnel challenge, self-expression, and social interaction. <i>i.e.: improved cardio-vascular and muscular strength, improved flexibility and body composition, healthy self-image, stress reduction, strong mental and emotional health, lower risk factors that affect cardio-vascular disease</i>				I	D	D	D	D	D	D	D	M	m
H. understand long-term physiological benefits of regular participation in physical activity. <i>i.e.: type of activity, cost available facilities, equipment required, personnel involvement</i>					I	D	D	D	D	D	D	M	m
I. understand factors that impact the ability to participate in physical activity. <i>i.e.: age, gender, race, ethnicity, socioeconomic status, and culture</i>					I	D	D	D	D	D	D	M	m
J. understand how various factors affect physical activity preferences and participation. <i>i.e.: physical injury, potential conflicts with others</i>							I	D	D	D	D	M	m

Content Standard IV: Understands how to monitor and maintain a health-enhancing level of physical fitness.

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. engage in basic activities that cause cardio respiratory exertion. <i>i.e.: running, galloping, skipping, hopping, rope jumping</i>	I	D	D	D	D	D	D	D	D	D	D	D	D
B. know how to measure cardio respiratory fitness. <i>i.e.: listening to heart beat, counting pulse rate</i>	I	D	D	D	D	D	D	D	D	M	m	m	m
C. know the physiological indicators that accompany moderate to vigorous physical activity. <i>i.e.: perspiration, increased heart rate and breathing rate</i>	I	D	D	D	D	D	D	D	D	D	D	D	D
D. engage in activities that develop muscular strength, endurance and flexibility. <i>i.e.: climbing, hanging, stretching, moving each joint through its full range of motion</i>	I	D	D	D	D	D	D	D	D	D	D	D	D
E. engage in fitness activities and use information from fitness assessments to improve and develop individual fitness goals. <i>i.e.: cardio-respiratory endurance = measuring of heart rate after a timed or distance walk/run, muscular strength = push-ups, pull-ups, flexibility = sit and reach, trunk twists, arm and shoulder stretches</i>					I	D	D	D	D	D	D	D	D

Content Standard IV: (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
F. know how to monitor the intensity of exercise. <i>i.e.: heart rate, breathing rate, perceived exertion and recovery rate</i>		I	D	D	D	D	D	D	D	D	D	M	m
G. engage in more advanced activities that develop and maintain cardio respiratory endurance muscular strength and endurance and flexibility. <i>i.e.: callisthenic activities, resistance, isokinetic exercises</i>					I	D	D	D	D	D	D	D	D
H. understand the role of exercise and other factors in weight control and body composition. <i>i.e.: overeating, substance abuse, intensity of exercise</i>				I	D	D	D	D	D	D	D	M	M
I. understand basic principles of training that improve physical fitness. <i>i.e.: threshold, overload, specificity, frequency, intensity, duration, and mode of exercise</i>					I	D	D	D	D	D	D	D	D
J. know how to differentiate the body's response to physical activities of various exercise intensities. <i>i.e.: overheating, breathing rate</i>					I	D	D	D	M	m	m	m	m
K. know how to monitor and adjust activity levels to meet personal fitness needs. <i>i.e.: tracking participation in physical</i>							I	D	D	D	D	D	D

<i>activities that reflect person interests</i>													
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Content Standard IV: (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
L. design a personal fitness program that is based on the principles of training that encompasses all components of fitness. <i>i.e.: cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition</i>									I	D	D	D	D

Content Standard V: Exhibits responsible personal and social behavior that respects self and others in physical education.

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. follows rules and procedures with little reinforcement. <i>i.e.: entrance and exit procedures, dress code, freeze signal, appropriate behavior</i>	I	D	D	D	M	m	m	m	m	m	m	m	m
B. uses equipment and space safely and properly. <i>i.e.: proper use of equipment, taking turns using equipment, putting equipment away when not in use</i>	I	D	D	D	D	D	D	D	D	D	D	D	D
C. understands the importance of rules, procedures and etiquette that are safe and effective for a specific activity, situation and equipment.	I	I/D	D	D	D	D	D	D	D	D	D	M	m
D. work in a partner or group setting to accomplish a set goal in both cooperative and competitive activities. <i>i.e.: valuing the contributions of all partners/teammates</i>	I	I/D	D	D	D	D	M	m	m	m	m	m	m
E. understand the elements of socially acceptable conflict resolution.	I	D	D	D	D	D	D	D	D	D	D	D	D
F. accept constructive criticism from peers or adults in a positive way. <i>i.e.: cooperation, communication, consideration, sharing</i>	I	I/D	D	D	D	D	D	D	D	D	D	D	D

Content Standard V: (cont'd.)

The student will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
G. demonstrate a Catholic Christian attitude toward both winning and losing.	I	I/D	D	D	D	D	D	D	D	D	D	D	D
H. use leadership and follow rules. <i>i.e.: captains for teams leading exercises</i>							I	I/D	D	D	D	D	D
I. understand the concept of “sportsmanship” and the importance of responsible behavior while participating in physical activities. <i>i.e.: attitude and action towards self, teammates, officials, fans, equipment</i>	I	I/D	D	D	D	D	D	D	D	D	D	D	D

Assessment and Evaluation

1. Teacher observation:
 - a. observational record (quality of technique; growth & development chart; checklist; participation; attempting the skill or game as taught)
 - b. role playing (conflict resolution; officiation)
2. Peer observation and/or assessment (rubric)
3. Self-assessment (checklists for performance growth; journal; log; portfolio)
4. Parent report (log of family activities; practicing skills at home)
5. Oral assessment (sharing time; interview)
6. Written work (drawings; reports; journals; logs; portfolios)
7. Group projects (physical fitness workout; creating dances or games; video recordings; rubrics)
8. Formal testing