

DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

PHYSICAL EDUCATION STANDARDS		K	1	2	3	4	5	6	7	8	Assessment
Standard A: Personal Physical Activity											
A.1	Play safely	I	D	D	M	R	R	R	R	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A
A.2	Display good sportsmanship (high fives, positive words, making sure everyone touches the ball, and play within the spirit of the rules)	I	D	D	M	R	R	R	R	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A
A.3	Display Christian values (practicing the Golden Rule, being patient, showing kindness, acting selfless, sharing, taking turns, using please/thank you, and including/encouraging everyone)	I	D	D	D	D	M	R	R	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A
A.4	Respect individual differences (genders, skill levels, abilities, and interests)	I	D	D	D	D	D	M	R	R	<ul style="list-style-type: none"> • Teacher observation
A.5	Follow classroom rules and procedures with little reinforcement	I	D	D	D	D	M	R	R	R	<ul style="list-style-type: none"> • Teacher observation
A.6	Demonstrate the knowledge (focus on stationary object, strengthen muscles, center of gravity) and the skills of proper balancing (Balancing activities include the balance beam, lunges, etc.) Balance is a key component to performing a multitude of skills and day-to-day activities correctly.	I	D	D	D	D	D	M	R	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A • Checklists, tests
A.7	Improve basic gross and fine motor skills (<u>locomotor movements</u> - walk, run, hop, skip, gallop, leap, jump, side step, chase, flee, dodge) (<u>manipulative skills</u> - throwing, catching, kicking, striking, trapping, passing, dribbling, volleying, shooting)	I	D	D	D	D	D	M	R	R	<ul style="list-style-type: none"> • Teacher observation • Student reflection

I – Introduce
D- Develop

M-Master
R-Reinforce

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Standard A: Personal Physical Activity											
A.8	Demonstrate the more advanced skills needed to participate in team sports (throwing, catching, kicking, striking, trapping, passing, dribbling, volleying, and shooting)							I	D	D	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A • Checklists/Tests
A.9	Demonstrate the basic knowledge of strategies (offensive tactics, zone defense, and man to man defense) used in team sports needed to participate in various small sided games or other drills				I	D	D	D	M	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A • Checklists, tests
A.10	Understand and apply the rules needed to participate in team sports (fouls, boundaries, scoring, etc.)			I	D	D	D	M	R	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A • Checklists, tests
A.11	Understand and apply-the rules and strategies needed to participate in individual and dual sports (badminton, bowling, pickleball, table tennis, etc.)							I	D	M	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A • Checklists, tests
A.12	Understand and apply the knowledge (boundaries, scoring, strategies) needed to participate in various recreational activities (archery, dance, washers, hillbilly golf, horseshoes, frisbee golf, ultimate frisbee, etc.)					I	D	D	M	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A • Checklists, tests
A.13	Understand and apply the knowledge needed to perform appropriate warm-up, stretches, and cool downs for various activities	I	D	D	D	D	D	D	M	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A
A.14	Describe how improving coordination, endurance, flexibility, and posture contribute to a healthier, happier lifestyle and improved functionality (Improving these aspects will help a person to experience higher success rates when performing day-to-day activities and athletic skills)				I	D	D	D	M	R	<ul style="list-style-type: none"> • Teacher observation • Teacher Q/A • Checklists, tests

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Standard B: Motor Skills											
B.1	Perform locomotor skills (balance, hop, leap, skip, gallop, run, animal walks, jump, side-step slide, side-step shuffle, chase, flee, and dodge)	I	D	D	M	R	R	R	R	R	<ul style="list-style-type: none"> Teacher observation
B.2	Perform locomotor skills alone, with a partner, or in a group	I	D	D	M	R	R	R	R	R	<ul style="list-style-type: none"> Teacher observation
B.3	Demonstrate locomotor skills in an organized game (tag, circle games)	I	D	D	M	R	R	R	R	R	<ul style="list-style-type: none"> Teacher observation
B.4	Travel demonstrating a variety of spatial relationships: over, under, behind, alongside, and through with objects (obstacle course, parachute play, and activities using other manipulatives)	I	D	M	R	R	R	R	R	R	<ul style="list-style-type: none"> Teacher observation
B.5	Distinguish between straight, curved, and zigzag paths while traveling in various ways	I	D	M	R	R	R	R	R	R	<ul style="list-style-type: none"> Teacher observation Teacher Q/A
B.6	Demonstrate basic ball skills with self and partner (throwing, catching, kicking, bouncing)	I	D	M	R	R	R	R	R	R	<ul style="list-style-type: none"> Teacher observation Teacher Q/A
B.7	Demonstrate introductory jump rope skills (rope on floor and jump over it, jump over moving rope)	I	D	D	D	D	D	M	R	R	<ul style="list-style-type: none"> Teacher observation
B.8	Demonstrate hand-eye and foot coordination in stationary positions (overhand/underhand throwing with different objects, using correct catching techniques, rolling a ball to a target, dribbling a ball with each hand, batting a ball, kicking a stationary or moving ball, etc.)	I	D	D	M	R	R	R	R	R	<ul style="list-style-type: none"> Teacher observation
B.9	Demonstrate hand-eye and foot coordination in moving positions (overhand/ underhand throwing, dominant/non-dominant throwing, kicking, dribbling, striking with long and short implements, catching in stationary and moving positions)			I	D	D	D	M	R	R	<ul style="list-style-type: none"> Teacher observation

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Standard C: Movement Skills											
C.1	Perform nonlocomotor skills (bending, twisting, stretching, turning, lifting, swaying)	I	D	M	R	R	R	R	R	R	• Teacher observation
C.2	Move to a tempo (increased speed as directed, moving to music, Pacer Test-Progressive Aerobic Cardiovascular Endurance Run)	I	D	D	M	R	R	R	R	R	• Teacher observation
C.3	Demonstrate body control (balancing, ability to stop and go) while reacting to a changing environment (performing perceptual motor proficiency)	I	D	D	D	D	D	M	R	R	• Teacher observation
C.4	Perform perceptual motor proficiency (move sideways, change directions and move around as told to) using whole and separate body parts	I	D	D	D	D	D	M	R	R	• Teacher observation
C.5	Demonstrate basic skills of movement (coordination, fluidity, rhythm) through selected activities (speed ladders, dot drills, obstacle courses, and other movement practices)				I	D	D	D	M	R	• Teacher observation
C.6	Move balls, scarves, hoops, sticks and other manipulatives to a rhythm	I	D	M	R	R	R	R	R	R	• Teacher observation
C.7	Experiment with basic dance movements and move to different rhythms with manipulatives (parachute play, scarves, sticks, jump rope play)	I	D	D	M	R	R				• Teacher observation
C.8	Demonstrate improved movement through rhythms (parachute, individual and group dancing)	I	D	D	M	R					• Teacher observation

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Standard D: Monitoring and Maintaining Physical Health											
D.1	Increase muscular strength, endurance, flexibility, body awareness and agility through fitness and recreational activities	I	D	D	D	D	D	D	D	D	<ul style="list-style-type: none"> Teacher observation Fitness Logs
D.2	Demonstrate the basic knowledge, benefits, and wellness principles of a physically active, healthy lifestyle	I	D	D	D	D	D	D	D	D	<ul style="list-style-type: none"> Teacher observation Teacher Q/A
D.3	Reflect on their own physical fitness levels through age appropriate assessment (Student assessment based on previous trials: improvement, general feelings of wellness, etc.)		I	D	D	D	D	D	D	D	<ul style="list-style-type: none"> Teacher observation Teacher Q/A Fitness Logs
D.4	Understand the importance of participating in activities (running, roller blading, swimming, walking, ultimate frisbee, etc.) that improve physical fitness and wellness						I	D	D	D	<ul style="list-style-type: none"> Teacher Q/A Checklists, tests
D.5	Understand long-term physical benefits of regular participation in physical activity (strong bones/muscles, increased flexibility, improved posture, reduce risk to serious health problems, and increased energy for day to day activities)		I	D	D	D	D	D	M	R	<ul style="list-style-type: none"> Teacher Q/A Checklists, tests
D.6	Understand long-term mental benefits of regular participation in physical activity (improved focus when endorphins released, stress reliever, etc)						I	D	M	R	<ul style="list-style-type: none"> Teacher Q/A Checklists, tests
D.7	Understand long-term social benefits of regular participation in physical activity (meet new people, engage in safe healthy activities with others, and have fun)			I	D	D	D	M	R	R	<ul style="list-style-type: none"> Teacher Q/A Checklists, tests

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