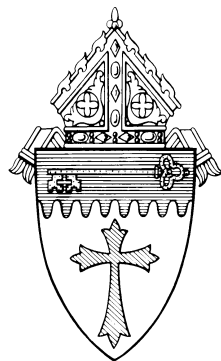


**Elementary  
and  
Middle School  
Physical Education  
Curriculum Guidelines**



Catholic Schools Office  
Diocese of Erie  
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## Introduction

The Elementary and Middle School Physical Education Curriculum Guidelines for the Diocese of Erie is the result of time and effort on the part of the Physical Education Committee. This Committee used “Moving into the Future, National Standards for Physical Education, Second Edition, to design the framework for this document.

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The National Association for Sport and Physical Education (NASPE) recommends that children spend at least 60 minutes per day in physical activity. Along with physical education classes, students need physical activity opportunities throughout the school day to meet these recommended minimum requirements. During the school day, children and youth need a “break” from sedentary activities in the classroom. Physical activity breaks meet this need and can increase individuals’ daily physical activity levels. Physical activity breaks or energizers can be incorporated into the school day during early morning announcements, in hallways while students are waiting in line, and during each academic class as a way of integrating learning objectives with physical movement. Engaging the body and mind in physical activity during transition times will provide students with a much-needed break from sedentary time, and assist them in focusing on the next learning activity.

### National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

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

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Physical Education Standards Kindergarten through Grade 2

T = Needs Taught    A=Date Assessed

| Performance Outcomes That Need to be Mastered by the end of Grade 2  | K |   | 1 <sup>st</sup> |   | 2 <sup>nd</sup> |   |
|--|---|---|-----------------|---|-----------------|---|
|  | T | A | T               | A | T               | A |
| <i>Standard One: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</i>   |   |   |                 |   |                 |   |
| Travel forward and sideways, changing directions quickly in response to a signal -<br>Travel backward (1 <sup>st</sup> gr.)  | X |   | X               |   |                 |   |
| Demonstrate both large and small body shapes while traveling   | X |   |                 |   |                 |   |
| Travel with objects – over, under, behind, alongside, and through  | X |   |                 |   |                 |   |
| Combine the above three traveling standards into simple sequences  |   |   |                 |   | X               |   |
| Travel, changing speeds and directions, in response to a variety of rhythms  |   |   | X               |   | X               |   |
| Walk forward and sideways on a bench without falling   | X |   |                 |   |                 |   |
| Walk, run, skip, hop, gallop, and slide using mature form  |   |   | X               |   | X               |   |
| Demonstrate clear contrasts between slow and fast movement when skipping, hopping,<br>galloping and sliding  | X |   | X               |   | X               |   |
| Perform a simple dance step in keeping with a specific tempo   | X |   | X               |   | X               |   |
| Toss a ball to a close stationary target – box, hoop, enclosed area  | X |   |                 |   |                 |   |
| Drop a ball and catch it at the peak of the bounce   | X |   | X               |   |                 |   |
| Throw a ball underhand and overhand using mature form - With force (2 <sup>nd</sup> grade)   | X |   | X               |   | X               |   |
| Catch a gently thrown ball using properly positioned hands   |   |   | X               |   | X               |   |
| Dribble a ball using hands or feet (soccer style) without losing control   |   |   |                 |   | X               |   |
| Strike a ball with a bat from a tee or cone using correct grip and side orientation  |   |   |                 |   | X               |   |
| Kick a stationary ball using a smooth, continuous running approach   | X |   | X               |   |                 |   |
| Kick a slowly rolling ball into the air or along the ground using the inside of the foot   |   |   | X               |   | X               |   |
| Tap the ball from foot to foot, shifting weight and balancing the body on the non-dribbling<br>foot.   |   |   | X               |   | X               |   |
| Jump a swinging rope held by others  | X |   | X               |   |                 |   |
| Jump a self-turned rope - Repeatedly (2 <sup>nd</sup> gr)  |   |   | X               |   | X               |   |
| Discover how to balance on different body parts, at different levels, becoming “like” a statue   |   |   | X               |   | X               |   |
| Roll sideways and forward on mats or carpet without hesitating or stopping   | X |   | X               |   |                 |   |
| Demonstrate balance and momentary stillness while using a variety of body parts.   |   |   | X               |   | X               |   |
| Form different body shapes mirroring a partner   | X |   | X               |   |                 |   |
| <i>Standard Two: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</i> |   |   |                 |   |                 |   |
| Identify correctly body planes (i.e., front, back, side)   | X |   | X               |   |                 |   |
| Identify correctly various body parts (e.g., knee, foot, arm, and palm)  | X |   | X               |   |                 |   |
| Explain that warm-up prepares the body for physical activity   |   |   | X               |   | X               |   |

|  |   |  |   |  |   |  |
|--|---|--|---|--|---|--|
| Explain that appropriate skill practice improves performance   | X |  | X |  | X |  |
| Respond appropriately to a variety of cues: color cards, clap of hands   | X |  |   |  |   |  |
| Correct movement errors in response to corrective feedback.  | X |  | X |  | X |  |
| Recognize appropriate safety practices by throwing balls only when others are not in the direct line of the throw. | X |  | X |  | X |  |
| Demonstrate knowledge of basic movement vocabulary   | X |  | X |  | X |  |
| Identify the characteristics of a mature throw   |   |  |   |  | X |  |
| State the short-term effects of physical activity on the heart and lungs   |   |  | X |  | X |  |

***Standard Three: Participates regularly in physical activity***

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| Participate in a variety of activities that involve manipulation of objects (e.g., tossing ball, and juggling). | X |  | X |  | X |  |
| Engage in moderate to vigorous physical activity during class   | X |  | X |  | X |  |
| Identify various activities which are health-enhancing  | X |  | X |  | X |  |

***Standard Four: Achieves and maintains a health-enhancing level of physical fitness***

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| Demonstrate sufficient muscular strength to be able to bear body weight for climbing and hanging. |   |  | X |  | X |  |
| Engage in a series (times segments) of locomotor activities without tiring easily.                | X |  | X |  |   |  |
| Participate in a variety of games that increase breathing and heart rate.                         | X |  | X |  | X |  |
| Move various joints through a full range of motion  |   |  | X |  | X |  |
| Perform a standardized fitness battery to determine fitness levels (optional)                     | X |  | X |  | X |  |

***Standard Five: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.***

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| Demonstrate Christian values and sportsmanship                                      | X |  | X |  | X |  |
| Practice specific skills as assigned until the teacher signals the end of practice. | X |  | X |  | X |  |
| Follow class rules and procedures.  | X |  | X |  | X |  |
| Stop immediately at the signal to do so   | X |  | X |  | X |  |
| Identify appropriate behaviors for participating with others in physical activity.  | X |  | X |  | X |  |
| Demonstrate the elements of conflict resolution during class activity.              | X |  | X |  | X |  |
| Use equipment safely and properly   | X |  | X |  | X |  |

***Standard Six: Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.***

|  |   |  |   |  |   |  |
|--|---|--|---|--|---|--|
| Willingly try new movements and skills                       | X |  | X |  | X |  |
| Continue to participate when not successful on the first try | X |  | X |  | X |  |
| Identify several activities that are enjoyable               | X |  | X |  | X |  |
| Recognize that skill development requires practice           | X |  | X |  | X |  |

The following equipment is needed for students to meet the standards: a variety of balls, jump rope, music and player, bench or wooden beam, mats or carpet, cone or tee, bar or other object that can bear body weight of a student (ex. monkey bars).

**Physical Education Standards Grade 3 through Grade 5**

**T = Needs Taught**

**A=Date Assessed**

| Performance Outcomes That Need to be Mastered by the end of Grade 5   | 3rd |   | 4th |   | 5th |   |
|---|-----|---|-----|---|-----|---|
|   | T   | A | T   | A | T   | A |
| <i>Standard One: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</i>                                |     |   |     |   |     |   |
| Demonstrate good posture while lifting and carrying an object   | X   |   |     |   |     |   |
| Throw, catch and kick using a mature form   | X   |   | X   |   |     |   |
| Throw a ball overhand at a target while demonstrating accuracy and force.   |     |   | X   |   |     |   |
| Throw a variety of objects demonstrating speed, force, and accuracy   |     |   |     |   | X   |   |
| Strike a thrown ball using a correct grip and side orientation (various speeds – 5 <sup>th</sup> gr)  | X   |   | X   |   | X   |   |
| Strike a ball using a piece of equipment so that it travels in an intended direction and height   |     |   |     |   | X   |   |
| Acquire manipulation of apparatus skills (e.g., swinging a racket using the correct grip, hitting a puck using proper hand placement on the hockey stick)             | X   |   |     |   |     |   |
| Acquire some specialized skills basic to a sport activity (e.g., soccer dribble, underhand volleyball serve, or fielding a softball with glove)                       |     |   | X   |   | X   |   |
| Hand dribble and foot dribble while preventing an opponent from stealing the ball.  |     |   |     |   | X   |   |
| Demonstrate movement patterns with an apparatus (e.g. strike a ball with a bat or paddle and travel into and out of a rope turned by others.)                         |     |   | X   |   | X   |   |
| Leap, leading with either foot  | X   |   |     |   |     |   |
| Roll in a foreword and backward direction without hesitation or stopping  | X   |   | X   |   |     |   |
| Jump a self-turned rope repeatedly (in rhythm to music – 4 <sup>th</sup> gr and 5 <sup>th</sup> gr)   | X   |   | X   |   | X   |   |
| Jump for height and distance and land using mature form.  |     |   | X   |   | X   |   |
| Turn a rope so others can complete a series of jumps in the rope.   | X   |   |     |   |     |   |
| Combine locomotor patterns in time to music   | X   |   | X   |   |     |   |
| Support, lift, and control body weight in a variety of physical activities  | X   |   | X   |   | X   |   |
| Balance with control on a variety of objects some of which move (e.g., scooters, balance boards, stability balls, skates)   | X   |   | X   |   | X   |   |
| Travel in backward direction and change direction quickly and safely without falling.   | X   |   |     |   |     |   |
| Jump for height and distance; land using mature form  | X   |   |     |   |     |   |
| Transfer weight from feet to hands at fast and slow speeds using large extensions (eg. handstand, cartwheel)  |     |   | X   |   | X   |   |
| Maintain appropriate body alignment during an activity  | X   |   | X   |   | X   |   |
| Combine movement skills in applied settings demonstrating special awareness and movement control while avoiding, dodging, or catching others (e.g., tag or keep-away) | X   |   | X   |   |     |   |
| Adapt and combine skills to meet the demands of an increasingly complex situation (e.g., defensive and offensive e strategies)  |     |   |     |   | X   |   |
| Demonstrate the correct pattern for a basic rhythm step (e.g., grapevine, polka, and tinikling)   | X   |   |     |   |     |   |
| Demonstrate movement patterns (e.g., gymnastic sequence, dribble and pass a basketball to a moving receiver)  |     |   | X   |   |     |   |

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| Develop, refine, and perform a gymnastics or dance sequence demonstrating smooth transitions – traveling, rolling, balancing, and weight transfer                                     |   |  |   |  | X |  |
| Combine locomotor, non-locomotor, and manipulative skills together to hit a target with an object (eg. run, bend, and throw a ball to a target).                                      | X |  | X |  |   |  |
| Combine relationship movements to complete a given task (e.g. obstacle course work)   | X |  | X |  |   |  |
| <b><i>Standard Two: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</i></b> |   |  |   |  |   |  |
| Transfer concepts learned in other skills or games to the performance of a new skill or game  | X |  | X |  | X |  |
| Adapt responses to the demands of game situations – offensive and defensive strategies  | X |  | X |  | X |  |
| Use feedback from a variety of sources to improve performance   | X |  |   |  |   |  |
| Explain the changes in body responses during moderate to vigorous physical activity   | X |  | X |  |   |  |
| Demonstrate key elements involved with manipulation of apparatus skills   | X |  |   |  |   |  |
| Identify and demonstrate key elements of a specialized skill basic to an activity (e.g., the underhand serve in volleyball)   |   |  | X |  | X |  |
| Explain the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward  | X |  |   |  |   |  |
| Identify ways movement concepts (angle and force) can be used to improve movement skills  |   |  | X |  | X |  |
| Apply critical elements (e.g., concepts of movement, physiology, and anatomy) to improved personal performance  |   |  | X |  | X |  |
| Analyze the performance of another student and provide feedback to that student   |   |  |   |  | X |  |
| Explain that appropriate practice improves performance  | X |  | X |  |   |  |
| Identify and apply the principles of practice and conditioning that enhance performance.  |   |  |   |  | X |  |
| Describe how heart rate is used to monitor exercise intensity   |   |  |   |  | X |  |
| Describe the importance of 60 minutes of daily physical activity and nutrition in maintaining a healthy body.   | X |  | X |  | X |  |
| Identify physical and psychological benefits that result from long-term participation in physical activity  |   |  | X |  | X |  |
| Know that regular participation in physical activity improves motor skills  | X |  |   |  |   |  |
| Design a new game incorporating at least two motor skills, rules, and strategies.   |   |  | X |  |   |  |
| <b><i>Standard Three: Participates regularly in physical activity</i></b>   |   |  |   |  |   |  |
| Engage in moderate to vigorous physical activity during class   | X |  | X |  | X |  |
| Use information from a variety of sources (internal and external) to regulate activity participation.   |   |  | X |  | X |  |
| Maintain a physical activity log for a two or three day period documenting activity data.   |   |  |   |  | X |  |
| <b><i>Standard Four: Achieves and maintains a health-enhancing level of physical fitness</i></b>  |   |  |   |  |   |  |
| Meet the age and gender specific health related fitness standards   | X |  | X |  | X |  |
| Identify his or her strengths and weaknesses based upon the results of fitness testing with the aid of teacher assistance   | X |  | X |  |   |  |
| Recognize that physiological responses to exercise are associated with levels of fitness.   | X |  | X |  | X |  |

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| Participate in selected activities that develop and maintain each component of physical fitness   | X |  | X |  | X |  |
| Engage in appropriate physical activity that results in the development of cardio respiratory endurance   | X |  | X |  | X |  |
| Maintain aerobic activity for a minimum of 20 minutes   |   |  | X |  | X |  |
| Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.  |   |  |   |  | X |  |
| <b><i>Standard Five: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</i></b>                     |   |  |   |  |   |  |
| Demonstrates Christian values and sportsmanship   | X |  | X |  | X |  |
| Follows class rules, procedures and etiquette   | X |  | X |  | X |  |
| Appreciate the differences and similarities in the physical ability of others through verbal and non verbal encouragement and assistance                        | X |  | X |  | X |  |
| Demonstrate the ability to accept defeat or celebrate victory without overreacting  | X |  | X |  | X |  |
| Celebrate personal successes and achievements as well as those of others  | X |  | X |  | X |  |
| Stop immediately at the signal to do so   | X |  | X |  | X |  |
| Distinguish between compliance and noncompliance with game rules and fair play  | X |  | X |  | X |  |
| Identify and utilize safety principles in physical setting  | X |  | X |  | X |  |
| Work independently on task for short periods of time.   | X |  | X |  | X |  |
| Work cooperatively and productively with a partner or group (e.g., taking turns and sharing equipment)  | X |  | X |  | X |  |
| <b><i>Standard Six: Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.</i></b>                             |   |  |   |  |   |  |
| Participate regularly in physical activity for 60 minutes per day five to seven days a week for the purpose of improving skill performance and physical fitness | X |  | X |  | X |  |
| Develop a dance sequence of game that is personally interesting   | X |  | X |  | X |  |
| Develop and follow a plan for improving a skill   |   |  | X |  | X |  |
| Identify positive feelings associated with participation in physical activities   | X |  | X |  | X |  |
| Interact with others by helping with their physical activity challenges   | X |  | X |  | X |  |
| Recognizes that skill development requires practice   | X |  | X |  | X |  |

The following equipment is needed for students to meet the standards: a variety of balls, jump rope, music and player, mats or carpet, cone or tee, bar or other object that can bear body weight of a student (ex. monkey bars), rackets / bats / paddles, and balancing objects (e.g. stability balls, scooters). See [www.presidentschallenge.org](http://www.presidentschallenge.org) for information on the President's Physical Fitness Challenge.

**Physical Education Standards Grade 6 through Grade 8**

**T = Needs Taught    A=Date Assessed**

| Performance Outcomes That Need to be Mastered by the end of Grade 8  | 6th |   | 7th |   | 8th |   |
|--|-----|---|-----|---|-----|---|
|  | T   | A | T   | A | T   | A |
| <b><i>Standard One: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</i></b>          |     |   |     |   |     |   |
| Strike a ball, placing it away from an opponent, in a racket sport.  | X   |   |     |   |     |   |
| Strike a ball with a paddle to a wall or to a partner using forehand and backhand strokes  | X   |   |     |   |     |   |
| Strike a ball using a piece of equipment so that it travels in an intended direction and height.   | X   |   | X   |   |     |   |
| Return a ball over a net to an opponent using a racket.  | X   |   | X   |   |     |   |
| Hand dribble and foot dribble while preventing an opponent from stealing a ball.   | X   |   |     |   |     |   |
| Keep an object continuously in the air without catching it while in a small group.   | X   |   | X   |   |     |   |
| Throw and catch a variety of objects, demonstrating both accuracy and force.   | X   |   | X   |   |     |   |
| Design and perform gymnastics and sequences that combine traveling, rolling, balancing, and weight transfer while changing direction, speed, and flow. | X   |   |     |   |     |   |
| Design and play small group games that involve cooperating with others to keep an object away from opponents.  | X   |   |     |   |     |   |
| Maintain aerobic activity for a minimum of twenty minutes.   | X   |   | X   |   | X   |   |
| Adapt and combine skills to meet increasingly complex situations (e.g. defensive and offensive strategy).  | X   |   | X   |   | X   |   |
| Maintain appropriate body alignment during activity.   | X   |   |     |   |     |   |
| Design and refine a routine, combining various jump rope movements to music, so that it can be repeated without error.                                 |     |   | X   |   |     |   |
| Demonstrate basic skills needed to participate in individual and team sports. (combine skills) gr. 8   |     |   | X   |   | X   |   |
| Identify the critical elements of more advanced skills.  |     |   | X   |   | X   |   |
| Understand and apply more advanced movement skills and game strategies.  |     |   | X   |   | X   |   |
| Use basic offensive and defensive strategies while playing a sport   |     |   |     |   | X   |   |
| Perform a variety of simple movements and creative dances.   |     |   |     |   | X   |   |

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| <b><i>Standard Two: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</i></b> |   |  |   |  |   |  |
| Recognize that time and effort are prerequisite for skill development and fitness benefits.   | X |  | X |  | X |  |
| Identify proper warm-up, conditioning, and cool-down techniques and benefits.   | X |  | X |  |   |  |
| Detect, analyze, and correct errors in personal movement patterns.  | X |  | X |  | X |  |
| Recognize characteristics of movement that can be applied to specific settings (e.g., similarity of the ready position in striking an object).  | X |  |   |  |   |  |
| Apply feedback to the improvement of skill performance  |   |  | X |  | X |  |
| Critically evaluate the skill performance of others and provides constructive feedback.   |   |  | X |  | X |  |
| Describe and apply principles of training and conditioning to specific physical activities.   |   |  |   |  | X |  |

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| <b><i>Standard Three: Participates regularly in physical activity</i></b>   |   |  |   |  |   |  |
| Recover from physical activity in an appropriate length of time.  | X |  | X |  |   |  |
| Monitor heart rate before, during, and after physical activity.   | X |  | X |  |   |  |
| Demonstrate activities designed to improve and maintain muscular strength, endurance, flexibility, agility, and cardiovascular function.    |   |  | X |  |   |  |
| Perform aerobic activity while maintaining a target heart rate.   |   |  |   |  | X |  |
| Participate in various health-enhancing activities to accomplish personal fitness goals.  |   |  |   |  | X |  |
| Describe the relationship between a healthy lifestyle and feeling good.   |   |  |   |  | X |  |
| <b><i>Standard Four: Achieves and maintains a health-enhancing level of physical fitness</i></b>  |   |  |   |  |   |  |
| Evaluate personal fitness by completing a fitness test battery.   | X |  | X |  | X |  |
| Apply principles of training and conditioning to develop a fitness program intended to meet individual goals.                               | X |  | X |  | X |  |
| Implement a personal fitness program  | X |  |   |  | X |  |
| Recognize the role regular physical activity plays in achieving good health and well-being.   | X |  | X |  | X |  |
| Participate in physical activity to maintain physical fitness.  | X |  | X |  | X |  |
| Demonstrate understanding of the health benefits of physical activity.  | X |  | X |  | X |  |
| Differentiate between active and sedentary lifestyles.  | X |  | X |  | X |  |
| Identify healthy choices (e.g., diet, stress management, health care, and personal hygiene) to maintain physical fitness.                   | X |  | X |  | X |  |
| Select and regularly participate in lifetime fitness activities.  |   |  | X |  |   |  |
| Participate in games, sports, dance, and outdoor pursuits, both in and out of school, based on personal interests and capabilities.         |   |  | X |  |   |  |
| Analyze and categorizes activities and exercise according to potential fitness benefits.  |   |  |   |  | X |  |
| Participate in physical activity to achieve a health-enhancing level of physical fitness.   |   |  |   |  | X |  |
| Develop a personal fitness program.   |   |  |   |  | X |  |
| <b><i>Standard Five: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</i></b> |   |  |   |  |   |  |
| Demonstrate Christian values and good sportsmanship.  | X |  | X |  | X |  |
| Accept and respects the decisions made by game officials.   | X |  | X |  | X |  |
| Follow class rules and guidelines.  | X |  | X |  | X |  |
| Utilize time effectively to complete task.  | X |  | X |  | X |  |
| List procedures and behaviors for the safe use of equipment.  | X |  | X |  | X |  |
| Demonstrate safety practices while participating in physical activity.  | X |  | X |  | X |  |
| Demonstrate knowledge of basic water safety.  | X |  | X |  | X |  |
| Identify and follow rules while playing games and sports.   | X |  | X |  | X |  |
| Utilize problem solving techniques to make responsible behavior choices in physical activity settings.                                      |   |  | X |  | X |  |
| Analyze potential consequences when confronted with a behavior choice.  |   |  | X |  | X |  |
| Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.                                      |   |  | X |  | X |  |

| <i>Standard Six: Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.</i> |   |  |   |  |   |  |
|--|---|--|---|--|---|--|
| Design games, gymnastics sequences, and dance sequences that are personally interesting.                                     | X |  | X |  | X |  |
| Understand that risk and hard work are necessary when acquiring a new skill or beginning a new physical activity.            | X |  | X |  | X |  |
| Strive to improve personal fitness and skill levels.   | X |  | X |  | X |  |
| Seek personally challenging experiences in physically active situations.   | X |  | X |  |   |  |
| Describe ways to use body movements to express feelings and communicate ideas.   | X |  | X |  | X |  |
| Participate in new and challenging activities.   | X |  | X |  |   |  |
| Set and attain personal goals in skill and fitness improvement.  |   |  | X |  |   |  |
| Recognize physical activity as a vehicle for self-expression.  | X |  | X |  |   |  |
| Reflect on personal likes and dislikes in regard to physical activities.   |   |  | X |  |   |  |
| Recognize the social benefits of physical activity.  | X |  | X |  | X |  |
| Appreciate the aesthetic and creative aspects of skilled performance in others and in self.                                  |   |  | X |  | X |  |
| Invite all students, regardless of ability, to participate in physical activities.   | X |  | X |  | X |  |

The following equipment is needed for students to meet the standards: a variety of balls, jump rope, music and player, bench or wooden beam, mats or carpet, cone or tee, bar or other object that can bear body weight of a student (ex. monkey bars), rackets / bats / paddles, equipment for particular sports and balancing objects (e.g. stability balls, scooters).

See [www.presidentschallenge.org](http://www.presidentschallenge.org) for information on the President's Physical Fitness Challenge.

National Association for Sport and Physical Education materials and activities on incorporating physical activities into the school day are available at [www.aahperd.org/Naspe/](http://www.aahperd.org/Naspe/).

Diocesan Wellness Policy can be found at [www.eriesd.org/pdf/schools/WellnessPolicy07.pdf](http://www.eriesd.org/pdf/schools/WellnessPolicy07.pdf).