



**Archdiocese of Portland in Oregon**

**Elementary School**

# **PHYSICAL EDUCATION**

**Curriculum Guide**



**Department of Catholic Schools  
(2000)**





# Curriculum Guidelines for *Physical Education*

Archdiocese Of Portland, Oregon



The Department of Catholic Schools extends very special thanks to the members of the Archdiocesan Physical Education Curriculum Committee who contributed their professional expertise and invested many hours of valuable time bringing these Guidelines into reality. We also express deep gratitude to the principals for the sacrifices they made in order to release their teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of these Guidelines.



## COMMITTEE

**Sister Rita Rae Schneider, RSM**

*Assistant Superintendent of Curriculum/Faith Formation*

**Rose Rosinski**

*All Saints School, Portland*

**Becky McAllister**

*Archbishop Howard School, Portland*

**Joe Bushman**

*Central Catholic High School, Portland*

**Sr. Ruth Frank, SSMO**

*Holy Cross Area School, Portland*

**Bernadette Kunnen**

*Madeleine School, Portland*

**Kirsten Olsen**

*Our Lady of the Lake School, Lake Oswego*

**Kathy Budnick**

*St. Cecilia School, Beaverton*

**Patty Blackburn**

*St. Thomas More School, Portland*

**Karen Asbury**

*Archbishop Howard School, Portland*

**Tasha Miller**

*Cathedral School, Portland*

**Ruth Gill**

*Christ the King School, Milwaukie*

**Chuck Calhoun**

*Holy Cross Area School, Portland*

**Joan Codd**

*Our Lady of the Lake School, Lake Oswego*

**Dustin Clarke**

*Our Lady of Sorrows School, Portland*

**Anna Raineri**

*St. James School, McMinnville*

**Sr. Adele Marie Altenhofen, SSMO**

*Star of the Sea School, Astoria*

**Judy Whittaker**

*Visitation School, Forest Grove*







## Archdiocesan Philosophy for *Physical Education*

***We, as Catholic Educators, believe that Physical Education:***

1. Enhances the holistic approach to the development of the human person melding mind, body, and spirit in a community of learners;
2. Contributes to the development of each child's God-given talents;
3. Develops respect for the body and the need to learn and experience the physical skills of balance, rhythm, and coordination;
4. Promotes respect for diversity and the range of individual talents and abilities;
5. Promotes positive moral, social and emotional development;
6. Promotes teamwork, healthy competitiveness, good sportsmanship and cooperation;
7. Fosters physical fitness, healthy living, and the development of lifelong good health habits;
8. Engages students in resolving conflicts peacefully and justly;
9. Encourages lifelong participation in recreational and sports activities.



## *Physical Education*

### Goals and Objectives

#### Goals:

- 1. To provide an environment in which the development of the whole child can unfold.**
- 2. To provide an environment where each child can develop his/her greatest potential.**
- 3. To see the body as the “vehicle of the soul.”**
- 4. To recognize and appreciate that each person is unique and special in God’s eyes, and has particular talents and gifts.**

#### Objectives:

- Υ *To grow in awareness of the value of self and others*
- Υ *To show appreciation and respect for individual differences*
- Υ *To engage in physical education activities for personal integration and collaboration with others*
- Υ *To grow in awareness and appreciation of the talents of self and others*
- Υ *To utilize one’s talents to contribute to the development of others*
- Υ *To participate in physical education activities for personal growth and encouragement of growth in others*
- Υ *To build awareness of how the body works*
- Υ *To understand the body/spirit connection*
- Υ *To keep the body healthy and safe in order to maximize the potential of the body as “vehicle of the soul”*
- Υ *To engage in physical education experiences that meet individual needs for growth and development of one’s particular God-given talents and gifts*
- Υ *To participate in physical education activities at one’s level of capacity while engaging in new experiences and meeting new challenges for growth successfully and with a sense of accomplishment*
- Υ *To engage in a variety of multicultural physical education activities through which one learns to appreciate cultural differences, diversity of expression, ethnicity, and individual differences*





## Goals:

**5. To provide a balanced educational program that contributes to the positive moral, social and emotional development of all students.**

**6. To provide a framework where teamwork, healthy competition, good sportsmanship, and a cooperative spirit are expected and fostered.**

**7. To prepare students to meet the physical demands of our society and ensure an active and balanced lifestyle of work and leisure.**

## Objectives:

- Υ *To grow in understanding and appreciation of one's emotions and how to channel the expression of these emotions properly*
  - Υ *To learn channels through which to express one's emotions properly*
  - Υ *To foster healthy and satisfying relationships through participation with others in recreational and sports activities*
  - Υ *To recognize and celebrate the efforts and contributions of other students when participating in physical education activities*
  - Υ *To learn to understand and accept one's own mistakes and the mistakes of others as stepping stones to learning through participation in physical education activities*
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- Υ *To develop a respect among/between students for each others' athletic talents and gifts so that teamwork can be achieved*
  - Υ *To recognize that healthy competition is a learned attitude that can be translated into activities on and off the playing field*
  - Υ *To learn how to display courtesy and compassion toward others in sporting situations*
  - Υ *To acquire the sensibilities and skills needed to work with everyone, regardless of differences*
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- Υ *To understand physical education as an integral part of the whole education process preparing one to meet as an adult the demands of society*
  - Υ *To develop a positive attitude toward movement activities and fitness habits*
  - Υ *To learn psycho-motor as well as cognitive performance and fitness skills while participating in a wide variety of physical activities*
  - Υ *To engage in activities designed to recognize the signs of stress and to learn ways to reduce stress in healthy and safe ways*
  - Υ *To understand nutrition and learn about food nutrients and how they affect the body and mental and physical performance*
  - Υ *To develop health lifestyle plans which show benefits of healthy choices for balancing work and leisure*





## **Goals:**

- 8. To provide an atmosphere in the physical education setting that will allow each student the opportunity to resolve conflicts in a peaceful and just manner.**
  
- 9. To provide an environment where each child can explore and appreciate the need for lifelong participation in fitness, recreational and sports activities for healthy living.**

## **Objectives:**

- Υ To analyze causes of conflict and learn ways to resolve conflict peacefully and satisfactorily*
- Υ To practice assertion, refusal and negotiation skills*
- Υ To practice peaceful decision making that demonstrates the ability to make independent, moral decisions that reflect Catholic values when in a conflict situation*
  
- Υ To recognize the needs and benefits of fitness and remaining active throughout one's life.*
- Υ To learn basic rules and techniques of various age-appropriate sports and recreational activities which can contribute to keeping one healthy and active throughout the life span.*





# Archdiocesan *Physical Education* Framework

#	TOPIC:	EMPHASIS:	SKILL:	GRADE:
1.	LOCOMOTOR SKILLS	Balance/Coordination	Walk a straight line 10 feet	K-1
2.	LOCOMOTOR SKILLS	Balance/Coordination	Walk a curved line 10 feet	K-1
3.	LOCOMOTOR SKILLS	Balance/Coordination	Walk backwards 10 feet	K-1
4.	LOCOMOTOR SKILLS	Balance/Coordination	Stand on one foot 6 seconds	K-1
5.	LOCOMOTOR SKILLS	Balance/Coordination	Hop on each foot	K-1
6.	LOCOMOTOR SKILLS	Balance/Coordination	Hop in place	K-1
7.	LOCOMOTOR SKILLS	Balance/Coordination	Skip	K-2
8.	LOCOMOTOR SKILLS	Balance/Coordination	Gallop	K-1
9.	LOCOMOTOR SKILLS	Balance/Coordination	Grapevine	K-3
10.	LOCOMOTOR SKILLS	Balance/Coordination	Slide	K-1
11.	LOCOMOTOR SKILLS	Balance/Coordination	Running in control	K-1
12.	LOCOMOTOR SKILLS	Balance/Coordination	Leap	K-1
13.	LOCOMOTOR SKILLS	Balance/Coordination	Bend, sway and twist	K-2
14.	LOCOMOTOR SKILLS	Balance/Coordination	Skip rope	K-3
15.	LOCOMOTOR SKILLS	Balance/Coordination	Dodging	K-3
16.	LOCOMOTOR SKILLS	Balance/Coordination	Rope climb with cross leg climb	K-3
17.	LOCOMOTOR SKILLS	Balance/Coordination	Rope climb with foot and leg lock	K-3
18.	LOCOMOTOR SKILLS	Balance/Coordination	Tumble with a forward roll	K-3
19.	LOCOMOTOR SKILLS	Balance/Coordination	Tumble with a backward roll	K-3
20.	LOCOMOTOR SKILLS	Balance/Coordination	Run and skip backwards	1-3
21.	LOCOMOTOR SKILLS	Balance/Coordination	Long rope jumping	2-3
22.	BALANCE	Balance Beam	Walk forwards 5 steps	K-1
23.	BALANCE	Balance Beam	Walk backwards 5 steps	K-1
24.	BALANCE	Balance Beam	Crossover step	K-1
25.	BALANCE	Balance Beam	Walk sideways	K-2
26.	APPARATUS	Ladder	Let body suspend from ring	3-5
27.	APPARATUS	Ladder	Swing from cross bars	3-5
28.	APPARATUS	Ladder	Go hand-to-hand across bars and return	3-5
29.	BALL SKILLS	Balls	Throw ball without bouncing	K-2
30.	BALL SKILLS	Balls	Bounce and catch ball	K-2
31.	BALL SKILLS	Balls	Bounce ball in front of self	K-2
#	TOPIC:	EMPHASIS:	SKILL:	GRADE:





#	TOPIC:	EMPHASIS:	SKILL:	GRADE:
32.	<b>BALL SKILLS</b>	Balls	Bounce ball while walking	K-2
33.	<b>BALL SKILLS</b>	Balls	Roll ball to another	K-2
34.	<b>BALL SKILLS</b>	Balls	Throw underhanded	K-2
35.	<b>BALL SKILLS</b>	Balls	Toss overhead	K-3
36.	<b>BALL SKILLS</b>	Balls	Kick a rolling ball	K-2
37.	<b>BALL SKILLS</b>	Balls	Volley ball to another	3-5
38.	<b>BODY SKILLS</b>	Tumbling/Stunts	Balance in frog head stand	K-3
39.	<b>BODY SKILLS</b>	Tumbling/Stunts	Simple stunts and poses (letters and animals)	K-3
40.	<b>BODY SKILLS</b>	Tumbling/Stunts	Pyramids	2-4
41.	<b>FITNESS</b>	Muscle Strength/Endurance	Warm-ups/cool-downs/stretching exercises	3-8
42.	<b>FITNESS</b>	Muscle Strength/Endurance	Strength development (push-ups, crunches)	3-8
43.	<b>FITNESS</b>	Muscle Strength/Endurance	Vertical jump	4-6
44.	<b>FITNESS</b>	Muscle Strength/Endurance	Long jump	4-8
45.	<b>FITNESS</b>	Muscle Strength/Endurance	Flexed arm hang	4-8
46.	<b>FITNESS</b>	Muscle Strength/Endurance	Pull-ups	4-8
47.	<b>FITNESS</b>	Flexibility	Sit and reach (test)	1-8
48.	<b>FITNESS</b>	Flexibility	Bend, sway, twist	K-8
49.	<b>FITNESS</b>	Flexibility	Basic stretching	K-8
50.	<b>FITNESS</b>	Cardio-Vascular Endurance	Mile run/pacer run	4-8
51.	<b>FITNESS</b>	Cardio-Vascular Endurance	Jumping rope	K-8
52.	<b>FITNESS</b>	Cardio-Vascular Endurance	Walking	K-8
53.	<b>FITNESS</b>	Cardio-Vascular Endurance	Aerobic dance and other activities	K-8
54.	<b>FITNESS</b>	Cardio-Vascular Endurance	Step test	4-8
55.	<b>FITNESS</b>	Cardio-Vascular Endurance	Target heart rate	6-8
56.	<b>SPORT SKILLS</b>	Basketball	Warm-ups/cool-downs/stretching exercises	4-8
57.	<b>SPORT SKILLS</b>	Basketball	Lead up games	K-8
58.	<b>SPORT SKILLS</b>	Basketball	Shoot foul shot	3-8
59.	<b>SPORT SKILLS</b>	Basketball	Dribble the basket ball	2-8
60.	<b>SPORT SKILLS</b>	Basketball	Make a bounce pass	2-8
61.	<b>SPORT SKILLS</b>	Basketball	Make a two-hand chest pass	3-8
62.	<b>SPORT SKILLS</b>	Basketball	Throw an overhead pass (one-hand, two-hand)	2-8
63.	<b>SPORT SKILLS</b>	Basketball	Receive pass	2-8
64.	<b>SPORT SKILLS</b>	Basketball	Know the rules of the game and positions	3-8
65.	<b>SPORT SKILLS</b>	Basketball	Pivot with ball/without ball, perform jump shot	3-8
#	TOPIC:	EMPHASIS:	SKILL:	GRADE:





#	TOPIC:	EMPHASIS:	SKILL:	GRADE:
66.	SPORT SKILLS	Basketball	Make a set shot	3-8
67.	SPORT SKILLS	Basketball	Rebounding	3-8
68.	SPORT SKILLS	Basketball	Make a lay-up	3-8
69.	SPORT SKILLS	Basketball	Perform a one-handed shot/ two handed shot/jumpshot	3-8
70.	SPORT SKILLS	Flag Football	Warm-ups/cool-downs/stretching exercises	4-8
71.	SPORT SKILLS	Flag Football	Throw a forward/lateral pass	4-8
72.	SPORT SKILLS	Flag Football	Know the rules and positions of the game	4-8
73.	SPORT SKILLS	Flag Football	Catching skills	4-8
74.	SPORT SKILLS	Flag Football	Kicking and punting the ball	4-8
75.	SPORT SKILLS	Flag Football	Make 3 pt. Stance	4-8
76.	SPORT SKILLS	Flag Football	Person to person defense	4-8
77.	SPORT SKILLS	Flag Football	Centering/snapping the ball	4-8
78.	SPORT SKILLS	Flag Football	Appropriate defensive skills	4-8
79.	SPORT SKILLS	Flag Football	Able to screen-block	4-8
80.	SPORT SKILLS	Flag Football	Offensive/defensive strategies	K-8
81.	SPORT SKILLS	Softball	Warm-ups/cool-downs/stretching exercises	3-8
82.	SPORT SKILLS	Softball	Catch the ball	3-8
83.	SPORT SKILLS	Softball	Know the fielding fundamentals	3-8
84.	SPORT SKILLS	Softball	Run bases correctly	3-8
85.	SPORT SKILLS	Softball	Know rules of the game	3-8
86.	SPORT SKILLS	Softball	Bat for accuracy	K-8
87.	SPORT SKILLS	Softball	Bunt the ball	4-8
88.	SPORT SKILLS	Softball	Pitch/catch underhand throw	3-8
89.	SPORT SKILLS	Softball	Pitch/catch overhand throw	3-8
90.	SPORT SKILLS	Softball	Pitch/catch/throw the ball	3-8
91.	SPORT SKILLS	Softball	Offensive/defensive strategies	3-8
92.	SPORT SKILLS	Track	Warm-ups/cool-downs/stretching exercises	3-8
93.	SPORT SKILLS	Track	Participate in relays/passing baton	K-8
94.	SPORT SKILLS	Track	Do sprinter start	K-8
95.	SPORT SKILLS	Track	Distance running	3-8
96.	SPORT SKILLS	Track	Participate in shuttle-dash relay	3-8
97.	SPORT SKILLS	Track	Do long jump skills	4-8
98.	SPORT SKILLS	Track	Do high jump skills	4-8
99.	SPORT SKILLS	Track	Do shot putt skills	6-8
#	TOPIC:	EMPHASIS:	SKILL:	GRADE:





#	TOPIC:	EMPHASIS:	SKILL:	GRADE:
100.	SPORT SKILLS	Track	Do softball throw skills	3-6
101.	SPORT SKILLS	Track	Do discus skills	6-8
102.	SPORT SKILLS	Track	Do triple jump skills	6-8
103.	SPORT SKILLS	Track	Learn event protocol	3-8
104.	SPORT SKILLS	Track	Learn appropriate skills for field events	3-8
105.	SPORT SKILLS	Volleyball	Warm-ups/cool-downs/stretching exercises	3-8
106.	SPORT SKILLS	Volleyball	Serving skills	3-8
107.	SPORT SKILLS	Volleyball	Pass/set/hit	3-8
108.	SPORT SKILLS	Volleyball	Know the rules for the game	3-8
109.	SPORT SKILLS	Volleyball	Court positioning	3-8
110.	SPORT SKILLS	Volleyball	Offensive/defensive strategies	6-8
111.	SPORT SKILLS	Soccer	Warm-ups/cool-downs/stretching exercises	3-8
112.	SPORT SKILLS	Soccer	Kicking skills	K-8
113.	SPORT SKILLS	Soccer	Passing skills	K-8
114.	SPORT SKILLS	Soccer	Dribbling skills	K-8
115.	SPORT SKILLS	Soccer	Trapping the ball	K-8
116.	SPORT SKILLS	Soccer	Know the rules and positions for the game	K-8
117.	SPORT SKILLS	Soccer	Goal keeping skills and strategies	K-8
118.	SPORT SKILLS	Soccer	Heading the ball	3-8
119.	SPORT SKILLS	Soccer	Goal-keeping skills/strategies	1-8
120.	SPORT SKILLS	Soccer	Offensive/defensive strategies	1-8
121.	SPORT SKILLS	Soccer	Throw-in skills	1-8
122.	SPORT SKILLS	Racquet Skills	Warm-ups/cool-downs/stretching exercises	4-8
123.	SPORT SKILLS	Racquet Skills	Serving skills	3-8
124.	SPORT SKILLS	Racquet Skills	Volleying skills	3-8
125.	SPORT SKILLS	Racquet Skills	Know rules and strategies	3-8
126.	SPORT SKILLS	Floor Hockey	Warm-ups/cool-downs/stretching exercises	3-8
127.	SPORT SKILLS	Floor Hockey	Striking skills	3-8
128.	SPORT SKILLS	Floor Hockey	Dribbling/passing/goal tending/shooting	3-8
129.	SPORT SKILLS	Floor Hockey	Know rules of game	3-8
130.	SPORT SKILLS	Floor Hockey	Stick handling skills	3-8
131.	SPORT SKILLS	Floor Hockey	Offensive/defensive strategies	3-8
132.	SPORT SKILLS	Floor Hockey	Lead-up skills	3-8
#	TOPIC:	EMPHASIS:	SKILL:	GRADE:





# Oregon Standards in Physical Education

## Grade 3

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### **MOVEMENT:**

Common Curriculum Goals:	Standards:	Indicators:
<p><b>Demonstrate competence in physical activity, progressing from basic skills to more complex skills used in a variety of movement forms (e.g., progressing from performing basic locomotor, stability, and manipulative skills to applying specialized skills in a variety of movement forms, such as aquatics individual, dual and team sports, outdoor pursuits, self-defense, dance and/or gymnastics).</b></p>	<p>Demonstrate competency in many movement forms and proficiency in a few movement forms. (*Standard 1)</p>	<ul style="list-style-type: none"> <li>Y <i>Demonstrate mature form of basic locomotor patterns, walk, run, gallop, slide, horizontal jump, hop, leap and skip.</i></li> <li>Y <i>Demonstrate mature form of basic manipulative skills, overhand throw, catching, striking, and kicking.</i></li> <li>Y <i>Perform basic non-locomotor movements (e.g., balance poses, shapes, etc.) with sureness.</i></li> </ul>
<p><b>Apply movement concepts and principles to learning and developing motor skills (e.g., progressing from naming fundamental motor patterns, and the variables affecting them to applying knowledge and game strategies in a variety of physical activities.)</b></p>	<p>Apply movement concepts and principles to the learning and development of motor skills. (*Standard 2)</p>	<ul style="list-style-type: none"> <li>Y <i>Identify critical elements (characteristics) of basic skills.</i></li> <li>Y <i>Demonstrate concepts of force production and absorption in throwing, catching and striking.</i></li> <li>Y <i>Use teacher and self feedback to make adjustments in performance.</i></li> </ul>

# Oregon Standards in Physical Education

## Grade 3

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### **PHYSICAL FITNESS:**

<b>Common Curriculum Goals:</b>	<b>Standards:</b>	<b>Indicators:</b>
Demonstrate physically active lifestyle (e.g., progressing from participating in physical education classes to independently pursuing a regular schedule of physical activity.)	Exhibit a physically active lifestyle. (*Standard 3)	Y Identify a variety of physical activities that are regularly enjoyed.
Pursue and maintain a health-enhancing level of physical fitness by developing a personal physical activity plan based on an accurate fitness assessment (e.g., progressing from informally exploring one” aerobic endurance, muscular strength and endurance, flexibility and body composition to accurately assessing, setting goals and pursuing strategies to improve and maintain healthy standards.)	Achieve and maintain a health-enhancing level of physical fitness. (*Standard 4)	Y Perform a sustained aerobic activity causing increased heart rate and heavy breathing (e.g., run the FITNESSGRAM pacer activity for 15 laps).
Identify and apply basic principles of fitness development (e.g., progressing, from counting one’s pulse before and after exercise and recognizing fatigue symptoms to identifying health related physical fitness components and using concepts of frequency, intensity, duration, type/specificity, overload/progression and warm up/cool-down as they relate to health related physical fitness components).	Achieve and maintain a health-enhancing level of physical fitness. (*Standard 4)	Y Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, and heavy breathing).
Recognize the relationship of health related fitness to the pursuit of physical activity.	Exhibit a physically active lifestyle. (*Standard 3)	Y Understand that to be physically active, one needs adequate levels of fitness.

# Oregon Standards in Physical Education

## Grade 3

### **SELF-MANAGEMENT AND SOCIAL BEHAVIORS:**

<b>Common Curriculum Goals:</b>	<b>Standards:</b>	<b>Indicators:</b>
<p><b>Apply rules, procedures and safe practices while working cooperatively and productively with a partner or small group regardless of personal characteristics such as gender, ethnicity and/or disability</b></p>	<p>Demonstrate responsible personal and social behavior in physical activity settings. (*Standard 5)</p>	<p>Y <i>Demonstrate compliance to class expectations (e.g., control self, think safety, try hard, hustle and other incident specific requests).</i></p>
	<p>Demonstrate understanding and respect for differences among people in physical settings. (*Standard 6)</p>	<p>Y <i>Demonstrate inclusion for all class members (e.g., Follow the “You Can’t Say You Can’t Play” rule).</i></p>
<p><b>Analyze causes of and potential solutions to conflict in a physical education setting through conflict resolution and management.</b></p>	<p>Demonstrate understanding and respect for differences among people in physical settings. (*Standard 6)</p>	<p>Y <i>Recognize that equipment and space belong indefinitely to no one person.</i></p>
<p><b>Recognize the importance of sports in all cultures.</b></p>	<p>Demonstrate understanding and respect for differences among people in physical activity settings. (*Standard 6)</p>	<p>Y <i>Explore cultural/ethnic awareness through participation in a variety of international children’s games.</i></p>
<p><b>Keep the importance of winning and losing in perspective compared to other established goals of participation.</b></p>	<p>Demonstrate responsible personal and social behavior in physical activity settings. (*Standard 5)</p>	<p>Y <i>Honestly report the results of work (e.g., record own or partners performance accurately and honestly).</i></p>
	<p>Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. (*Standard 7)</p>	<p>Y <i>Respond to physical activity with smiles, laughter, and/or other positive verbal/non-verbal responses.</i></p>

# Oregon Standards in Physical Education

## Grade 5

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### **MOVEMENT:**

Common Curriculum Goals:	Standards:	Indicators:
<p><b>Demonstrate competence in physical activity, progressing from basic skills to more complex skills used in a variety of movement forms (e.g., progressing from performing basic locomotor, stability, and manipulative skills to applying specialized skills in a variety of movement forms, such as aquatics individual, dual and team sports, outdoor pursuits, self-defense, dance and/or gymnastics).</b></p>	<p>Demonstrate competency in many movement forms and proficiency in a few movement forms (*Standard 1)</p>	<p>Y' <i>Use beginning skills of a few specialized movement forms (e.g., basketball, volleyball, tennis, gymnastics).</i></p> <p>Y' <i>Balance with control on a variety of objects (e.g., bike, skates).</i></p>
<p><b>Apply movement concepts and principles to learning and developing motor skills (e.g., progressing from naming fundamental motor patterns, and the variables affecting them to applying knowledge and game strategies in a variety of physical activities.)</b></p>	<p>Apply movement concepts and principles to the learning and development of motor skills. (*Standard 2)</p>	<p>Y' <i>Apply movement concepts that improve quality of performance (e.g., starting to detect, analyze and correct errors in self and others).</i></p>

# Oregon Standards in Physical Education

## Grade 5

### **PHYSICAL FITNESS:**

<b>Common Curriculum Goals:</b>	<b>Standards:</b>	<b>Indicators:</b>
<p><b>Demonstrate physically active lifestyle (e.g., progressing from participating in physical education classes to independently pursuing a regular schedule of physical activity.)</b></p>	<p>Exhibit a physically active lifestyle. (*Standard 3)</p>	<p>Y' <i>Make personal decisions to explore participation in physical activities in the community and in the school setting.</i></p>
<p><b>Pursue and maintain a health-enhancing level of physical fitness by developing a personal physical activity plan based on an accurate fitness assessment (e.g., progressing from informally exploring one" aerobic endurance, muscular strength and endurance, flexibility and body composition to accurately assessing, setting goals and pursuing strategies to improve and maintain healthy standards.)</b></p>	<p>Achieve and maintain a health-enhancing level of physical fitness. (*Standard 4)</p>	<p>Y' <i>Identify, perform, measure an activity related to each component of health-related physical fitness (e.g., aerobic, endurance, muscle strength and muscle endurance, flexibility and body composition).</i></p> <p>Y' <i>Begin to develop a strategy for improvement/maintenance of selected fitness components.</i></p>
<p><b>Identify and apply basic principles of fitness development (e.g., progressing, from counting one's pulse before and after exercise and recognizing fatigue symptoms to identifying health related physical fitness components and using concepts of frequency, intensity, duration, type/specificity, overload/progression and warm up/cool-down as they relate to health related physical fitness components).</b></p>	<p>Achieve and maintain a health-enhancing level of physical fitness. (*Standard 4)</p>	<p>Y' <i>Monitor intensity of exercise (e.g., recognizing target heart rate and recover time).</i></p> <p>Y' <i>Explore the principles of fitness training (e.g., FITT)</i></p>
<p><b>Recognize the relationship of health related fitness to the pursuit of physical activity.</b></p>	<p>Exhibit a physically active lifestyle. (*Standard 3)</p>	<p>Y' <i>Identify the health-related fitness component(s) necessary to pursue selected physical activities.</i></p>

# Oregon Standards in Physical Education

## Grade 5

### **SELF-MANAGEMENT AND SOCIAL BEHAVIORS:**

<b>Common Curriculum Goals:</b>	<b>Standards:</b>	<b>Indicators:</b>
<p><b>Apply rules, procedures and safe practices while working cooperatively and productively with a partner or small group regardless of personal characteristics such as gender, ethnicity and/or disability</b></p>	<p>Demonstrate responsible personal and social behavior in physical activity settings. (*Standard 5)</p>	<p>Y' <i>Follow with few reminders activity-specific rules, procedures and etiquette.</i></p> <p>Y' <i>Utilize safety principles in activity situations.</i></p>
	<p>Demonstrate understanding and respect for differences among people in physical settings. (*Standard 6)</p>	<p>Y' <i>Initiate positive interactions with all class members.</i></p>
<p><b>Analyze causes of and potential solutions to conflict in a physical education setting through conflict resolution and management.</b></p>	<p>Demonstrate understanding and respect for differences among people in physical settings. (*Standard 6)</p>	<p>Y' <i>Share leadership roles with others.</i></p> <p>Y' <i>Accept problem solving ideas from others.</i></p>
	<p>Demonstrate understanding and respect for differences among people in physical activity settings. (*Standard 6)</p>	<p>Y' <i>Recognize the role of games, sports, and dance in getting to know and understand others of different backgrounds.</i></p> <p>Y' <i>Identify the importance of games, sports and dance in own personal heritage.</i></p>
<p><b>Recognize the importance of sports in all cultures.</b></p>	<p>Demonstrate responsible personal and social behavior in physical activity settings. (*Standard 5)</p>	<p>Y' <i>Accept the teacher's decision regarding a rule infraction without displaying negative reactions toward others.</i></p>
	<p>Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. (*Standard 7)</p>	<p>Y' <i>Express personal satisfaction in physical activity accomplishments.</i></p>

# Oregon Standards in Physical Education

## Grade 8

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### **MOVEMENT:**

Common Curriculum Goals:	Standards:	Indicators:
<p><b>Demonstrate competence in physical activity, progressing from basic skills to more complex skills used in a variety of movement forms (e.g., progressing from performing basic locomotor, stability, and manipulative skills to applying specialized skills in a variety of movement forms, such as aquatics individual, dual and team sports, outdoor pursuits, self-defense, dance and/or gymnastics).</b></p>	<p>Demonstrate competency in many movement forms and proficiency in a few movement forms (*Standard 1)</p>	<p>Y' <i>Use basic offensive and defensive strategies in a modified version of a team sport and individual sport.</i></p> <p>Y' <i>Display basic skills and safety procedures to participate in an outdoor pursuits (e.g., climbing wall, hiking, camping, skiing, etc.).</i></p>
<p><b>Apply movement concepts and principles to learning and developing motor skills (e.g., progressing from naming fundamental motor patterns, and the variables affecting them to applying knowledge and game strategies in a variety of physical activities.)</b></p>	<p>Apply movement concepts and principles to the learning and development of motor skills. (*Standard 2)</p>	<p>Y' <i>Recognize and use critical elements to refine performance in selected activities.</i></p> <p>Y' <i>Practices principles of training and conditioning for specific physical activities.</i></p>

# Oregon Standards in Physical Education

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### **PHYSICAL FITNESS:**

<b>Common Curriculum Goals:</b>	<b>Standards:</b>	<b>Indicators:</b>
Demonstrate physically active lifestyle (e.g., progressing from participating in physical education classes to independently pursuing a regular schedule of physical activity.)	Exhibit a physically active lifestyle. (*Standard 3)	Y' <i>Participate in individualized programs of physical activity and exercise.</i>
Pursue and maintain a health-enhancing level of physical fitness by developing a personal physical activity plan based on an accurate fitness assessment (e.g., progressing from informally exploring one" aerobic endurance, muscular strength and endurance, flexibility and body composition to accurately assessing, setting goals and pursuing strategies to improve and maintain healthy standards.)	Achieve and maintain a health-enhancing level of physical fitness. (*Standard 4)	Y' <i>Begin to develop and pursue fitness goals independently with some teacher guidance.</i>
Identify and apply basic principles of fitness development (e.g., progressing, from counting one's pulse before and after exercise and recognizing fatigue symptoms to identifying health related physical fitness components and using concepts of frequency, intensity, duration, type/specificity, overload/progression and warm up/cool-down as they relate to health related physical fitness components).	Achieve and maintain a health-enhancing level of physical fitness. (*Standard 4)	Y' <i>Understand and apply basic principles of training to improve physical fitness (e.g., frequency, intensity, duration and mode of exercise).</i>
Recognize the relationship of health related fitness to the pursuit of physical activity.	Exhibit a physically active lifestyle. (*Standard 3)	Y' <i>Describe how varying fitness levels can inhibit or enable participation in physical activities.</i>

# Oregon Standards in Physical Education

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### **SELF-MANAGEMENT AND SOCIAL BEHAVIORS:**

Common Curriculum Goals:	Standards:	Indicators:
<p><b>Apply rules, procedures and safe practices while working cooperatively and productively with a partner or small group regardless of personal characteristics such as gender, ethnicity and/or disability</b></p>	<p>Demonstrate responsible personal and social behavior in physical activity settings. (*Standard 5)</p>	<p>Y' <i>Participate in establishing rules, procedures and etiquette that are safe and effective for specific activities/situations.</i></p>
	<p>Demonstrate understanding and respect for differences among people in physical settings. (*Standard 6)</p>	<p>Y' <i>Discuss the value of creating a supportive/inclusive activity environment.</i></p>
<p><b>Analyze causes of and potential solutions to conflict in a physical education setting through conflict resolution and management.</b></p>	<p>Demonstrate understanding and respect for differences among people in physical settings. (*Standard 6)</p>	<p>Y' <i>Resolve interpersonal conflicts with a sensitivity to the rights and feelings of others.</i></p>
		<p>Y' <i>Handle conflicts that arise without confrontation.</i></p>
<p><b>Recognize the importance of sports in all cultures.</b></p>	<p>Demonstrate understanding and respect for differences among people in physical activity settings. (*Standard 6)</p>	<p>Y' <i>Understand the ways that sport and dance currently influence American culture/other cultures.</i></p>
<p><b>Keep the importance of winning and losing in perspective compared to other established goals of participation.</b></p>	<p>Demonstrate responsible personal and social behavior in physical activity settings. (*Standard 5)</p>	<p>Y' <i>Accept and respect the decisions made by game officials whether they are students, teachers or officials outside of school.</i></p>
	<p>Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. (*Standard 7)</p>	<p>Y' <i>Identify social benefits of participation in physical activity.</i></p> <p>Y' <i>Recognize physical activity as a vehicle of self-expression.</i></p>