Archdiocese of Santa Fe Standard 1. Students use basic and advanced movement patterns to perform physical activities.

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

Critical for Mastery in Grades 3-5

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<tr>
<th>LEARNING OUTCOMES</th>
<th>SAMPLE ASSESSMENTS/STRATEGIES</th>
<th>BEST PRACTICES</th>
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<tr>
<td>(What students will be able to do, know, understand and value)</td>
<td>(What evidence will demonstrate that students have achieved the Learning Outcome)</td>
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<tr>
<td><strong>A. Students demonstrate prior knowledge and skills from previous grade level outcomes.</strong> (Refer to Standard 1 PK-2)</td>
<td>Refer to <em>Moving into the Future: National Standards for Physical Education</em> for additional sample performance outcomes.</td>
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</table>
| **B. Students demonstrate the ability to sequence movement patterns, body control and dynamic movements (i.e., combining multiple skills and strategies).** | - Design games that focus on multiple locomotor patterns and skills.  
- Teacher observation.  
- Peer coaching and feedback.  
- Self-assessment.  
- Use of video, audio to show skills.  
- Use of an authentic rubric describing specific outcomes while performing the | |
• Demonstrate a variety of throwing patterns.
• Track objects (visually).
• Travel into and out of a rope turned by others.

skill.
• Student generated outcomes.
• Use of a variety of equipment.

Archdiocese of Santa Fe Standard 2: Students use cognitive information to understand motor skill acquisition and performance as it transfers to dynamic game play.

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

Essential for Mastery in Grades 3-5

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<tr>
<td>A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 2 PK-2)</td>
<td>Refer to Moving into the Future: National Standards for Physical Education for additional sample performance outcomes.</td>
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| B. Students explain skills necessary to perform dynamic activities and game play. | • Teacher observation.  
• Skill tests.  
• Peer feedback.  
• Self-assessment. | |
| • Warm up and cool down.  
• Practice activities.  
• Lead up games. | | |
| C. Students use motor skills in increasingly complex movement situations. | | |
| 1. Adapt motor skills to the demands of a dynamic and unpredictable environment. | • Teacher observation.  
• Skill tests.  
• Peer feedback.  
• Self-assessment. | |
| 2. Identify ways movement concepts can be used to refine movement skills. | • Teacher observation.  
• Skill tests.  
• Peer feedback. | |
### Archdiocese of Santa Fe Physical Education Curriculum 2012

| 3. Apply knowledge of results of C. 1 and 2 to correct and improve future performance. | • Self-assessment. | • Teacher observation.  
• Skill tests.  
• Peer feedback.  
• Self-assessment. |

### D. Students explain rules and strategies necessary for game play.  
List of specific sports:  
- flag football  
- basketball  
- volleyball  
- weight lifting  
- handball  
- table tennis  
- bowling  
- hockey  
- soccer  
- softball  
- ultimate Frisbee  
- badminton  
- kickball  
- pickle ball  
- tennis  
- wall ball  
- team handball  
- jump rope  
- dance |

| 1. Understand roles and positions of the sports listed above in D. | • Teacher led questions with verbal response.  
• Teacher demonstration.  
• Peer coaching/demonstration.  
• Individual demonstration. |

| 2. Describe safety and how it is achieved in the sports listed above in D. | • Teacher led questions with verbal response.  
• Teacher demonstration.  
• Peer coaching/demonstration.  
• Individual demonstration. |
Archdiocese of Santa Fe Standard 3: Students understand and apply knowledge of how to achieve and maintain a health-enhancing level of physical activity.

NASPE Standard 3: Participates regularly in physical activity.

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

Essential for Mastery in Grades 3-5

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<td><strong>A. Students demonstrate prior knowledge and skills from previous grade level outcomes.</strong> (Refer to Standard 3 PK-2)</td>
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<tr>
<td><strong>B. Students engage in moderate to vigorous activity most days of the week.</strong></td>
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</tbody>
</table>
| 1. Participate in physical activities that improve health both in and out of school. | • Class participation.  
• Student fitness journal.  
• Modify time within the school environment.  
• Movement during class time. |                |
| 2. Know of opportunities to participate in physical activities both in and out of school. | • Class participation.  
• Student fitness journal.  
• Modify time within the school environment.  
• Movement during class time.  
• Teacher provided information about fitness opportunities. |                |
| **C. Students describe types of activities that promote good health (low, moderate and high).** | • Teachers encourage and/or provide activities that promote healthy activities:  
  ▪ Jump Rope for Heart.  
  ▪ Hoops for Heart.  
  ▪ Jog-a-thons.  
  ▪ Run for the Zoo.  
  ▪ Obstacle course.  
  ▪ Sports leagues. |                |
- Lifetime activities.

<table>
<thead>
<tr>
<th>D. Students understand the benefit and effects of physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physiological</td>
</tr>
<tr>
<td>• Teacher led understanding of benefits.</td>
</tr>
<tr>
<td>• Identify specific parts of the body that relate to physical activity.</td>
</tr>
<tr>
<td>• Identify basic physiological effects of physical activity (i.e., sore muscles).</td>
</tr>
</tbody>
</table>

Archdiocese of Santa Fe Standard 4: Students interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals.

NASPE Standard 3: Participates regularly in physical activity.
NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Essential for Mastery in Grades 3-5

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<td>A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 4 PK-2)</td>
<td>Refer to Moving into the Future: National Standards for Physical Education for additional sample performance outcomes.</td>
<td></td>
</tr>
</tbody>
</table>
| B. Students participate in physical fitness assessments. | • Participate in Presidential Fitness, and Fitness Gram, etc.  
• Practice Opportunities.  
• Participate in multiple tests per year. | | |
| C. Students use results to identify personal physical fitness level. | • Chart scores for fitness tests. | | |
| 1. Identify strengths and weaknesses based upon results and develop strategies for improvement. | • Compare results to national averages and with classmates. | | |
| D. Describe and choose activities that would improve fitness levels. | • Student led warm-ups while identifying fitness areas.  
• Identify and play games that focus on specific fitness components. | | |
1. Explain the relationship of body weight, body composition and participation in regular physical activity.

- Class charts and challenges.
- Students develop group PowerPoint presentations for class.

2. Develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.

- Students form teams around fitness needs and work together toward group made goal/s.

Archdiocese of Santa Fe Standard 5: Students exhibit responsible personal and social behavior that respects self and others and display values consistent with Catholic identity such as: reverence, respect and responsibility throughout their participation in physical activities.

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

Essential for Mastery in Grades 3-5

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<td>and value)</td>
<td>sample performance outcomes.</td>
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<tr>
<td>5 PK-2)</td>
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</tr>
<tr>
<td>B. Students understand and demonstrate respect for self.</td>
<td></td>
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</tr>
<tr>
<td>1. Demonstrate sportsmanship.</td>
<td>• Teacher observation.</td>
<td></td>
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<td></td>
<td>• Self evaluation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peer feedback.</td>
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<td>2. Identify personal and general space.</td>
<td>• Teacher observation.</td>
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<td>• Self evaluation.</td>
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<td>• Peer feedback.</td>
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<td>C. Students understand and demonstrate</td>
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## respect for others.

1. Demonstrate respect for Physical Education teachers, coaches, officials and teammates.
   - Teacher/coach observation.
   - Use of video.
   - Teacher observation.
   - Students demonstrate words of encouragement.
   - Teacher led discussion on pros and cons of how to “win” and “lose”.
   - Teacher encourages students to try to work out differences.

2. Demonstrate sportsmanship.
   - Teacher observation.
   - Self evaluation.
   - Peer feedback.

3. Demonstrate:
   - Emotional control
   - Cooperation
   - Listening skills
   - Teacher observation.
   - Self evaluation.
   - Peer feedback.

4. Express feelings in a positive way.
   - Teacher observation.
   - Self evaluation.
   - Peer feedback.

5. Demonstrate a Christian attitude towards winning and losing.
   - Cross curricular tie to First Holy Communion, First Reconciliation and the ideals of behavior in Catholic Community.

6. Exhibit conflict resolution skills.
   - Teacher observation and feedback.
   - Self evaluation.
   - Peer feedback.

## D. Students follow rules and procedures:

- Take turns.
- Use equipment correctly.
- Demonstrate impulse control.
- Wear proper gym attire.
- Treat equipment with respect.
- Adhere to safety rules.
   - Teacher observation.
   - Self evaluation.
   - Self-report breakage and loss of equipment.
Archdiocese of Santa Fe Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Essential for Mastery in Grades 3-5

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<td>B. Students practice physical activities to increase skills.</td>
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<tr>
<td>1. Willingly try new activities.</td>
<td>• Teacher observation.</td>
<td></td>
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<tr>
<td>2. Voluntarily initiate skill practice to improve performance.</td>
<td>• Teacher observation.</td>
<td></td>
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<tr>
<td>C. Students choose to participate in activities outside of class. • Select and practice a skill on which improvement is needed.</td>
<td>• Fitness log.</td>
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<tr>
<td></td>
<td>• Teacher resource for skill development (i.e., handout on stretching).</td>
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<tr>
<td>D. Students describe how they feel about an activity.</td>
<td>• Journal.</td>
<td></td>
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<tr>
<td></td>
<td>• Student led oral feedback.</td>
<td></td>
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<tr>
<td>E. Students help and encourage others with challenges.</td>
<td>• Peer coaching.</td>
<td></td>
</tr>
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<td></td>
<td>• Teacher observation.</td>
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<td></td>
<td>• Design games where students work in pairs and assist one another.</td>
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<td></td>
<td>• School buddies.</td>
<td></td>
</tr>
<tr>
<td>1. Celebrate personal successes and achievements and those of others.</td>
<td>• Students add names to classroom success board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Design games that include all members of the group in the success of the activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student led team building activities and New Games.</td>
<td></td>
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