



Go Make Disciples

CATHOLIC SCHOOLS
ARCHDIOCESE OF OKLAHOMA CITY

**Archdiocesan Curriculum
PK-8 Physical Education
*Team/Department Outcomes, Course Outcomes, Unit Concepts
and Unit Goals***

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Mission of the Archdiocese of Oklahoma City's Catholic School Office

We, the members of the Office of Catholic Schools of the Archdiocese of Oklahoma City are called together by the Spirit of God to reflect Christ's light and love by sharing our gifts, talents, and resources, to empower others to minister in the educational and spiritual development of students in the Archdiocese of Oklahoma City, so that the reign of God may flourish.

Curriculum of the Archdiocese of Oklahoma City's Catholic School Office

The Catholic Schools of the Archdiocese of Oklahoma City seek to offer excellent academic and co-curricular programs that are infused with religious truth and values reflecting Christ's Gospel call to love one another. We are committed to preparing students for life in today's Church and society. Therefore, our focus is grounded upon the development of the whole person of the student spiritually, intellectually, socially, and physically.

The curriculum of the Catholic Schools of the Archdiocese of Oklahoma City is rooted in the life and teachings of Jesus Christ and responds to His call to make disciples of all peoples. The Catholic Church – and particularly the Church in the United States – has long prioritized Catholic Schools as essential means for the formation of the whole person in the image and likeness of God, in the full freedom and dignity of His creation. The Archdiocese of Oklahoma City carries out this calling and essential function by supporting the Catholic identity of schools, through which the Christian development of each student is nurtured, and by providing guidelines for academic excellence in the context of our Catholic faith.

Now more than ever, these two aspects of Catholic schools go hand in hand. “Young people of the third millennium must be a source of energy and leadership in our Church and our nation. And therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (USCCB, 2005). The essential elements of the academically rigorous and doctrinally sound program described by the USCCB require a curriculum that is rigorous, relevant, research-based, and infused with Catholic faith and traditions. (*National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, 2012). The Curriculum developed by the Archdiocese of Oklahoma City Department of Catholic Education in collaboration with principals, teachers, and other Catholic educators responds to this call.

Summary of Archdiocesan Curriculum

1. Key facts about the curriculum are provided in the *Overview of the Archdiocesan Physical Education Curriculum* below.
2. A description of the organization and terms used in the curriculum can be found in *Organization of the Archdiocesan Physical Education Curriculum* on page 7.
3. The curriculum is organized chronologically by grade. The page numbers for the beginning of the guidelines for each grade are located above.
4. Each grade (PK-8) includes *Course Outcomes*.
 - a. These are expectations that your students should meet after all instruction during the school year. They are long term (whole year) outcomes.
 - b. The Course Outcomes are **not** presented in chronological sequence.
5. Each grade (PK-8) also includes a *Unit Sequence*.
 - a. The units **are** presented in the order they are intended to be taught, with the exception of grades PK-2 where the order may be adjusted per teacher discretion to adjust for thematic, cross-curricular units.
6. Refer to the Team/Department Outcomes for your grade band (PK-2, 3-5, 6-8) for a list of the Physical Education understandings and practices students are expected to master in the context of learning the content in the units over that three or four-year band.
7. All the curriculum documents you need including unit cover pages and unit planning templates, and additional resources can be found at www.sites.google.com/view/archokccurriculumworkspace.

Overview of the Archdiocesan Physical Education Curriculum

1. The PK-8 Archdiocesan Physical Education Curriculum was developed in multiple stages by PK-12 teachers, a team of curriculum trainers from various Archdiocesan schools, and administrators from the Archdiocese of Oklahoma City Catholic School Office. The curriculum development process was initiated with feedback and support from ACE Collaborative Staff at the University of Notre Dame.
2. The PK-12 Archdiocesan Physical Education Curriculum emphasizes depth of understanding, not breadth of coverage. **Students are expected to be able to thoroughly use the concepts, practices, and skills learned across multiple contexts.**
3. The Archdiocesan Curriculum is intended to set guidelines for the baseline, or "floor" of what students should know and be able to do. Individual teachers and schools can, should, and do go beyond these expectations in response to the learning needs and capability of their students.
4. The Archdiocesan Curriculum encourages teachers to work collaboratively and use a unit-planning approach to plan their instruction for the year.
5. There are 3 levels of the curriculum, each described below: Team/Department Outcomes; Course Outcomes; Unit Concepts, Goals, and Sequence.
6. At each level of outcome, the abbreviation SWBAT means "Students Will Be Able To".
7. The relevant national benchmark (Common Core State Standard) is provided for each outcome at all levels of outcomes.

Archdiocese of Oklahoma City's Catholic School Office's Approach to Curriculum

"Go into the whole world and spread the good news. Go therefore, and make disciples of all peoples. Baptize them and teach them to carry out everything I have commanded you." (Mk. 16:15)

"Catholic schools afford the fullest and best opportunity to realize the fourfold purpose of Christian education, namely to provide an atmosphere in which the Gospel message is proclaimed, community in Christ is experienced, service to our sisters and brothers is the norm, and thanksgiving and worship of our God is cultivated." (US Conference of Catholic Bishops, 2005)

"Catholic schools provide young people with sound Church teaching through a broad-based curriculum, where faith and culture are intertwined in all areas of a school's life. By equipping our young people with a sound education, rooted in the Gospel message, the Person of Jesus Christ, and rich in the cherished traditions and liturgical practices of our faith, we ensure that they have the foundation to live morally and uprightly in our complex modern world." (USCCB, 2005)

Definition of Curriculum

Curriculum has many definitions among education professionals, and many more among the parents and students who experience it. For the purposes of this document, curriculum is most basically defined as “What we teach.” More specifically for this document, it is the concepts and skills that students are expected to understand and demonstrate in each grade and grade band.

Archdiocesan Curriculum

This document contains the *Archdiocesan Curriculum* for Physical Education for all students in grades PK-8 in the Archdiocese of Oklahoma City. It provides the baseline of expectations for skills and content knowledge that all students should develop. It provides specific expectations for grade bands (called “Team/Department Outcomes” for PK-2, 3-5, 6-8), grades (called “Course Outcomes” for each grade from PK through 8), and units of study (called “Unit Sequence” for each grade or course). More detail on the specific meanings of those categories and their implications for classroom instruction and assessment are provided below.

The expectations provided in the Archdiocesan Curriculum are conveyed as a “floor” and not a “ceiling” of concepts and skills students should experience. It ensures a consistent, coherent, and guaranteed set of concepts and skills for all students in the Archdiocese of Oklahoma City Catholic Schools. A guaranteed and viable curriculum such as this, if implemented fully and consistently, is among the most significant school factors that affect learning (Marzano, 2003).

Classroom Curriculum

Consistent with the Catholic principle of subsidiarity, teachers are responsible for developing the classroom curriculum that their students will experience each day, week, and month throughout the school year. The *Classroom Curriculum* includes the specific activities, simulations, readings, and other content from which students will learn the concepts and skills in the Archdiocesan Curriculum. It also includes the instructional strategies that teachers use to teach the concepts and skills, as well as the assessment strategies used to guide instruction and evaluate student growth. Each teacher’s Classroom Curriculum should be developed under the leadership of the Principal and attend to the needs of his or her students, the expectations and priorities of parents, the teacher’s judgment about what is in the best interest of his or her students, and the particular traditions and charisms of the school

Organization of the Archdiocesan Physical Education Curriculum

Team/Department Outcomes

Team/Department Outcomes are the broadest level of outcome. They describe what students should know or be able to do at the end of four phases of their education: PK-2, 3-5, 6-8, and 9-12. They are stated broadly as the highest priorities for outcomes for Archdiocese of Oklahoma City students.

They are named “Team/Department” outcomes because they are intended to be used by elementary, intermediate, and middle school planning and instructional teams (e.g., PK-2 teachers) or high school departments as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities.

Team/Department Outcomes should be used as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities. Teachers should therefore refer to the Team/Department Outcomes when planning instruction to ensure that these high-level outcomes are cultivated in units and courses.

Course Outcomes

Course outcomes describe what students should know and be able to do at the end of each grade (for grades PK-8) and each specific course (for grades 9-12). They are the highest priorities for outcomes for the Archdiocese of Oklahoma City students at each grade.

Course Outcomes should be used by individual teachers and teams of teachers at each school who teach the same grade. They should be used as a reference and periodic check to make sure that unit and lesson planning during the year is on track at a specific grade. They should also be used to ensure that the same content is not being taught at multiple grades.

Course Outcomes are not meant to have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction. They are not expected to be mastered in one unit.

Unit Concepts, Goals, and Sequence

Unit Concepts provide the specific concepts that should be the focus of each unit of instruction for each grade (grades PK-8) or course (grades 9-12). These are the “titles” of the units. **Unit Goals** provide the expectations for what students should be able to do with knowledge, skills, and practices related to the unit concept.

Unit Concepts and Unit Goals are meant to provide anchors for the development of units and lessons. They provide specific big ideas, practices, and skills that should be pursued through individual lessons and entire units.

The Units are expected to be taught in the sequence in which they are provided in the Archdiocesan curriculum. Within each unit, Lesson Concepts (see below) can be determined and taught in the sequence determined by the teacher to be most effective for his or her class. Likewise, the approach used to teach each unit and lesson is to be determined by the teacher, considering the content, skills, and practices involved; the resources available; and the needs of his/her students. A broad range of instructional strategies and resources should be considered when designing units and lessons to help students achieve the Unit Goals.

Students are expected to thoroughly **know and be able to use** the concepts, practices, and skills across multiple contexts. Therefore, all lessons and instruction in a given unit should be linked back to the Unit Goal. While it is important to establish factual content knowledge that knowledge should always be learned in the service of the performances students are expected to demonstrate, as articulated in the Unit Goals.

Primary Grades PK-2 Physical Education

PK-2 Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** PK-2 experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the PK-2 faculty of a school meet in professional learning communities or grade level meetings.

PK-2 Physical Education Team/Department Outcomes

Team/Department Outcomes	Standards
1 SWBAT demonstrate competency in a variety of motor skills and movement patterns.	
2 SWBAT apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	
3 SWBAT explain how to achieve and maintain a health-enhancing level of physical activity and fitness.	
4 SWBAT identifyexhibit responsible personal and social behavior that respects self and others.	
5 SWBAT describe the value of physical activity for health, enjoyment, challenge and self expression and/or social interaction.	
6 SWBAT practice health-enhancing behaviors and avoid or reduce health risks.	

Pre-Kindergarten Course Outcomes

- The highest priorities for Pre-Kindergarten Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **Pre-Kindergarten**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

Pre-Kindergarten Physical Education Course Outcomes

Course Outcomes

- 1 SWBAT demonstrate introductory locomotion (such as walk, run, leap, jump, hop, gallop, skip) and non-locomotor skills at an emerging level.
- 2 SWBAT demonstrate introductory manipulative skills such as throwing, hitting, striking, bouncing, catching, and kicking at an emerging level.
- 3 SWBAT identify health-related fitness (including cardiovascular fitness, muscle strength and endurance, flexibility, and body composition), skill related fitness (including speed, agility, and balance, etc.) at an emerging level
- 4 SWBAT follow basic rules, directions, and social expectations for an active class at an emerging level.
- 5 SWBAT define basic terminology of the game or activity at an emerging level.
- 6 SWBAT identify physical, mental/emotional, spiritual, and social health at an emerging level

Pre-Kindergarten Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

Pre-K Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
1	Locomotor & Non-locomotor Skills	SWBAT perform locomotor/non-locomotor skills in a variety of ways by increasing coordination, timing and rhythm at an emerging level.	This unit helps with conditioning, fundamental motor skills, basic movement concepts, selected combination of skills necessary for sports and activities.(Activities may include: skipping, galloping, hopping, sliding, leaping, running, walking, jumping and landing, jump for distance, jump rope, little hurdles, vertical jumps, jumping jacks, balls, balancing.)
2	Catching, Throwing, and Rolling Objects	SWBAT catch, throw, and roll objects with a variety of shapes, sizes, weights, and methods at an emerging level.	This unit builds eye/hand coordination and helps build foundational sports skills. (Activities may include: bean bag toss, pin blast, dungeon ball, self and partner catch and toss, throwing to targets, throwing for distance, clean your room game, scoops, horseshoes, bean bags, scarves, juggling, balls.)
3	Manipulative	SWBAT control objects in different ways (such as striking, kicking and trapping, dribbling, and volleying) with a variety of instruments at an emerging level.	This unit builds eye/hand and eye/foot coordination, timing, and fundamental movement skills that will help with sports later on. (Activities may include: kicking and trapping, volleying, dribbling, baseball, kickball, tennis, racquets, balls, pool noodles.)
4	Health-enhancing level of fitness and physical activity	SWBAT engage in activities that promote cardiovascular endurance, muscle strength, muscle endurance, flexibility, body composition at an emerging level.	This unit helps students engage in lifelong healthy lifestyles. (Activities may include: dance, calisthenics, flexibility/stretching, heart rate, speed stacks, balls, ribbons, jump ropes, batons.)

Kindergarten Course Outcomes

- The highest priorities for Kindergarten Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **Kindergarten**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

Kindergarten Physical Education Course Outcomes

Course Outcomes

- 1 SWBAT demonstrate introductory locomotion (such as walk, run, leap, jump, hop, gallop, skip) and non-locomotor skills at an emerging level. (TDO 1,2)
- 2 SWBAT demonstrate introductory manipulative skills such as throwing, hitting, striking, bouncing, catching, and kicking at an emerging level. (TDO 2)
- 3 SWBAT identify health-related fitness (including cardiovascular fitness, muscle strength and endurance, flexibility, and body composition), skill related fitness (including speed, agility, and balance, etc.) at an emerging level (3,5,6)
- 4 SWBAT Follow basic rules, directions, and social expectations for an active class at an emerging level. (4)
- 5 SWBAT define basic terminology of the game or activity at an emerging level. (2,4)
- 6 SWBAT identify physical,mental/emotional, spiritual, and social health at an emerging level (3,5,6)

Kindergarten Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

Kindergarten Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
1	Locomotor & Non-locomotor Skills	SWBAT perform locomotor/non-locomotor skills in a variety of ways by increasing coordination, timing and rhythm at an emerging level.	This unit helps with conditioning, fundamental motor skills, basic movement concepts, selected combination of skills necessary for sports and activities. (Activities may include: skipping, galloping, hopping, sliding, leaping, running, walking, jumping and landing, jump for distance, jump rope, little hurdles, vertical jumps, jumping jacks, balls, balancing.)
2	Catching, Throwing, and Rolling Objects	SWBAT catch, throw, and roll objects with a variety of shapes, sizes, weights, and methods at an emerging level.	This unit builds eye/hand coordination and helps build foundational sports skills. (Activities may include: bean bag toss, pin blast, dungeon ball, self and partner catch and toss, throwing to targets, throwing for distance, clean your room game, scoops, horseshoes, bean bags, scarves, juggling, balls.)
3	Manipulative	SWBAT control objects in different ways (such as striking, kicking and trapping, dribbling, and volleying) with a variety of instruments at an emerging level.	This unit builds eye/hand and eye/foot coordination, timing, and fundamental movement skills that will help with sports later on. (Activities may include: kicking and trapping, volleying, dribbling, baseball, kickball, tennis, racquets, balls, pool noodles.)
4	Fitness	SWBAT engage in activities that promote cardiovascular endurance, muscle strength, muscle endurance, flexibility, body composition at an emerging level.	This unit helps students engage in lifelong healthy lifestyles. (Activities may include: dance, calisthenics, flexibility/stretching, heart rate, speed stacks, balls, ribbons, jump ropes, batons.)

1st Grade Course Outcomes

- The highest priorities for 1st Grade Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **1st Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

1st Grade Physical Education Course Outcomes

Course Outcomes	
1	SWBAT demonstrate introductory locomotion (such as walk, run, leap, jump, hop, gallop, skip) and non-locomotor skills at a maturing level.
2	SWBAT demonstrate introductory manipulative skills such as throwing, hitting, striking, bouncing, catching, and kicking at a maturing level.
3	SWBAT identify health-related fitness (including cardiovascular fitness, muscle strength and endurance, flexibility, and body composition), skill related fitness (including speed, agility, and balance, etc.) at a maturing level
4	SWBAT Follow basic rules, directions, and social expectations for an active class at a maturing level.
5	SWBAT define basic terminology of the game or activity at a maturing level.
6	SWBAT identify physical, mental/emotional, spiritual, and social health at a maturing level

1st Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

1st Grade Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
1	Locomotor & Non-locomotor Skills	SWBAT perform locomotor/non-locomotor skills in a variety of ways by increasing coordination, timing and rhythm at a maturing level.	This unit helps with conditioning, fundamental motor skills, basic movement concepts, selected combination of skills necessary for sports and activities. (Activities may include: skipping, galloping, hopping, sliding, leaping, running, walking, jumping and landing, jump for distance, jump rope, little hurdles, vertical jumps, jumping jacks, balls, balancing.)
2	Catching, Throwing, and Rolling Objects	SWBAT catch, throw, and roll objects with a variety of shapes, sizes, weights, and methods at a maturing level.	This unit builds eye/hand coordination and helps build foundational sports skills. (Activities may include: bean bag toss, pin blast, dungeon ball, self and partner catch and toss, throwing to targets, throwing for distance, clean your room game, scoops, horseshoes, bean bags, scarves, juggling, balls.)
3	Manipulative	SWBAT control objects in different ways (such as striking, kicking and trapping, dribbling, and volleying) with a variety of instruments at a maturing level.	This unit builds eye/hand and eye/foot coordination, timing, and fundamental movement skills that will help with sports later on. (Activities may include: kicking and trapping, volleying, dribbling, baseball, kickball, tennis, racquets, balls, pool noodles.)
4	Fitness	SWBAT engage in activities that promote cardiovascular endurance, muscle strength, muscle endurance, flexibility, body composition at a maturing level.	This unit helps students engage in lifelong healthy lifestyles.(Activities may include: dance, calisthenics, flexibility/stretching, heart rate, speed stacks, balls, ribbons, jump ropes, batons.)

2nd Grade Course Outcomes

- The highest priorities for 2nd Grade Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **2nd Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

2nd Grade Physical Education Course Outcomes

Course Outcomes	
1	SWBAT demonstrate introductory locomotion (such as walk, run, leap, jump, hop, gallop, skip) and non-locomotor skills at an applying level.
2	SWBAT demonstrate introductory manipulative skills such as throwing, hitting, striking, bouncing, catching, and kicking at an applying level.
3	SWBAT identify health-related fitness (including cardiovascular fitness, muscle strength and endurance, flexibility, and body composition), skill related fitness (including speed, agility, and balance, etc.) at an applying level
4	SWBAT Follow basic rules, directions, and social expectations for an active class at an applying level.
5	SWBAT define basic terminology of the game or activity at an applying level.
6	SWBAT identify physical,mental/emotional, spiritual, and social health at an applying level

2nd Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

2nd Grade Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
1	Locomotor & Non-locomotor Skills	SWBAT perform locomotor/non-locomotor skills in a variety of ways by increasing coordination, timing and rhythm at an applying level.	This unit helps with conditioning, fundamental motor skills, basic movement concepts, selected combination of skills necessary for sports and activities. (Activities may include: skipping, galloping, hopping, sliding, leaping, running, walking, jumping and landing, jump for distance, jump rope, little hurdles, vertical jumps, jumping jacks, balls, balancing.)
2	Catching, Throwing, and Rolling Objects	SWBAT catch, throw, and roll objects with a variety of shapes, sizes, weights, and methods at an applying level.	This unit builds eye/hand coordination and helps build foundational sports skills. (Activities may include: bean bag toss, pin blast, dungeon ball, self and partner catch and toss, throwing to targets, throwing for distance, clean your room game, scoops, horseshoes, bean bags, scarves, juggling, balls.)
3	Manipulative	SWBAT control objects in different ways (such as striking, kicking and trapping, dribbling, and volleying) with a variety of instruments at an applying level.	This unit builds eye/hand and eye/foot coordination, timing, and fundamental movement skills that will help with sports later on. (Activities may include: kicking and trapping, volleying, dribbling, baseball, kickball, tennis, racquets, balls, pool noodles.)
4	Fitness	SWBAT engage in activities that promote cardiovascular endurance, muscle strength, muscle endurance, flexibility, body composition at an applying level.	This unit helps students engage in lifelong healthy lifestyles. (Activities may include: dance, calisthenics, flexibility/stretching, heart rate, speed stacks, balls, ribbons, jump ropes, batons.)

Intermediate Grades 3-5 Physical Education

3rd-5th Grade Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** 3rd-5th grade experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the 3rd-5th grade faculty of a school meet in professional learning communities or grade level meetings.

3-5 Technology Team/Department Outcomes

Team/Department Outcomes		Standards
1	SWBAT demonstrate competency in a variety of motor skills and movement patterns.	
2	SWBAT apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	
3	SWBAT explain how to achieve and maintain a health-enhancing level of physical activity and fitness.	
4	SWBAT identify/exhibit responsible personal and social behavior that respects self and others.	
5	SWBAT describe the value of physical activity for health, enjoyment, challenge and self expression and/or social interaction.	
6	SWBAT practice health-enhancing behaviors and avoid or reduce health risks.	

3rd Grade Course Outcomes

- The highest priorities for 3rd Grade Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **3rd Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

3rd Grade Physical Education Course Outcomes

Course Outcomes

- 1 SWBAT demonstrate progressive locomotor skills (such as using skipping in a game situation) at an emerging level.
- 2 SWBAT demonstrate progressive manipulative skills (such as using kicking a ball while moving vs. stationary) at an emerging level.
- 3 SWBAT implement health related fitness (including cardiovascular fitcardiovascularness, muscle strength and endurance, flexibility, and body composition), skill related fitness (including speed, agility, and balance, etc.) at an emerging level.
- 4 SWBAT execute basic rules, directions, and social expectations for an active class at an emerging level.
- 5 SWBAT apply terminology of the game or activity at an emerging level.
- 6 SWBAT implement physical, mental/emotional, spiritual, and social health at an emerging level.

3rd Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

3rd Grade Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>	Games & Activities	SWBAT demonstrate locomotor and manipulative skills during games and activities at a mature level	This unit helps students form a personal philosophy regarding the benefits of sports and activities. Teachers may teach more than one “game & activities” unit each year, and each of these units focuses on a specific sport that meets time and equipment availability at each site.
<u>2</u>	Concepts, Principles, Strategies and Tactics to Movement and Performance: Soccer	SWBAT apply movement concepts to strategy and tactics in a variety of sports at an emerging level.	This unit challenges the students to think and apply offensive/defensive tactics and strategies in activities and game situations. Teachers may teach more than one “concepts...performance” unit each year, and each of these units focuses on a specific sport that meets time and equipment availability at each site.
<u>3</u>	Health-enhancing level of fitness and physical activity	SWBAT engage in health enhancing activities for lifelong health/fitness at an emerging level. (Activities may include: journaling food intake, physical activity and sleep, fitness testing, warm ups/cool downs, finding heart rate, nutrition)	This unit helps students identify the need for lifelong healthy lifestyles.

4th Grade Course Outcomes

- The highest priorities for 4th Grade Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **4th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

4th Grade Physical Education Course Outcomes

Course Outcomes

- 1 SWBAT demonstrate progressive locomotor skills (such as using skipping in a game situation) at a maturing level.
- 2 SWBAT demonstrate progressive manipulative skills (such as using kicking a ball while moving vs. stationary) at a maturing level.
- 3 SWBAT implement health related fitness (including cardiovascular fitness, muscle strength and endurance, flexibility, and body composition), skill related fitness (including speed, agility, and balance, etc.) at a maturing level.
- 4 SWBAT execute basic rules and directions, social expectations for an active class at a maturing level.
- 5 SWBAT apply terminology of the game or activity at a maturing level.
- 6 SWBAT implement physical, mental/emotional, spiritual, and social health at an maturing level.

4th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

4th Grade Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>	Games & Activities	SWBAT demonstrate locomotor and manipulative skills during games and activities at a mature level	This unit helps students form a personal philosophy regarding the benefits of sports and activities.
<u>2</u>	Concepts, Principles, Strategies and Tactics to Movement and Performance: Basketball	SWBAT apply movement concepts to strategy and tactics in a variety of sports at an emerging level.	This unit challenges the students to think and apply offensive/defensive tactics and strategies in activities and game situations. Teachers may teach more than one “concepts...performance” unit each year, and each of these units focuses on a specific sport that meets time and equipment availability at each site.
<u>3</u>	Health-enhancing level of fitness and physical activity	SWBAT engage in health enhancing activities for lifelong health/fitness at an emerging level. (Activities may include: journaling food intake, physical activity and sleep, fitness testing, warm ups/cool downs, finding heart rate, nutrition)	This unit helps students identify the need for lifelong healthy lifestyles.

5th Grade Course Outcomes

- The highest priorities for 5th Grade Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **5th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

5th Grade Physical Education Course Outcomes

Course Outcomes

- 1 SWBAT demonstrate progressive locomotor skills (such as using skipping in a game situation) at an applying level.
- 2 SWBAT demonstrate progressive manipulative skills at an applying level.
- 3 SWBAT implement health related fitness (including cardiovascular fitness, muscle strength and endurance, flexibility, and body composition), skill related fitness (including speed, agility, and balance, etc.) at an applying level.
- 4 SWBAT execute basic rules and directions, social expectations for an active class at an applying level.(TDO 4)
- 5 SWBAT apply terminology of the game or activity at an applying level.
- 6 SWBAT physical, mental/emotional, spiritual, and social health at an applying level.

5th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

5th Grade Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>	Games & Activities	SWBAT demonstrate locomotor and manipulative skills during games and activities at a mature level	This unit helps students form a personal philosophy regarding the benefits of sports and activities.
<u>2</u>	Concepts, Principles, Strategies and Tactics to Movement and Performance: Volleyball	SWBAT apply movement concepts to strategy and tactics in a variety of sports at an emerging level.	This unit challenges the students to think and apply offensive/defensive tactics and strategies in activities and game situations. Teachers may teach more than one “concepts...performance” unit each year, and each of these units focuses on a specific sport that meets time and equipment availability at each site.
<u>3</u>	Health-enhancing level of fitness and physical activity	SWBAT engage in health enhancing activities for lifelong health/fitness at an emerging level. (Activities may include: journaling food intake, physical activity and sleep, fitness testing, warm ups/cool downs, finding heart rate, nutrition)	This unit helps students identify the need for lifelong healthy lifestyles.

Middle Grades 6-8 Physical Education

6th-8th Grade Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** 6th-8th grade experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the 6th-8th grade faculty of a school meet in professional learning communities or grade level meetings.

6-8 Physical Education Team/Department Outcomes

Team/Department Outcomes		Standards
1	SWBAT evaluate a variety of motor skills and movement patterns in activities and game situations.	
2	SWBAT compare and contrast concepts, principles, strategies and tactics related to movement and performance.	
3	SWBAT design an individual health plan to achieve and maintain a health enhancing level of physical activity and fitness.	
4	SWBAT analyze personal and social behavior that respects self and others.	
5	SWBAT analyze the value of physical activity for health, enjoyment, challenge and self expression and/or social interaction.	
6	SWBAT compare and contrast between health-enhancing behaviors and health risks.	

6th Grade Course Outcomes

- The highest priorities for 6th Grade Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **6th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

6th Grade Physical Education Course Outcomes

Course Outcomes

- 1 SWBAT demonstrate advanced locomotor and manipulative skills.
- 2 SWBAT design and implement a personalized healthy lifestyle program.
- 3 SWBAT applies self-monitoring for rules and directions and social expectations in and out of school.
- 4 SWBAT define terminology of the game or activity.
- 5 SWBAT identifies and participates in an enjoyable activity that promotes social, emotional and physical benefits.

6th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

6th Grade Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>	Games and Activities	SWBAT demonstrate advanced locomotor and manipulative skills (such as advanced use of skills during sports and activities) at a mature level).	This unit helps students form a personal philosophy regarding the benefits of sports and activities. For example: jump rope/tinikiling, gymnastics, dance, invasion games, tag games, archery, individual activities, skill related fitness (agility, reaction time, balance, power, speed, coordination (Activities may include: dance, gymnastics, pac-man, cooperative games, invasion games, tag games, individual performance activities)
<u>2</u>	Concepts, principles, strategies and tactics to movement and performance	SWBAT apply movement concepts to strategy and tactics in game and activity situations at an applying level.	This unit challenges the students to think and apply offensive/defensive tactics and strategies in activities and game situations. (Activities include team sports)
<u>3</u>	Health-enhancing level of fitness and physical activity	SWBAT engage in health enhancing activities for lifelong health/fitness at an applying level.	This unit helps students identify the need for lifelong healthy lifestyles. (Activities may include: journaling food intake, physical activity and sleep, fitness testing, warm ups/cool downs, finding heart rate, nutrition)

7th Grade Course Outcomes

- The highest priorities for 7th Grade Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **7th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

7th Grade Physical Education Course Outcomes

Course Outcomes

- 1 SWBAT demonstrate advanced locomotor and manipulative skills.
- 2 SWBAT design and implement a personalized healthy lifestyle program.
- 3 SWBAT applies self-monitoring for rules and directions and social expectations in and out of school.
- 4 SWBAT define terminology of the game or activity.
- 5 SWBAT identifies and participates in an enjoyable activity that promotes social, emotional and physical benefits.

7th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

7th Grade Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>	Games and Activities	SWBAT demonstrate advanced locomotor and manipulative skills (such as advanced use of skills during sports and activities) at a mature level).	This unit helps students form a personal philosophy regarding the benefits of sports and activities. For example: jump rope/tinikiling, gymnastics, dance, invasion games, tag games, archery, individual activities, skill related fitness (agility, reaction time, balance, power, speed, coordination (Activities may include: dance, gymnastics, pac-man, cooperative games, invasion games, tag games, individual performance activities)
<u>2</u>	Concepts, principles, strategies and tactics to movement and performance	SWBAT apply movement concepts to strategy and tactics in game and activity situations at an applying level.	This unit challenges the students to think and apply offensive/defensive tactics and strategies in activities and game situations. (Activities include team sports)
<u>3</u>	Health-enhancing level of fitness and physical activity	SWBAT engage in health enhancing activities for lifelong health/fitness at an applying level.	This unit helps students identify the need for lifelong healthy lifestyles. (Activities may include: journaling food intake, physical activity and sleep, fitness testing, warm ups/cool downs, finding heart rate, nutrition)

8th Grade Course Outcomes

- The highest priorities for 8th Grade Physical Education learning for all students.
- All students will achieve these outcomes as a result of their Physical Education experience in **8th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

8th Grade Physical Education Course Outcomes

Course Outcomes

- 1 SWBAT demonstrate advanced locomotor and manipulative skills.
- 2 SWBAT design and implement a personalized healthy lifestyle program.
- 3 SWBAT applies self-monitoring for rules and directions and social expectations in and out of school.
- 4 SWBAT define terminology of the game or activity.
- 5 SWBAT identifies and participates in an enjoyable activity that promotes social, emotional and physical benefits.

8th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Physical Education “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

8th Grade Physical Education Unit Concepts, Goals, and Rationale

Unit #	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>	Games and Activities	SWBAT demonstrate advanced locomotor and manipulative skills (such as advanced use of skills during sports and activities) at a mature level).	This unit helps students form a personal philosophy regarding the benefits of sports and activities. For example: jump rope/tinikiling, gymnastics, dance, invasion games, tag games, archery, individual activities, skill related fitness (agility, reaction time, balance, power, speed, coordination (Activities may include: dance, gymnastics, pac-man, cooperative games, invasion games, tag games, individual performance activities)
<u>2</u>	Concepts, principles, strategies and tactics to movement and performance	SWBAT apply movement concepts to strategy and tactics in game and activity situations at an applying level.	This unit challenges the students to think and apply offensive/defensive tactics and strategies in activities and game situations. (Activities include team sports)
<u>3</u>	Health-enhancing level of fitness and physical activity	SWBAT engage in health enhancing activities for lifelong health/fitness at an applying level.	This unit helps students identify the need for lifelong healthy lifestyles. (Activities may include: journaling food intake, physical activity and sleep, fitness testing, warm ups/cool downs, finding heart rate, nutrition)