# MIND • BODY • SPIRIT

## TK–8 PHYSICAL EDUCATION CURRICULUM

### 2026–2027

**St. Philip Neri Catholic School**

Physical Education Department

## PROGRAM PURPOSE

**At St. Philip Neri Catholic School,** Physical Education develops the whole child—mind, body, and spirit through movement, fitness, teamwork, and faith. Students build skills, confidence, leadership, and healthy habits while learning respect, responsibility, perseverance, sportsmanship, humility, and service to others.

**Program Goal:** To inspire a lifelong commitment to healthy living, personal growth, and Christ-centered excellence.

| MIND | BODY | SPIRIT |
|---|---|---|
| **Learn rules, strategies, decision-making, and wellness concepts.** | **Develop movement skills, fitness, coordination, and sport competence.** | **Practice faith, character, leadership, service, and sportsmanship.** |

*"Whatever you do, work at it with all your heart, as working for the Lord." — Colossians 3:23*

# 1. CURRICULUM FRAMEWORK

## Instructional Priorities

- Build age-appropriate locomotor, non-locomotor, manipulative, balance, and coordination skills.
- Develop health-related fitness through safe cardiovascular, muscular strength/endurance, flexibility, mobility, and circuit-training activities.
- Teach sport skills and game concepts progressively so students move from exploration to application, strategy, leadership, and independent participation.
- Create an inclusive environment where effort, improvement, teamwork, and responsible participation are valued more than athletic ability alone.
- Integrate Catholic values through prayer, reflection, respect, integrity, perseverance, humility, leadership, service, and care for others.
- Promote lifelong wellness by helping students understand how movement, nutrition, recovery, hydration, and healthy choices support the whole person.

## Yearly Scope & Sequence

| TRIMESTER | GRADE LEVELS | PRIMARY FOCUS | SPORTS & ACTIVITIES |
|---|---|---|---|
| **Trimester 1<br>Aug.–Nov.** | TK–8 | Locomotor skills<br>Teamwork & cooperation<br>Fitness foundations | Soccer<br>Volleyball<br>Capture the Flag |
| **Trimester 2<br>Nov.–Feb.** | TK–8 | Throwing & catching<br>Coordination<br>Offensive & defensive concepts | Basketball<br>Dodgeball (continuous play)<br>Circuit training |
| **Trimester 3<br>Mar.–Jun.** | TK–8 | Leadership & strategy<br>Sportsmanship<br>Lifelong fitness & wellness | Field hockey<br>Soccer<br>Flag football |

## Weekly Class Structure — 45 Minutes

| STEP | CLASS COMPONENT | TIME | PURPOSE |
|---|---|---|---|
| **1** | Opening & Dynamic Warm-Up | 5 min. | Movement preparation, mobility, pulse-raising activity, class focus. |
| **2** | Skill Instruction & Demonstration | 10–12 min. | Teacher modeling, cues, guided practice, safety expectations. |
| **3** | Game Play / Activity Application | 20–25 min. | Small-sided games, stations, challenges, teamwork, strategy. |
| **4** | Cool Down, Reflection & Closing Prayer | 5 min. | Recovery, reflection, character connection, prayer. |

# 2. GRADE-LEVEL CURRICULUM

### TK & KINDERGARTEN | Movement Exploration

**Learning emphasis:** Balance and body awareness; Listening and following movement directions; Locomotor patterns: walk, run, hop, jump, gallop, skip readiness; Spatial awareness and safe movement; Cooperation, sharing, and taking turns.

**Core activities:** Parachute games, Obstacle courses, Locomotor movement, Beanbag activities, Balloons, Introductory soccer skills, Introductory basketball skills.

**Character focus:** Kindness • Sharing • Respect

### GRADES 1–2 | Fundamental Movement Skills

**Learning emphasis:** Refine locomotor and non-locomotor skills; Introduce underhand/overhand throwing and catching; Dribbling with hands and feet; Striking and volleying readiness; Simple rules, boundaries, teamwork, and fair play.

**Core activities:** Soccer, Basketball, Capture the Flag, Fitness games, Movement stations, Introductory volleyball activities.

**Character focus:** Fair Play • Responsibility • Cooperation

### GRADES 3–5 | Skill Development & Game Application

**Learning emphasis:** Combine movement skills in game situations; Improve throwing, catching, dribbling, passing, striking, and receiving; Apply basic offensive and defensive concepts; Develop fitness through circuits and sustained activity; Practice teamwork, communication, and game strategy.

**Core activities:** Soccer, Basketball, Volleyball, Field Hockey, Dodgeball, Circuit Training.

**Character focus:** Courage • Perseverance • Sportsmanship • Leadership

### GRADES 6–8 | Leadership, Strategy & Lifelong Wellness

**Learning emphasis:** Refine sport-specific skills under pressure; Apply offensive/defensive strategy and decision-making; Develop personal fitness awareness and goal setting; Demonstrate leadership, officiating, teamwork, and conflict resolution; Connect physical activity with lifelong wellness and responsible choices.

**Core activities:** Soccer, Basketball, Volleyball, Flag Football, Field Hockey, Circuit Training.

**Character focus:** Leadership • Integrity • Service • Humility • Resilience

# 3. YEARLY PACING GUIDE

| TIME | UNIT | KEY LEARNING | CHARACTER |
|---|---|---|---|
| **AUG – SEPT** | Movement Foundations & Fitness | Class routines; safety; locomotor skills; dynamic warm-ups; baseline fitness; teamwork; cooperative challenges. | Responsibility |
| **SEPT – OCT** | Soccer | Dribbling; passing; receiving; shooting; spacing; small-sided play; age-appropriate offensive/defensive concepts. | Cooperation |
| **OCT – NOV** | Volleyball / Striking Skills | Ready position; tracking; forearm pass; setting progression; serving progression; movement to the ball; team play. | Perseverance |
| **NOV – DEC** | Throwing, Catching & Cooperative Games | Throwing mechanics; catching; accuracy; reaction; spatial awareness; Capture the Flag and continuous-play games. | Fair Play |
| **JAN – FEB** | Basketball | Dribbling; passing; receiving; shooting; pivoting; spacing; defense; small-sided games; teamwork. | Integrity |
| **FEB** | Circuit Training & Fitness | Cardiovascular endurance; muscular endurance; core stability; mobility; safe technique; goal setting. | Resilience |
| **MAR – APR** | Field Hockey / Striking & Receiving | Grip; control; dribbling; passing; receiving; shooting; spacing; safety; team concepts. | Respect |
| **APR – MAY** | Flag Football / Invasion Games | Passing; catching; routes; movement to space; defensive positioning; teamwork; non-contact safety. | Leadership |

| TIME | UNIT | KEY LEARNING | CHARACTER |
|---|---|---|---|
| **MAY – JUN** | Soccer Review, Fitness & Lifelong Wellness | Skill review; student-led activities; personal fitness; wellness concepts; reflection; cooperative challenges. | Service |

# Instructional Differentiation

- TK–2: Shorter directions, visual demonstrations, imaginative movement, larger/lighter equipment, simplified boundaries, frequent success opportunities.
- Grades 3–5: Skill stations, partner work, small-sided games, modified rules, tactical questions, fitness challenges, and peer encouragement.
- Grades 6–8: Advanced progressions, strategy, student leadership, officiating, fitness goal setting, peer feedback, and increased responsibility.
- Adaptations: Modify equipment size/weight, distance, speed, space, rules, repetitions, partners, and task complexity to support safe participation for all learners.

# 4. UNIT LEARNING EXPECTATIONS

- **SOCCER:** Control and move the ball with feet; pass and receive; shoot with control; create space; defend safely; communicate and demonstrate teamwork.
- **VOLLEYBALL:** Use ready position; track the ball; apply forearm pass/set/serve progressions; move to open space; communicate; sustain cooperative rallies.
- **BASKETBALL:** Dribble with control; pass and receive; shoot with appropriate form; pivot and move to space; apply basic offensive and defensive principles.
- **CAPTURE THE FLAG / COOPERATIVE GAMES:** Use spatial awareness, speed control, teamwork, communication, problem-solving, fair play, and safe tagging procedures.
- **DODGEBALL - CONTINUOUS PLAY:** Practice throwing, catching, dodging, reaction, spatial awareness, and sportsmanship using teacher-directed safety rules and continuous participation formats.
- **CIRCUIT TRAINING:** Perform age-appropriate bodyweight and equipment-based exercises with safe technique; understand effort, recovery, hydration, and personal improvement.
- **FIELD HOCKEY:** Use safe grip and stick control; dribble, pass, receive, and shoot; maintain spacing; apply basic team concepts and equipment safety.
- **FLAG FOOTBALL:** Throw and catch; run simple routes; move to open space; defend without contact; understand downs/possessions at an age-appropriate level; communicate and lead.

## Fitness & Wellness Concepts by Grade Band

| TK–K | GRADES 1–2 | GRADES 3–5 | GRADES 6–8 |
|---|---|---|---|
| Recognize active play, rest, water, safe space, body signals, and the joy of movement. | Identify heart-beating activity; practice warm-up/cool-down; understand water, sleep, and healthy habits. | Connect activity to heart/lung health, muscular fitness, flexibility, recovery, nutrition, and personal effort. | Apply fitness principles; set personal goals; monitor intensity; understand training, recovery, hydration, nutrition, and lifelong activity choices. |

# 5. STUDENT ASSESSMENT & GRADING

Assessment emphasizes daily engagement, responsibility, growth, skill application, teamwork, and character. Students are evaluated on their effort and development rather than athletic ability alone.

| CATEGORY | WEIGHT | EVIDENCE |
|---|---|---|
| **Skills** | **40%** | Active engagement, effort, fundamental motor skills, sport-specific techniques, game strategies, rule comprehension, teamwork, sportsmanship |
| **Dress Code** | **20%** | Appropriate PE uniform/athletic attire and properly secured athletic footwear according to school expectations. |
| **Participation & Conduct** | **40%** | Respect, responsibility, teamwork, safety, self-control, leadership, honesty, and care for others. |

## Assessment Methods

- Teacher observation using skill cues and performance checklists.
- Participation and preparedness records.
- Small-sided game performance and application of rules/strategy.
- Fitness participation and personal improvement reflections.
- Student self-assessment and goal setting, especially in grades 3–8.
- Peer feedback and leadership tasks when developmentally appropriate.
- Brief exit questions, verbal checks for understanding, and reflection prompts.

## Performance Language

| EXCEEDS | MEETS | DEVELOPING | NEEDS SUPPORT |
|---|---|---|---|
| Consistently demonstrates skill, understanding, effort, leadership, and responsible choices. | Demonstrates expected skill, understanding, participation, and sportsmanship with consistency. | Shows partial understanding or inconsistent performance; benefits from practice, cues, and support. | Requires significant prompting, modified tasks, reteaching, or support to participate safely and successfully. |

# 6. CATHOLIC VALUES, LEADERSHIP & SAFE PARTICIPATION

## Faith & Character Integration

| VALUE | WHAT IT LOOKS LIKE IN PE |
|---|---|
| **Respect** | Treat classmates, staff, facilities, equipment, opponents, and officials with dignity. |
| **Integrity** | Make honest choices, follow rules, and do what is right even when no one is watching. |
| **Perseverance** | Continue working through challenges, mistakes, fatigue, and skill development. |
| **Sportsmanship** | Compete with self-control, fairness, encouragement, and gratitude. |
| **Leadership** | Model positive behavior, communicate constructively, and help others succeed. |
| **Humility** | Celebrate success without putting others down and remain willing to learn. |
| **Service** | Use individual gifts to strengthen the class, team, school, and community. |

## Safety & Participation Expectations

- Students follow teacher directions, activity boundaries, equipment procedures, and stop signals immediately.
- Students wear appropriate PE attire and properly secured athletic shoes suitable for movement.
- Jewelry, unsafe accessories, and items that interfere with safe participation should follow school policy.
- Equipment is used only as instructed and is returned appropriately.
- Students maintain safe personal space and use controlled, non-contact movement unless an activity specifically permits appropriate contact under teacher supervision.
- Warm-up, hydration, rest, and recovery are incorporated as appropriate for age, activity intensity, and weather conditions.
- Students should communicate pain, injury, dizziness, illness, or other concerns to the teacher immediately. School health and emergency procedures take priority.

## Family Partnership

- Encourage consistent participation, effort, and a positive attitude.
- Ensure proper PE uniform/athletic attire and appropriate footwear.
- Promote healthy habits at home, including hydration, sleep, nutrition, and regular physical activity.
- Discuss weekly character themes and reinforce respect, responsibility, perseverance, and service.
- Support sportsmanship and school-community values at practices, games, and school events.

# 7. TEACHER UNIT-PLANNING TEMPLATE

| Unit / Activity | Students will be able to…<br>Students will be able to… |
|---|---|
| **Grade / Grade Band** | |
| **Dates / Number of Lessons** | |
| **Essential Question** | |
| **Learning Objectives** | |
| **Skill Cues / Vocabulary** | |
| **Fitness Connection** | |
| **Catholic Value / Character Focus** | |
| **Opening & Dynamic Warm-Up** | |
| **Skill Instruction / Demonstration** | |
| **Practice Stations / Progressions** | |
| **Game Play / Application** | |
| **Differentiation / Modifications** | |
| **Assessment Evidence** | |
| **Cool Down / Reflection / Closing Prayer** | |
| **Equipment / Facility Needs** | |
| **Safety Considerations** | |