



Archdiocese of Denver Physical Education Curriculum for Catholic Schools

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Opening

The mission of Catholic education is the holistic formation of the human person in order that the human person might come to Jesus Christ and, in particular, to know the friendship and freedom found therein. “For a true education aims at the formation of the human person in the pursuit of his ultimate end and of the good of the societies of which, as man, he is a member, and in whose obligations, as an adult, he will share.”¹

Physical education in a Catholic school is a critical aspect of the school’s educational project. Such study tends to the human body, recognizing it as deeply good and therefore worthy of care and excellence. Physical formation promotes both spiritual and physical wellness.

The Human Person as Body and Soul

Sacred scripture provides a rich revelation of the human person as the high point of God’s creation, having been made in the image and likeness of God himself. This means that we are free and rational creatures, intended to know and love God. As a united body and soul, our physical form plays a critical role in helping us to achieve this purpose. Pope Francis described this in his encyclical *Laudato Si*: “The acceptance of our bodies as God’s gift is vital for welcoming and accepting the entire world as a gift from the Father and our common home.” God has created the body to help humanity reach true happiness in the gift of itself to others and to God.

As Pope Francis notes, taking care of one’s physical self teaches us to care for all created things, which God commissioned us to do.² Through physical education in our Catholic schools, we aim to foster in our students a desire to lovingly steward the created order, including their own bodies.

Physical Health as Freedom

Furthermore, physical education forms students in free will and authentic freedom. Our fallen nature makes it difficult to choose all that comes along with taking care of oneself, therefore self-control can often feel like a loss of freedom. Of course, hard work and sacrifice ultimately lead to more freedom, such as the ability to move and play granted by a healthy body. Formation in physical health demonstrates to students how free will can move us toward – or away from – freedom.

¹ Pope Paul VI, *Gravissimum Educationis* (1965).

² *The New American Bible Revised Edition*, Genesis 1:28-29.

Physical Health as Analogy for Spiritual Health

In the New Testament, St. Paul makes plain a further connection between the physical and the spiritual excellence. Referring to the early Church's pursuit of eternal life he says, "Do you not know that in a race all the runners compete, but only one receives the prize? So run that you may obtain it!"³ In the physical education of students, we teach students directly about this analogy: both physical health and holiness as races towards great goods, which require discipline, sacrifice, perseverance, loyalty, humility and a fostered desire for excellence – a forgoing of immediate rewards for the sake of something far better.

Spectation and Participation

We believe that spectating and participating in sports is a critical element of study in our Catholic schools. Learning to watch athletic performance helps form in our students an ongoing ability to attend well, and especially to observe and then be moved by the beauty of excellent athletic performance. In sports, this very often exhibits the three elements of beauty as defined by St. Thomas Aquinas: *claritas* (radiance), *integritas* (wholeness) and *consonantia* (balance). When we see an excellent play or a particular performance by an athlete, we are moved to wonder and awe.

Participation in sports also forms the human person. "Lasting commitments often scare us. Sport helps us in this regard by teaching that it is worth embracing long-term challenges...the ideal of perseverance. Christian life resembles a marathon rather than a short sprint." ⁴ We teach good sportsmanship in the call to teamwork, unity, and serving the other. "To belong to a sports club means to reject every form of selfishness and isolation; it is an opportunity to encounter and be with others, to help one another, to compete in mutual esteem and to grow in brotherhood." ⁵

Students in Catholic schools in the Archdiocese of Denver should have basic literacy in basketball, soccer, football, and baseball. General knowledge of these sports offers students cultural literacy that is valuable in America. However, there are many non-traditional sports which are encouraged to be taught in our schools when possible: pickleball, volleyball, softball, Spikeball, ultimate frisbee, futsal, bowling, etc. Participation in non-traditional sports gives students a rounded experience in fun and interesting ways to build community, practice skills, and enjoy sports.

Protecting the Purpose of Physical Education

Educators should be aware that utilitarianism can sully the gifts of sports and physical training. A desire for excellence can become a desire for material ends: hard work solely for the sake of financial gain, a successful career, or fame. We must remember that we form our students to pursue excellence for goodness itself and ultimately to understand their own human limitations. Training in physical education and sports helps students to see that they are not their own saviors and cannot excel on their own. We must

³ 1 Corinthians 9:24.

⁴ *Giving the Best of Yourself: A Document on the Christian Perspective on Sport and the Human Person* (Dicastery for Laity, Family, and Life, 2018).

⁵ Pope Francis, *Address to members of the sports associations for the 70th Anniversary of the foundation of the CSI* (Italian Sports Center, June 2014).

hold our need for grace in tensions with our desire for excellence. When integrated with the spiritual life, this pursuit of athletic excellence can foster a desire for the Eucharist, the food that helps us overcome the limitations of our fallen nature.

Finally, when possible, we encourage separating physical education classes by sex in grades 6-8. In the 1929 encyclical *Divini Illius Magistri*, Pope Pius XI writes, “[The two sexes], in keeping with the wonderful designs of the Creator, are destined to complement each other in the family and in society, precisely because of their differences, which therefore ought to be maintained and encouraged during their years of formation, with the necessary distinction and corresponding separation, according to age and circumstances. These principles, with due regard to time and place, must, in accordance with Christian prudence, be applied to all schools, particularly in the most delicate and decisive period of formation, that, namely of adolescence.”

Human Pedagogy in Physical Education

The human person is uniquely created to know. In particular, to know the love of the Father who created us for himself and desires only our love in return. For the human person, as both body and soul, knowledge is acquired through these foundationally human means: *language, number, integration, inquiry, imitation, imagination, and memory*.⁶ Because these are uniquely human ways of knowing, we form them deeply in our Catholic schools so our students may become more fully alive. Human pedagogy blooms naturally in well-formed lessons, but the following table lists ideas which fall under each category and may be helpful when planning. Note that many suggestions could fall under multiple categories.

Language - How will we use language to explore and express physical education?	
Describe the steps to execute a particular move or strategy, then write them down	List out goals for each student’s physical fitness
Conduct notebooking for physical education (create a rulebook, create a pamphlet for a sport, etc.)	Brief writing assignments (i.e. the value of sports, introducing a little-known sport, health topics, why engage in physical formation
Name rules and strategies for a particular sport	
Number - How will we use pattern and number to explore and express physical education?	
Scoring a game	Various quantities and amounts in athletics, such as weights, reps, sets, dimensions of equipment, time measurement, etc.
Rules and patterns: Number of touches to the ball and bump-set-spike pattern in volleyball, number of downs in football, etc.	
Integration - How does physical education connect to other truths, lessons, or subjects?	
Sports and physical fitness as an analogy to the spiritual life (see opening section of this document)	History of a sport

⁶ Elisabeth Sullivan. *To Lead A Child: On Reclaiming a Human Pedagogy* (Humanum, 2019).

Math of scoring (especially how the scoring structure impacts the strategy of the game)	Sports-related novels, spelling lists
Inquiry – <i>What questions can physical education answer or inspire in the students?</i>	
How do I live excellently?	Why do I have limitations?
How do I excel?	How do I best treat others?
Imitation – <i>How can I model physical education for the students so they can learn it in a more human way?</i>	
Imitating precisely how to do a particular exercise or strategy	Imitation the physical movement of the teacher or another student
Imitating a master athlete	
Imagination – <i>How could sensory experience help the students create vivid images to better understand physical education?</i>	
The pursuit of physical excellence as formation in human excellence	Simple experiments to demonstrate how muscles, blood, and breathing work together to become strong (i.e. citric acid buildup, microscopic tears, etc.)
Create a sport or merge two sports in a way that is reasonable, fun, and neither too easy nor too hard	
Memory – <i>What parts of physical education are most worthy of being stored in the mind and heart?</i>	
Remembering rules and strategy	How sports pass down culture
Drills and muscle memory	Culture within sports itself

Guiding principles

1. Children are physical and their education should include physicality throughout the day.
 - a. With this curriculum, we desire to increase the amount of time children are engaged physically during the school day.
 - b. We recognize that many children come to school knowing how to play, but in our post-modern culture there is an increased need for some children to learn how to play well, both independently and with others.
2. Taking care of our physicality requires self-control, so it forms the human person in virtue and excellence. This formation in virtue is then training for excellence in the spiritual life.
3. Physical education is critical to the mission of Catholic education and a necessary component of the Catholic school curriculum because children are people made up of body and soul.
4. Movement is beneficial to learning and should be a regular part of lessons in all classes – not only physical education.
5. Teamwork, balance of freedom and responsibility, perseverance, unity, trust, collaboration, selflessness, and a myriad of other virtues, dispositions, and principles must be learned in a Catholic physical education classroom.

6. Learning a sport is critical to the mission of Catholic education because learning a sport “means to reject every form of selfishness and isolation, it is an opportunity to encounter and be with others, to help one another, to compete in mutual esteem and to grow in brotherhood.” ⁷
7. In grades preschool through 8th grade, students need to be given an abundance of time for physical education, *especially* in the upper grades.
8. The aim of teaching physical health is to form children in seeing themselves as part of the beauty of God’s creation, to know all aspects of the human person, to honor the body, to foster respect for human life, but most importantly, to know their identity.
9. Children should learn how to care for their bodies to live out their duties to God, neighbor, and self.
10. Students need to understand 1) why and how they develop and change and 2) that it is all part of God’s plan for them.
11. It is important for our students to learn about and fight against the temptations to sloth or gluttony – or any vice in the fallen world – which can impact their ability to live well and have an abundant, happy life.

⁷ *On the Christian Perspective on Sport and the Human Person* (Dicastery for Laity, Family, and Life, 2018).

Kindergarten, 1 st , and 2 nd Grade					
Guiding Principles	Dispositions	Physical Literacy & Fitness (understanding how and why the human body works and how it was created to move)	Fundamentals of Sport, Sportsmanship/Teamwork	Health	Resources and Suggested Assessment Ideas
<p>Our bodies were created by God and they are good</p> <p>Humans are created with minds, souls, hearts, emotions, and bodies; all of these things are good</p> <p>Our bodies were created for a purpose</p> <p>Humans desire and love order</p> <p>Teamwork is a school of human formation</p> <p>Sport requires a balance of freedom and responsibility, perseverance, unity, trust, collaboration, selflessness, and ultimately love of neighbor and God</p>	<p>Joy in movement and love of movement</p> <p>Love of game</p> <p>Fairness to others</p> <p>Appreciation of rules and order</p> <p>Appreciation of the body as good and created with a purpose</p> <p>Understanding of the body as a gift from God</p>	<p>Students will learn we can move our bodies in the following ways:</p> <ul style="list-style-type: none"> - Different speeds <ul style="list-style-type: none"> o At a minimum: walk, jog, run, sprint - Different creative ways to move <ul style="list-style-type: none"> o At a minimum: gallop, skip, twist, roll, balance, transfer weight, stretch, dance - Using muscles to move far <ul style="list-style-type: none"> o At a minimum: jumping, hopping, leaping - Physical conditioning <ul style="list-style-type: none"> o At a minimum: jumping jacks, ladder runs, agility work, pushups, sit-ups, mountain climbers, tuck jumps, lunges, burpees - Use of physical fitness equipment <ul style="list-style-type: none"> o At a minimum: hula hoop, jump rope - Spatial awareness of self within the learning environment 	<p><i>K-2 will learn the basic skills of sports games but likely not compete.</i></p> <p>Students will learn skill development in:</p> <ul style="list-style-type: none"> - Underhand and overhand throwing (bean bags, yarn balls, tennis balls) - Catching objects thrown, bounced, rolled and hit - Kicking a stationary or moving object, dribbling with foot - Hand-eye coordination, dribbling with hand, hitting a stationary or moving object, throwing and catching a scarf - Follow, explain, and apply rules of simple games and activities - Begin to learn, understand, and demonstrate the concepts of teamwork and sportsmanship <p>Students will learn the history of specific sports: How did this sport come to be?</p>	<p>Students will understand the importance of exercise and physical fitness in relation to total health: emotional, mental and physical</p> <p>Students will recognize safe and healthy life habits of eating (fruits, vegetables, proteins, and grains), hydration and rest</p> <p>Students will demonstrate virtuous strategies to respond to conflict</p> <p>Students will learn to recognize emotions and how to regulate them</p>	<p>Assessment of physical education should account for each of the following strands:</p> <ul style="list-style-type: none"> - Dispositions towards physical education class - Ability and effort in physical literacy and fitness - Ability and effort in the fundamentals of sport - Understanding of health concepts <p>Assessment should monitor growth as well as achievement and not participation alone</p> <p>The developmental skills from K through 2nd grade will be a</p>

			<p>Specific history integration:</p> <ul style="list-style-type: none"> - 1st grade studies Ancient Greece, in which many sports find their origins (track and field, the Olympics. etc.) - 2nd grade studies ancient Rome, which had a robust competitive culture and further developed sports and games which we still enjoy today, either as they were played then (such as boxing, swimming, and field hockey) or in a developed form (such as harpastum, which became rugby, early soccer and handball). 		<p>range, thus skills should be assessed individually</p> <p>Have students explain skills or rules verbally, in writing, and by demonstration</p> <p>Resources:</p> <ul style="list-style-type: none"> - FitnessGram testing - Zones of Regulation curriculum - Guest lesson from school counselor about mental health
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3 rd , 4 th , and 5 th Grade					
Guiding Principles	Dispositions	Physical Literacy & Fitness (understanding how and why the human body works and how it was created to move)	Fundamentals of Sport, Sportsmanship/Teamwork	Health	Resources and Suggested Assessment Ideas
<p>Our bodies were created by God and they are good</p> <p>Humans are created with minds, souls, hearts, emotions, and bodies; all of these things are good</p> <p>Our bodies were created for a purpose</p> <p>Humans desire and love order</p> <p>Teamwork is a school of human formation</p> <p>Sport requires a balance of freedom and responsibility, perseverance, unity, trust, collaboration, selflessness, and ultimately love of neighbor and God</p>	<p>Joy in movement and love of movement</p> <p>Love of game</p> <p>Respect for others, equipment, and rules</p> <p>Humility</p> <p>Fairness to others</p> <p>Appreciation of rules and order</p> <p>Appreciation of the body as good and created with a purpose</p> <p>Understanding of the body as a gift from God</p> <p>Foster appreciation of the created human person achieving excellence through physical form and sport</p> <p>Develop a desire for excellence and persistence in doing well</p>	<p>Students will learn we can move our bodies in the following ways:</p> <ul style="list-style-type: none"> - Different speeds <ul style="list-style-type: none"> o At a minimum: walk, jog, run, sprint - Physical conditioning <ul style="list-style-type: none"> o At a minimum: jumping jacks, ladder runs, agility work, pushups, sit-ups, mountain climbers, tuck jumps, lunges, burpees - Use of physical fitness equipment <ul style="list-style-type: none"> o At a minimum: jump rope, exercise bands, balance beams <p>Students will begin engaging in activities that build muscular strength and flexibility (such as pushups and crunches) with proper form, building endurance over the course of the school year</p> <p>Students will begin building endurance toward a mile run and/or pacer run</p>	<p><i>Grades 3-5 will be focused on learning the fundamentals of sports and honing their skills.</i></p> <p>Students will learn the proper mechanics of throwing, catching, swinging, and kicking</p> <p>Students will acquire facility in sports-specific skills, including:</p> <ul style="list-style-type: none"> - Basketball: chest pass, bounce pass - Soccer: fielding, punting, trapping the ball - Volleyball: bump pass, serving - Baseball: swinging the bat <p>Students will learn the basic concepts of offense and defense, including where they are physically on the court/field</p> <p>Students will learn how to give an affirmation or compliment to someone else engaging in a sport</p>	<p>Students will explain the benefits of exercise in the development of the heart, lungs, muscles, and brain, as well as in mental and emotional health</p> <p>Students will begin to demonstrate the ability to build healthy life habits in eating, hydrating, and resting</p> <p>Students will learn that we are each uniquely created children of God with bodies and minds that are good</p> <p>Students will demonstrate love and respect for others and their differences</p>	<p>Assessment of physical education should account for each of the following strands:</p> <ul style="list-style-type: none"> - Dispositions toward physical education class - Ability and effort in physical literacy and fitness - Ability and effort in the fundamentals of sport - Understanding of health concepts <p>Assessment should monitor growth as well as achievement and not participation alone</p> <p>Assessment suggestion: Monitor rate of teamwork (passing of the ball, affirming others, good</p>

		<p>Students will learn to monitor and record physical fitness components such as cardiovascular endurance, flexibility, and muscular strength</p> <p>Students will learn the physiological indicators that accompany physical activity, such as heart rate, pulse, breathing rate, and recovery rate</p> <p>Students will recognize and set personal fitness goals and learn how to work toward accomplishing them</p>	<p>Students will learn how to give constructive feedback to a teammate in a charitable way</p> <p>Students will learn how to trust and encourage other members of their team</p> <p>Students will learn the rules and strategies of various sports in order to watch/spectate sports well, admiring the aesthetic quality of the human form achieving excellence</p> <p>Students will learn the history of specific sports: How did this sport come to be?</p> <p>Specific history integration:</p> <ul style="list-style-type: none"> - 3rd grade studies the medieval period, which saw the development and popularity of sports such as jousting, fencing, axe throwing, archery, wrestling, horseshoe, and the beginning of what would become bowling, cricket, and golf (called Skittles, Stoolball, and Colf respectively) - 4th grade studies Colorado history and 	<p>Students will identify the ways in which one's behavior towards others impacts their feelings and reactions</p> <p>Students will begin to recognize and respect that during this developmental stage, friends' bodies may be changing and this is healthy, normal, and personal</p> <p>Students will be taught proactively how to respond well to situations they don't like. For example:</p> <ul style="list-style-type: none"> - If your friend isn't on your team, you can simply say nothing, or say, "It's fun to be on the same team as friends. Maybe we'll 	<p>encouragement) and grade both individually and as a group</p> <p>Assessment suggestion: Grade students on their ability to identify, monitor and chart their own physical fitness levels</p> <p>Complete FitnessGram testing</p>
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			<p>American exploration. The Arapahoe tribe largely played games like tag and hide-and-seek, but are famous for hoop-and-pole. The Aztecs famously played Ullamaliztli (also called Tlachtli), the Maya played pitz.</p> <ul style="list-style-type: none"> - 5th grade studies the American history from the foundations of the country to the Civil War. Colonial children played Baste the Bear, as well as a slew of common games we still enjoy today. Many of our modern sports developed into their current iterations by the Civil War, especially soccer, baseball, wrestling, boxing, horse racing and even football. 	<p>be on the same team next time!"</p> <ul style="list-style-type: none"> - If someone on your team doesn't have the same athleticism you'd hope for, say, "We all want to win. We're all going to try our best!" 	
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6th, 7th, and 8th Grade

When possible, we encourage students in grades 6-8 to be split by sex such that boys and girls are separated for physical education class. This allows the students to engage with their equals without fear of self-consciousness during a sensitive time of physical and emotional growth. This also allows teachers to provide more personalized instruction, according to the gifts and geniuses given by God to each of the sexes.

Guiding Principles	Dispositions	Physical Literacy & Fitness (understanding how and why the human body works and how it was created to move)	Fundamentals of Sport, Sportsmanship/Teamwork	Health	Resources and Suggested Assessment Ideas
<p>Our bodies were created by God and they are good</p> <p>Humans are created with minds, souls, hearts, emotions, and bodies; all of these things are good</p> <p>Our bodies were created for a purpose</p> <p>Humans desire and love order</p> <p>Teamwork is a school of human formation</p> <p>Sport requires a balance of freedom and</p>	<p>Joy in and love of movement</p> <p>Appreciation of the body as good and created with a purpose</p> <p>Wonder in the body as a gift from God</p> <p>Joy in and love of bodies as creations capable of achieving physical fitness</p> <p>Love of game</p> <p>Fairness to others</p> <p>Humility</p> <p>Appreciation of rules/order</p> <p>Ability to contemplate a</p>	<p>Students will continue engaging in activities that build muscular strength and flexibility (such as pushups and crunches) with proper form, building endurance over the course of the school year</p> <p>By the end of 8th grade, students will be able to complete, at a minimum:</p> <ul style="list-style-type: none"> - Girls: 7 pushups, 18 sit-ups - Boys: 12 pushups, 21 sit-ups <p>Students will continue building cardiorespiratory endurance toward a mile run and/or pacer run.</p> <p>By the end of 8th grade, students will be able to complete, at a minimum:</p> <ul style="list-style-type: none"> - Girls: 12-minute mile; 23 laps on the 20-meter PACER Test - Boys: 11-minute mile; 41 laps on the 20-meter PACER Test 	<p><i>Grades 6-8 will be focused on integrating fundamentals, skills and strategies into playing and competing well</i></p> <p>Through play and coaching in the game, students will continue developing facility in sports-specific skills, including:</p> <ul style="list-style-type: none"> - Basketball: chest pass, bounce pass - Soccer: fielding, punting, trapping the ball - Volleyball: bump pass, serving - Baseball: swinging the bat <p>Through playing and coaching the game, students will engage offensive and defensive strategy</p> <p>Students will be able to give an affirmation or compliment to someone else engaging in a sport</p>	<p>Students will learn about dangers to their good physical health, especially dangers related to substances such as drugs (marijuana, fentanyl), alcohol, tobacco, and vaping</p> <p>Students will learn that nutrition and a balanced diet has a positive impact on physical performance</p> <p>Students will understand the benefits of exercise in relation to mental health, especially that it is valuable to respond to dips in mental health by increased physical exercise and improved nutrition</p>	<p>Assessment of physical education should account for each of the following strands:</p> <ul style="list-style-type: none"> - Dispositions towards physical education class - Ability and effort in physical literacy and fitness - Ability and effort in the fundamentals of sport - Understanding of health concepts <p>Assessment should monitor growth as well as achievement and not participation alone</p> <p>Physical literacy assessment ideas (not exhaustive):</p> <ul style="list-style-type: none"> - Charting components of fitness such as heart rate,

responsibility, perseverance, unity, trust, collaboration, selflessness, and ultimately love of neighbor and God	<p>deeper meaning behind athletics</p> <p>Integrated intellectual understanding of physicality as a good in and of itself</p> <p>Aspiration to physical gracefulness</p> <p>Desire for excellence and persistence in doing well</p> <p>Admiration of excellent athletic performances, especially their aesthetic qualities</p>	<p>Students will engage in daily physical conditioning, such as weight-lifting, jumping jacks, ladder runs, agility work, pushups, sit-ups, mountain climbers, tuck jumps, lunges, and/or burpees</p> <p>Students will demonstrate the proper use of physical fitness equipment, such as jump ropes, exercise bands, and balance beams</p> <p>As part of assessment for physical education class, students will monitor and record physical fitness components such as cardiovascular endurance, flexibility, and muscular strength</p> <p>Cas part of assessment for physical education class, students will monitor the physiological indicators that accompany physical activity, such as heart rate, pulse, breathing rate, and recovery rate</p> <p>Students will recognize and set personal fitness goals and learn how to work toward accomplishing them</p>	<p>Students will be able to give constructive feedback to a teammate in a charitable way</p> <p>Students will be able to trust and encourage other members of their team</p> <p>Students will know the rules and strategies of various sports in order to watch/spectate sports well, admiring the aesthetic quality of the human form achieving excellence</p> <p><i>Suggestion: Group students into teams that compete against one another throughout half the year (or even the full year) in order to develop team cooperation and unity</i></p> <p>Students will learn the history of specific sports: How did this sport come to be?</p> <p>Specific history integration:</p> <ul style="list-style-type: none"> - 6th grade studies ancient civilizations, including Mesopotamia, Greece, and Rome. Sports-related topics include 		<p>number of pushups, with a grade assigned based on ability to chart and a healthy rate of change</p> <ul style="list-style-type: none"> - FitnessGram program - La Sierra Physical Education Program (historical information here) - Presidential Fitness <p>Fundamentals of sports assessment ideas (not exhaustive):</p> <ul style="list-style-type: none"> - Draw and label different athletic fields - Orally describe the rules and setup of various sports - Engage in conversation about the value of sport as a liberal art, particularly why physicality matters in the formation of the human person. Grade participation and
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			<p>bull-jumping, track and field, the Olympics, foot races, wrestling, gladiator tournaments, and the origins of modern sports such as rugby, soccer, etc.</p> <ul style="list-style-type: none"> - 7th grade studies Christendom, including the Early Church and the medieval ages. Sports-related topics include how the pagan-athletic culture of Rome led to the martyrdom of early Christians, the development of jousting, fencing, axe throwing, archery, wrestling, horseshoe, and the beginning of what would become bowling, cricket, and golf (called Skittles, Stoolball, and Colf respectively) - 8th grade studies the modern era. Topics to be explored could include the impact of sports on modern culture, historic moments in sports, or times world events and athletics collided (such as the propaganda of the 1936 Berlin Olympics immediately before WWII). 		comprehension in the conversation
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Resources:

Free PACER Test - <https://fitnessgram.net/pacertest/>

Bella Health + Wellness: Community classes for middle school boys and girls - <https://bellawellness.org/community-classes>

Teen Star - <https://www.teenstar.org/>

Spark: How Exercise Will Improve the Performance of Your Brain by John Ratey

PE Central: A forum for PE teachers, including lesson plans and best practice - <https://www.pecentral.org/>

OPEN: A PE teacher website with free curriculum materials and professional development opportunities - <https://openphysed.org/>

Compete Inside: 100 Reflections to Help You Become the Complete Athlete by Thomas Wurtz (reflections on connecting the spiritual life to athletics, could be read to middle school students)

The PE Specialist: A website of general PE resources - <https://www.thepespecialist.com/home/>

St. Raphael Counseling: Church teaching-aligned mental health resources, could invite a speaker - <https://straphaelcounseling.com/>

Adult Formation:

Compete Inside: 100 Reflections to Help You Become the Complete Athlete by Thomas Wurtz

“Sport as Liberal Art: Why Playing Well Matters” by Austin Hatch - <https://heightsforum.org/article/sport-as-liberal-art/>

“Giving the best of yourself: a Document on the Christian Perspective on Sport and the Human Person” from the Dicastery for Laity, Family and Life: A long document, excerpts can be used for adult formation - <https://press.vatican.va/content/salastampa/en/bollettino/pubblico/2018/06/01/180601b.pdf>