

KINDERGARTEN CONTENT STANDARDS

Kindergarten students learn through their environment and through play experiences. They are “solo” or “individual” learners. Their focus is on the general space around them and their own personal space. It is important at this stage to present non-locomotor skills and locomotor skills that teach the student to move within a general space. Kindergarteners should also be introduced to equipment and how to manipulate objects at this stage. Students should be introduced to the various ways their bodies move. Health and hygiene are introduced at this stage.

1.0 Movement Skills and Knowledge

1.1 Students should be competent in many movement activities.

- Travel in different ways in a large group without bumping into others or falling.
- Balance while bending, twisting and stretching.
- Know and demonstrate what personal space is and understand its importance.
- Strike a stationary ball with any part of the body.
- Walk and run using proper form.
- Roll with control, without hesitating or stopping.

1.2 Students will understand how and why one moves in a variety of situations and will use this information to enhance his/her skills.

- Identify and describe various parts of the body - arms, legs, hands, shoulders, neck back waist hips, elbows, ankles, feet, etc.
- Identify fundamental movement patterns – straight, curved, and zigzag patterns.
- Identify and begin to use the technique employed to soften landing in jumping.
- Demonstrate contrasts between slow and fast speeds while using locomotor skills.

1.3 Students will achieve and maintain a health-enhancing level of physical fitness.

- Recognize that one’s body is a gift from God and exercise is good for one’s health.
- Sustain moderate to vigorous physical activity.
- Identify nutritious foods and begin to realize their benefits.

2.0 Manipulative Skills

2.1 Students will be able to manipulate a variety of objects.

- Toss a ball to self, using the underhand throw pattern, and catch it before it bounces twice.
- Toss a ball or bean bag to a target with some accuracy.
- Turn a rope to facilitate jumping for self or for another.
- Bounce a ball continuously, using two hands.
- Kick a stationary object, using a simple kicking pattern.

KINDERGARTEN CONTENT STANDARDS (CONTINUED)

3.0 Health and Performance

3.1 Students know that people are alike and different.

- Know how people show various emotions – happy, sad, scared, etc.
- Know that different behaviors result in different consequences.
- Understand that there are a variety of solutions to a problem.

3.2 Students know how to stay healthy.

- Know that rest, sleep, exercise and play are important to good health.
- Identify good and bad substances at home and at school and know that bad substances must be avoided.
- Understand the general purpose of medicine and who should give it to you.
- Identify the location of the heart and explain that it is a muscle.
- Explain that physical activity increases the heart rate.
- Describe the role of water as essential nutrient for the body.
- Explain that nutritious food provides energy for physical activity.

3.3 Students will be able to use good personal hygiene habits.

- Know the benefits of being clean.
- Be able to take care of brushing teeth on a daily basis.
- Demonstrate the proper care in washing hands and cleaning his/her nose.
- Demonstrate proper attention to a sneeze/cough (covering mouth, using tissue, washing hands, etc.)

3.4 Students will understand and apply personal and communal safety.

- Know and obey the rules for riding in a vehicle.
- Know and obey the rules for walking on/by the street – crossing the street.
- Know how to get help (911, who/how/when to tell).
- Understand that following rules creates a fair and safe environment for all participants.
- Identify good and bad touches as ones that make them uncomfortable and be able to seek help if the situation occurs.

4.0 Self-Image and Personal Development

4.1 Students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

- Participate regularly in vigorous physical activity.
- Try new movement activities and skills.
- Identify feelings that result from participation in physical activities.
- Explain that strong muscles help the body to climb, hang, push and pull.

KINDERGARTEN CONTENT STANDARDS (CONTINUED)

4.2 Students will learn to be responsible for personal behavior while participating in movement activities.

- Follow adult-delivered rules (playground, school, etc.).
- Respond respectfully to rule infractions when reminded.
- Treat others with dignity and respect.
- Handle and care for equipment safely and appropriately.

5.0 Social Development

5.1 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- Participate in activities without interfering with others.
- Take turns and share using a piece of equipment with/without teacher prompting.
- Identify the feelings that result from participation in physical activity.
- Interact with playmates without regard to personal differences (i.e. race, gender, disability).
- Participate as a leader and a follower during physical activities.

GRADE ONE CONTENT STANDARDS

First grade students begin to expand their movement skills to include space and time as they learn to move in different directions at varying speeds. They begin to recognize a variety of movements for example, fast-slow and high-low. First graders begin to learn how long it takes them to move from one place to another and how long it takes an object to move from one place to another.

1.0 Movement Skills and Knowledge

1.1 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- Travel over, under, in front of, behind, and through objects and over under, in front of, and behind partners, using loco motor skills.
- Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following loco motor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e. loco motor skills).
- Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.
- Balance oneself demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base.
- Students learn simple dances with circles, in columns, and partner dances.
- Students will learn about the body's need for oxygen and food as fuel to supply the body with energy.

2.0 Manipulative Skills

2.1 Students will be able to manipulate a variety of objects.

- Demonstrate the underhand throw pattern

- Demonstrate the overhand throw pattern
- Catch a gently thrown object
- Catch a self tossed ball
- Catch a self bounced ball
- Kick a rolled ball from a stationary position
- Kick a stationary ball using a smooth continuous running approach
- Dribble a ball forward using the inside of the foot
- Dribble a ball continuously with one hand
- Strike with the hand various objects i.e. a balloon.
- Jump a swinging rope held by others and begin to jump rope on own.
- Identify the influence of non-active body parts in manipulating an object.

GRADE ONE CONTENT STANDARDS (CONTINUED)

3.0 Health and Performance

3.1 Students know that people feel many emotions and are able to care for others.

- Know different emotions, especially joy, sadness, anger, happiness, frustration, etc. and realize what causes different emotions.
- Know the importance of honesty.

3.2 Students know what makes a community healthy.

- Know ways to make friends and why friends are important to you.
- Know the responsibilities of being a good friend and a good neighbor.
- Know why and how to work for the good of all.

3.3 Know why and how to do things which keep you healthy.

- Know the need for physical activity.
- Know the importance of warm-up and cool-down activity.
- Know how and why to eat nutritious meals.

3.4 Be able to keep yourself safe.

- Know and obey safety rules for home and school.
- Know and obey fire prevention rules.
- Know what to do in case of fire or earthquake.
- Know and obey safety rules with strangers and being lost.
- Identify good and bad touch.

3.5 Know how certain substances can hurt or help your bodies.

- Know the difference between medicines and harmful drugs.
- Know how medicines affect your bodies and why you take them.
- Identify some ways to feel better without medicines or drugs.
- Understand the harmful effects of tobacco and second-hand smoke.

3.6 Understand the effects, spread, and prevention of certain diseases.

- Know how diseases are spread and how to prevent spreading germs.
- Understand the importance of proper care of teeth.
- Know the importance of rest and exercise.

4.0 Self-Image and Personal Development

4.1 Learn to use equipment safely and responsibly.

- Use stationary and portable play equipment responsibly
- Begin to be aware of safety concerns – sand on concrete; standing too close to a swing; using a bat in a crowd.

4.2 To recognize that your body is a gift from God.

- Each person is unique and gifted or challenged differently.
- Your body is “sacred” and it needs to be treated with care and respect.

GRADE ONE CONTENT STANDARDS (CONTINUED)

4.3 Show interest in trying new movement activities and skills.

- Participate in various forms of dance and dramatic movement
- Use a variety of apparatus/adapted equipment to play a familiar game

4.4 Identify how the body feels during different kinds of physical activities.

- Become aware of breathing and heart rate
- Begin to identify muscle tension

5.0 Social Development

5.1 Develop responsibility for expected behaviors on the playground and in the classroom.

- Take turns using a piece of equipment.
- Interact positively with others regardless of personal differences.
- Consider the other person when making a choice.

GRADE TWO CONTENT STANDARDS

Students explore movement patterns with a partner to define movement in relation to another person, shape, or group. This type of motor development requires a total physical response or a response from the entire body. Activities should encourage students to change partners since they are flexible with partnering at this age. At this stage students learn through a variety of modalities and through kinesthetic learning. Students become more aware of others as their growth rates vary.

1.0 Movement Skills and Knowledge

1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

1.2 Students will demonstrate balance on the ground and on objects, using bases of support other than both feet.

- Demonstrate skipping, leaping, hopping, galloping, and sliding using proper form.
- Perform dance sequences with a partner such as folk dance.

2.0 Manipulative skills

2.1 Students will be able to manipulate a variety of objects.

- Throw a ball for distance, using proper form.
- Catch a gently thrown ball above the waist, reducing the impact of force.
- Catch a gently thrown ball below the waist, reducing the impact of force.
- Kick a slowly rolling ball.
- Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- Hand dribble with control a ball for a sustained period.
- Foot dribble with control a ball along the ground.
- Jump a rope turned repeatedly, self turned.

2.2 Students will participate in various forms of muscle manipulation.

- Perform abdominal curls and push ups.
- Demonstrate proper form for stretching hamstrings, quadriceps, shoulders, biceps, and triceps.

GRADE TWO CONTENT STANDARDS (CONTINUED)

3.0 Health and Performance

3.1 Students will learn the fuel requirements of the body during physical activity and non -activity.

- Understand what foods and drinks are required for healthy bodies and which foods do not assist the body in refueling energy and nutrients.

3.2 Student will learn the role of moderate to vigorous activity to achieve fitness or to maintain fitness levels.

- Identify ways to increase physical activity outside of school.

3.3 Student will learn the importance of drinking enough water to help the body with temperature control and blood volume.

- Take frequent breaks for water consumption.
- Begin to realize early signs of dehydration.

3.4 Students understand the importance of caring for one's own health.

- Know symptoms when feeling ill and seek the assistance of an adult.
- Be able to care for teeth and understand habits which help maintain good health.
- Know how diet, rest, exercise and immunizations help prevent diseases.
- Know about addictions to drugs, tobacco and alcohol and be able to engage strategies to avoid these addictions.

4.0 Self Image and Personal Development

4.1 Students are able to see themselves in relationship to others.

- Participate in a wide variety of physical activities outside the physical education class based on their interests/talents.
- Accept responsibility for one's own behavior.
- Know ways of showing care and concern for sick people.

4.2 Students are able to identify and appreciate their own positive and negative feelings and those of others.

- Demonstrate respect for self, others, and equipment during physical activities.
- React to situations in appropriate ways realizing one's own limitations and abilities.

GRADE TWO CONTENT STANDARDS (CONTINUED)

5.0 Social Development

- 5.1 Students move from the sense of self in isolation to a sense of others and begin to acknowledge the concept of team and partners.
- Participate positively in physical activities that rely on cooperation.
 - Take turns using a piece of equipment stressing the value of equity and fairness.
- 5.2 Students begin to accept and appreciate differences in self and others.
- Interact positively with others regardless of personal differences.
 - Encourage one another as a sign of teamwork and good sportsmanship.
 - Strive to improve skills and set personal goals beyond “winning.”

GRADE THREE CONTENT STANDARDS

Students at this level have a developed self image skills and are able to accept how others react to them with occasional assistance from supervising adults. They are able execute combinations of movements. At this stage motor ability increases as they improve small and large motor control. Students are willing to experiment with and explore alternative movements.

Third grade children begin to express themselves by creating new movement patterns involving time, space, and flow. They identify their feelings and successes through activities that bring them joy through active play. Reacting and responding to others is the main theme at this stage.

Students learn to handle individual responsibilities and to resolve personal differences through play. They become more capable of working together for a common goal as they grow in their ability to cooperate and take turns with a sense of fairness and equality.

1.0 Movement Skills and Knowledge

1.1 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Chase, flee, and move away from others in a constantly changing environment.
- Jump continuously using a forward-turning rope and backward turning rope.
- Balance while moving on a ground level balance beam.
- Perform a line dance, a circle dance, and a folk dance with a partner.

2.0 Manipulative Skills

2.1 Students are able to manipulate a variety of objects.

- Catch, while moving, an object thrown by a stationary partner.
- Roll a ball for accuracy toward a target.
- Throw a ball using the overhand pattern with increasing accuracy.
- Throw and catch a ball or object with a partner, increasing distance and maintaining accuracy.
- Kick a ball to a stationary partner using the inside of the foot.
- Hand-dribble a ball continuously while moving around obstacles.
- Foot-dribble a ball continuously while moving around obstacles.

2.2 Students will increase muscular strength, endurance, flexibility, body awareness and agility through fitness and recreational activities.

- Achieve age-appropriate norms on a standardized fitness test.
- Show individual skills with a short rope.
- Do and lead warm up exercises.
- Move a parachute in many ways as part of a group and to take part in many simple group games requiring coordinated effort.
- Improve endurance in running.

GRADE THREE CONTENT STANDARDS (CONTINUED)

2.3 Students are able to show the knowledge and skills which will improve group activities and team sports.

- Describe how changing speed and changing direction can allow one person to move away from another.
- Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.
- Identify key elements for increasing accuracy in rolling a ball, throwing a ball to a stationary or moving partner.
- Identify the difference between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.

3.0 Health and Performance

3.1 Students assess and maintain a level of physical fitness to improve health and performance.

- Demonstrate and explain the importance of warm-up and cool-down exercises and their effect on the body.
- Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- Explain that a stronger heart muscle can pump more blood with each beat.

3.2 Students will work to improve muscular strength/endurance and flexibility

- Perform increasing numbers of abdominal curl-ups and push-ups.
- Climb a vertical pole or rope.
- Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back and neck.

3.3 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.
- Describe the relationship between the heart, lungs, muscles, blood and oxygen during physical activity.
- Identify muscles that are used in performing muscular endurance activities.
- Describe and demonstrate how to relieve a muscle cramp.
- Identify which particular stretches are appropriate preparations for a particular physical activity, and which ones are not safe for the joints and should be avoided.
- Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

3.4 Students understand causes and prevention of disease.

- Know how various communicable diseases are spread and not spread.

- Know the possible causes of heart disease and cancer.
- Support others to make healthful choices.

GRADE THREE CONTENT STANDARDS (CONTINUED)

4.0 Self-Image and Personal Development

4.1 Students are able to set personal goals for improvement.

- Set a personal goal to improve a motor skill and work toward that goal in non-school time.
- Collect data and record progress toward mastery of a motor skill.
- Know and apply ways to prevent and control conflicts – including the opportunity to seek the assistance of an adult.

5.0 Social Development

5.1 Students demonstrate respect for individual differences in physical abilities.

- Use appropriate cues for movement and positive words of encouragement while coaching/cheering others in physical activities.
- Appropriately congratulate peers for personal success and improved achievements.
- Accept the feelings resulting from challenge, success and failure in physical activity and challenges.

5.2 Students work cooperatively with others to create positive group dynamics

- Play and assist others in activities in groups of three to five.
- Work in pairs or small groups to achieve an agreed-upon goal.
- Resolve conflicts in socially acceptable ways, with mutual benefit as the goal.

GRADE FOUR CONTENT STANDARDS

At fourth grade, students are between the stages of childhood and youth. Their eye-hand coordination is improved and they are becoming more skillful with their fine motor skills. Students at this stage have mastered many locomotor and non-locomotor skills and are able to manipulate objects in a variety of ways. Students at this level are able to refine their motor skills in comparison with proficiency standards. They are able to use space and distance appropriately as they progress toward accuracy, they learn about the concept of projection, and knowing how to generate force.

Fourth grade students are ready to deal with success and failure and are more perceptive and accepting of similarities and differences. It is a time for developing positive attitudes toward victory and defeat. There is a sense of appreciation of various cultures and different styles of movement. Students appreciate a sense of personal uniqueness in movement and become aware of the similarities and differences between themselves and others. They begin to appreciate personal differences and value the rights of others.

Students at this stage are ready to take initiative within the group and demonstrate leadership as well as learn to be a good follower. It is appropriate to introduce more complex games that challenge and increase performance abilities and enhance social skills. Fourth graders are able to cooperate with a partner in using equipment and helping one another improve object manipulation skills. They want to follow rules; thus, they need to learn to cope with conflicts and disputes by practicing conflict resolution skills.

1.0 Movement Skills and Movement Knowledge

1.1 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Change direction quickly to maintain and increase the spacing between two players.
- Determine the spacing between offensive and defensive players based on the speed of the players.
- Jump a self-turned rope at various rates of speed.
- Perform a series of basic square-dance steps and a routine to music with even and uneven locomotor patterns.

1.2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- Explain the difference between offense and defense.
- Describe ways to create more space between an offensive player and a defensive player.
- Describe appropriate body movements needed to successfully play volleyball – serve the ball, strike the ball, set the ball, etc.

GRADE FOUR CONTENT STANDARDS (CONTINUED)

2.0 Manipulative Skills

2.1 Students are able to manipulate a variety of objects.

- Throw and catch an object with a partner while both partners are moving.
- Throw overhead at increasingly smaller targets, using proper follow-through.
- Throw a flying disc for distance, using the backhand movement patterns.
- Catch a fly ball above the head, below the waist, and away from the body.
- Kick a ball to a moving partner, using the inside of the foot.
- Kick a stationary ball from the ground into the air.
- Punt a ball dropped from the hands.
- Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
- Serve a lightweight ball to a partner, using the underhand movement pattern.
- Strike a gently tossed ball with a bat, using a side orientation.
- Keep a foot-dribbled ball away from a defensive partner.
- Keep a hand-dribbled ball away from a defensive partner.
- Stop a kicked ball by trapping it with the foot while standing still.
- Volley a tossed lightweight ball, using the forearm pass.

2.2 Students are able to utilize the movement concepts learned while engaging in physical activities and athletic competitions.

- Recognize the similar movement elements of the underhand throw and the underhand volleyball serve and use each appropriately in play.
- Distinguish between punting and kicking and use these appropriately in games.
- Execute dribbling a ball without a defender and with a defender.
- Manipulate an object using a long-handled implement and a short-handled implement.
- Execute key body positions used for volleying a ball.

3.0 Health and Performance

3.1 Students assess and maintain a level of physical fitness to improve health and performance.

- Perform increasing numbers of each: abdominal curl-ups and push-ups.
- Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

- Demonstrate basic stretches using proper alignment various muscle structures and groupings.
- Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

GRADE FOUR CONTENT STANDARDS (CONTINUED)

3.2 Students understand the benefits and strategies for living healthy life.

- Identify healthy choices for meals and snacks that help improve physical performance.
- Explain why the body needs water before, during and after physical activity.
- Assess health-related physical fitness by using a scientifically based health – related fitness assessment.
- Calculate personal heart rate per minute and know the difference between a resting and active heart rate.

3.3 Students understand the benefits and strategies for living a safe life.

- Be able to develop a personal plan for safety on a bike, in traffic, in the water and with unknown substances.
- Know strategies for resisting the pressures of peers and advertising.
- Seek appropriate assistance of an adult when threatened or bullied.

4.0 Self-Image and Personal Development

4.1 Students are able to set personal goals for improvement.

- Accept responsibility for one’s own performance without blaming others.
- Respond to winning and losing with dignity and respect – building on the principles of Catholic Christian sportsmanship.
- Act in a safe manner during physical activity with regard to personal safety and the safety and well-being of group participants.
- Work independently or in small-groups to complete a task in an orderly manner.

5.0 Social Development

5.1 Students are able to work cooperatively and collaboratively in a group toward a common goal.

- Include others in physical activities and respect individual differences in skill and motivation.
- Accept an opponent’s outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
- Recognize that God has given us different gifts, and that individual differences can bring attributes to group activities.

GRADE FIVE CONTENT STANDARDS

Fifth graders continue to manipulate a variety of objects according to more specific goals. At this level, accuracy and speed become important with more focus on targets. Now eye-hand, eye-foot, and other forms of coordination begin to come together. They take pride in individual achievements and celebrate their successes. Fifth grade students are continually trying to improve their motor skills. At this stage the concept of fairness is emphasized. Students may change rules in order to achieve fairness for all involved. Also at this stage cooperative learning parallels other academic subjects, thus we see groups expand to include five or more students.

At this level, body size and strength become a more significant factor in certain movements, skills, and activities. Students become more proficient in basic skills, such as running, jumping, and throwing. They manipulate objects through space and accuracy and with the added element of speed. Students learn as they practice for skill and accuracy that the desired expectation determines the type of practice needed to achieve that goal.

Fifth grade students learn to establish goals and select practice techniques appropriate to the most immediate goals. In game-like activities, they use two or more skills to achieve objectives in the game. Experiencing individual satisfaction increases at this stage and this satisfaction becomes a motivational factor for future participation in a variety of activities.

At this stage, students thrive in small group activity and interact in cooperative play in groups of three to five. They assume increasingly complex roles in cooperative activities; begin to develop an awareness of individual differences related to gender, cultural heritage, ethnicity, and physical ability; and appreciate and celebrate the positive aspects of diversity.

1.0 Movement Skills and Movement Knowledge

1.1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Jump for height, using proper takeoff and landing form.
- Jump for distance, using proper takeoff and landing form.
- Enter, jump, and leave a long rope turned by others.
- Perform simple small-group balance stunts by distributing weight and base of support (balance activities only – no lifting).
- Design and perform a routine to music that involves manipulation of an object.
- Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.

GRADE FIVE CONTENT STANDARDS (CONTINUED)

- 1.2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Explain the importance of open space in playing sport-related games.
 - Explain the differences in applying force and receiving force when jumping for height and distance.
 - Explain how to adjust body position to catch a ball thrown off-center.

2.0 Manipulative Skills

- 2.1 Students are able to manipulate a variety of objects.
- Throw a flying disc accurately at a target and to a partner, using the backhand movement.
 - Throw and catch an object underhand and overhand while avoiding an opponent.
 - Punt a ball, dropped from the hands, at a target.
 - Stop a kicked ball by trapping it with the foot while moving.
 - Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
 - Hit a softly tossed ball backhanded with a paddle or racket.
 - Strike a tossed ball, with different implements, from a side orientation.
 - Serve a light weighted ball over a low net, using underhand movement pattern.
 - Dribble a ball and kick it toward a goal while being guarded.
 - Pass a ball back and forth with a partner, using a chest pass and bounce pass.
 - Volley a tossed ball to an intended location.
- 2.2 Students are able to utilize the movement concepts learned while engaging in physical activities and athletic competitions.
- Identify and execute the following phases for striking a ball: preparation, application of force, follow-through, and recovery.
 - Dribbling a ball (by hand or foot) while preventing another person from stealing the ball.
 - Know the responsibilities of various positions in a given game and work within the confines of the rules of play.

GRADE FIVE CONTENT STANDARDS (CONTINUED)

3.0 Health and Performance

3.1 Students assess and maintain a level of physical fitness to improve health and performance.

- Increase the number of curl-ups and push-ups.
- Assess physical fitness using a scientifically based health-related fitness assessment.
- Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
- Be able to develop a long-term plan for increasing strength, endurance and flexibility.
- Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.
- Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

3.2 Students understand the benefits and strategies for living healthy life.

- Explain the importance of healthy food choices to enhance performance in physical activity.
- Plan a day of healthy balanced meals and snacks designed to enhance physical well-being.
- Know the difference between healthy and unhealthy relationships.
- Know the difference between enhancing and destructive behaviors (asking vs. manipulation, negotiating vs. punitive, enabling vs. honesty).
- Know how posture and injury prevention affect physical fitness.
- Be able to make responsible eating choices based on food package labeling.
- Develop three short-term and three long-term fitness goals.

3.3 Students understand the benefits and strategies for living a safe life.

- Be able to make choices based on personal needs, not on the undue influence of others.
- Know various response strategies to emergency situations (poison, accident, water, weather, fire, electrical, earthquake, etc.) and develop a plan for each situation.
- Know how lifestyle choices can put you into or keep you from situations which increase the likelihood of living safe or placing yourself in harm's way.

- Apply safety procedures – proper warm-up, spotting techniques, etc.)

GRADE FIVE CONTENT STANDARDS (CONTINUED)

4.0 Self-Image and Personal Development

4.1 Students are able to set personal goals for improvement.

- Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
- Contribute ideas and listen to the ideas of others in cooperative problem solving activities.
- Acknowledge orally the contributions and strengths of others.
- Understand that personal choices affect family life and personal relationships.

5.0 Social Development

5.1 Students are able to work cooperatively and collaboratively in a group toward a common goal.

- Accommodate individual differences in others' physical abilities in small-group activities.
- Appreciate physical games and activities reflecting diverse heritages.
- Demonstrate fairness and good sportsmanship in games and activities.
- Participate in sports activities on a community level (join a local sports organization, take an outing to a public park, and utilize the local gym).

GRADE SIX CONTENT STANDARDS

At this stage, students are able to combine various skills, cooperate in various activities and give appropriate feedback to others. They are more independent in thought and action than younger students. They are also more likely to seek out new challenges in individual and group activities. They have a strong interest in team play and organized games, learning experiences that focus on developing the skills required for a cooperative effort toward a common goal.

Students are ready to combine skills for practice in lead-up games (a team, individual, or dual activity leading to an organized sport). These activities facilitate the learning of physical skills while allowing for cooperative effort. Students learn concepts related to Newton's Third Law. That is, when struck, an object will rebound in the opposite direction with the same amount of force with which it is hit. The harder an object is hit, the greater will be the force that causes the object to rebound in the opposite direction.

At this stage, students are able to recognize stylistic differences in performance, develop a more realistic self-image, and form collective attitudes as members of a group. They are willing to work cooperatively toward a common goal because their desire for recognition within the group is strong. The physical education experience should foster a sense of acceptance, belonging and of being valued within the group or on a team.

Students at this level begin to recognize the validity of rule-application and to accept that fairness applies to all. As students work in cooperative groups, they learn to provide one another with feedback and support in skill execution. Sixth graders learn through experimentation therefore specific, positive, corrective feedback improves skill development more rapidly than general, negative, or neutral feedback. The more promptly feedback is given after performance, the more meaningful the feedback is and more likely skills will improve. Sixth graders also learn that cooperation includes interacting with opponents in competitive activities to facilitate mutual development of skills. They are able to interact positively with others to develop friendships and participate in peer coaching activities with a partner.

1.0 Movement Skills and Movement Knowledge

1.1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- Combine motor skills to play a lead-up or modified game.
- Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.
- Develop, refine, and demonstrate routines to music.

GRADE SIX CONTENT STANDARDS (CONTINUED)

- 1.2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Explain how to increase force based on the principles of biomechanics.
 - Explain how impact force is reduced by increasing the duration of the impact.
 - Analyze and correct errors in movement patterns.

1.3 Students are able to combine movements and skills to support a cohesive end product.

- Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- Demonstrate a routine, combining various jump-rope movements to music.
- Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

2.0 Manipulative Skills

2.1 Students are able to manipulate a variety of objects.

- Volley an object repeatedly with a partner, using the forearm pass.
- Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

2.2 Students are able to utilize the movement concepts learned while engaging in physical activities and athletic competitions.

- Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- Dribble and pass a ball to a partner while being guarded.
- Be aware of strategies involved in setting up offensive and defensive plays.
- Provide feedback to a partner/teammate to assist in developing and improving movement skills.

GRADE SIX CONTENT STANDARDS (CONTINUED)

3.0 Health and Performance

3.1 Students assess and maintain a level of physical fitness to improve health and performance.

- Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using scientifically based health-related fitness assessment.
- Compare individual physical fitness results with research-based standards for good health.
- Distinguish between effective and ineffective warm-up and cool down techniques.
- Classify physical activities as aerobic or anaerobic.
- Know foods and appropriate serving sizes required for a healthy diet.

3.2 Students understand the benefits and strategies for living healthy life.

- Participate in moderate to vigorous physical activity a minimum of four days each week.
- Monitor the intensity of one's heart rate during physical activity.
- Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- List the life-long benefits of participation in regular physical activity.
- Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.
- Understand the dangers of eating disorders – the long- and short-term effects on the body.
- Develop a healthy body image – rejecting the pressures and images portrayed in society or among peers.
- Understand stress and possess strategies for managing it.

3.3 Students understand the benefits and strategies for living a safe life.

- Be able to apply safety procedures based on the type of activity (special equipment needed, spotting techniques, proper warm up, boundary limitations, etc.).
- Know the long- and short-term effects of alcohol, tobacco, and drug abuse and addiction.
- Be able to defend a position choosing to live substance free.
- Know responsibilities in when to seek assistance (when someone is in danger of hurting themselves or someone else; or when someone is being hurt by others)

and be aware of what resources or community agencies are within the community (police, fire, poison control, counseling, parents, trusted adult, etc.).

GRADE SIX CONTENT STANDARDS (CONTINUED)

4.0 Self-Image and Personal Development

4.1 Students are able to set personal goals for improvement.

- Participate productively in-group physical activities.
- Evaluate individual responsibility in-group efforts.
- Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.
- Participate daily in some form of health-enhancing physical activity and identify the benefits resulting from this participation.

5.0 Social Development

5.1 Students are able to work cooperatively and collaboratively in a group toward a common goal.

- Identify and define the role of each participant in a cooperative physical activity.
- Identify and agree on a common goal when participating in a cooperative physical activity.
- Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
- Recognize the role of games, sports, and dance in getting to know and understand others with individual likeness and differences.
- Recognize the interrelationship between history and culture and games, sports, play, and dance.
- Know local resources for sports and recreational activities outside the school.
- Demonstrate qualities of Catholic Christian sportsmanship throughout athletic competitions.

GRADE SEVEN CONTENT STANDARDS

There are rapid physical, social and emotional changes occurring at this level. Students are beginning to look for a sense of belonging within the community, peer groups, and teams as they gain more confidence in individual participation and activities. These students have an eagerness to test themselves, both individually and in groups. At this time it is appropriate to introduce individual sports in addition to participation in team sports.

Seventh graders begin to explore and connect concepts of science as they apply to the realm of physical activities and competitions. The ideas of force, rebound, and spin can be used strategically to advance the standings in a competition.

Motor learning at this level is based on performance and is measurable in terms of technique, accuracy, distance, and speed. They should be able to chart their own motor skill development in specific activities and events.

Seventh graders should understand the interrelationship of the health-fitness components in the development of optimum health and thus select specific exercises for each component. It is a good time to introduce the FIT guidelines for physical exercise - which are the appropriate frequency (F), intensity (I), and time (T) required for the benefits to be realized.

At this stage students' growth rates vary considerably during this period of development. Many experience their most rapid growth, and an increasing number show signs of puberty. Students need to be aware that they must continue strenuous activity to maintain strength, speed, and endurance as their bodies change. They should be aware of the impact of such factors as exercise, relaxation, nutrition, stress, and substance abuse on the body's well being.

Seventh graders are increasingly able to meet challenges, solve problems, and resolve conflicts within a group. They are more likely to express an appreciation for cooperation and fair play as they adhere to group rules. Students develop confidence to overcome anxieties associated with attempting something new while beginning to accept their own limitations.

1.0 Movement Skills and Movement Knowledge

1.1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- Perform multicultural dances.

GRADE SEVEN CONTENT STANDARDS (CONTINUED)

- 1.2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Analyze movement patterns and correct errors.
 - Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
 - Explain and demonstrate spin and rebound principles for performing manipulative skills.
 - Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
 - Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

1.3 Students are able to combine movements and skills to support a cohesive end product.

- Combine manipulative, locomotor, and non-locomotor skills into movement patterns.
- Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

2.0 Manipulative Skills

2.1 Students are able to manipulate a variety of objects and utilize the movement concepts learned while engaging in physical activities and athletic competitions.

- Work to improve and perfect the skills needed to compete in a variety of games and activities.
- Utilize the skills of teammates to advance play in athletic competitions.
- Develop a sense of strategy when engaging in athletic activities and competitions.

3.0 Health and Performance

3.1 Students assess and maintain a level of physical fitness to improve health and performance.

- Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- Participate in moderate to vigorous physical activity a minimum of four days each week.

- Describe the role of physical activity and nutrition in achieving physical fitness.

GRADE SEVEN CONTENT STANDARDS (CONTINUED)

3.2 Students understand the benefits and strategies for living healthy life.

- Assess, set goals, and meet current health-related fitness standards as defined by fitness testing.
- Identify the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body's ability to participate in physical activity.
- Explain the effects of physical activity on heart rate during exercise, during recovery phase and while the body is at rest.
- Match personal preferences in physical activities with each of the five components of health-related physical fitness.
- Be able to separate advertisement and hype from real nutritional information.
- Know about how major and minor changes affect relationships with peers and family members (i.e. employment changes, job pressures, moving households, separation, births, deaths, etc.)
- Understand the dangers of eating disorders – the long- and short-term effects on the body.
- Develop a healthy body image – rejecting the pressures and images portrayed in society or among peers.
- Understand stress and possess strategies for managing it.

3.3 Students understand the benefits and strategies for living a safe life.

- Understand the role of peers and the media as related to use, misuse and abuse of substances.
- Be able to recognize signs of unhealthy living such as eating disorders, substance abuse, or depression.
- Know the community agencies that will assist in crisis situations.

4.0 Self-Image and Personal Development

4.1 Students are able to set personal goals for improvement.

- Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- Accept responsibility for individual improvement.
- Accept and respect decisions made by game officials—whether they are students, teachers, or referees.
- Analyze potential consequences when confronted with a behavior choice.
- Demonstrate appropriate Catholic Christian sportsmanship.
- Describe the relationship between a healthy lifestyle and physical, emotional, and social well being as is God's intention for us.

GRADE SEVEN CONTENT STANDARDS (CONTINUED)

5.0 Social Development

5.1 Students are able to work cooperatively and collaboratively in a group toward a common goal.

- Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.
- Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- Identify the responsibilities of a leader in physical activity.
- Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.

GRADE EIGHT CONTENT STANDARDS

Students at this level are able to focus on a common group or team goal over a long term, working together to solve problems during group activities. Students should be encouraged to continue participation in group activities because all aspects of the personal development of eighth graders, both physical and mental, are still evolving. Additionally, students should begin to explore individual sport competitions that focus on their unique gifts, talents, and preferences.

Students should have experienced a wide variety of activities by the end of eighth grade. They should begin to understand the relationship among sports skills and better understand and utilize offensive and defensive strategies. A comparison of the offensive and defensive techniques used in team sports should be offered to help eighth graders learn the basic principles behind the strategy.

At this level, students should continue to develop skills needed to reduce stress – breathing techniques, proper rest, and exercise programs should all be encouraged to bring stress rate down to an acceptable level. Eighth graders have a higher level of motor achievement providing a basis for establishing new personal goals that they can realistically attain.

Students at this stage are able to accept responsibility for their behavior and resolve individual and group conflicts. They are mature enough to recognize the differences between ethical and unethical behavior. They appreciate the importance of fair play, cooperation, and competition in team games, activities, and sports. Team games and team sports are of great interest and value to eighth graders of both genders because they help satisfy the students' need to feel a sense of belonging to a group.

Team sports units should include the history, rules, and strategy of each sport. Group affiliation assumes added importance at this level, with the emphasis being placed on team participation, roles of group members, group loyalty, and the identification of ethical and unethical behavior in group activities.

1.0 Movement Skills and Movement Knowledge

1.1 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Identify and demonstrate square dance steps, positions, and pattern set to music.

- Demonstrate competence in modified versions of a variety of movement forms.
- Apply locomotor, non-locomotor, and manipulative skills to team physical activities.
- Create and perform square dance or folk dance routines.

GRADE EIGHT CONTENT STANDARDS (CONTINUED)

1.2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- Explain the rotation principles used in performing various manipulative skills.
- Demonstrate basic offensive and defensive skills and strategies in team physical activities.

1.3 Students are able to combine movements and skills to support a cohesive end product.

- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
- Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and non-locomotor movement patterns, and the elements of speed, direction, and level.
- Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

2.0 Manipulative Skills

2.1 Students are able to manipulate a variety of objects and utilize the movement concepts learned while engaging in physical activities and athletic competitions.

- Work to improve and perfect the skills needed to compete in a variety of games and activities.
- Utilize the skills of teammates to advance play in athletic competitions.
- Develop a sense of strategy when engaging in athletic activities and competitions.

3.0 Health and Performance

3.1 Students assess and maintain a level of physical fitness to improve health and performance.

- Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.

GRADE EIGHT CONTENT STANDARDS (CONTINUED)

3.2 Students understand the benefits and strategies for living healthy life.

- Participate in moderate to vigorous physical activity a minimum of four days each week.
- Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- Understand the dangers of eating disorders – the long- and short-term effects on the body.
- Develop a healthy body image – rejecting the pressures and images portrayed in society or among peers.
- Understand stress and possess strategies for managing it.
- Know the criteria and procedures of evaluating nutritional information.
- Be able to separate advertisement and hype from real nutritional information.

3.3 Students understand the benefits and strategies for living a safe life.

- Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury, etc.)
- Understand the role of peers and the media as related to use, misuse and abuse of substances.
- Be able to recognize signs of unhealthy living such as eating disorders, substance abuse, or depression.
- Know the community agencies that will assist in crisis situations.
- Identify positive and negative peer influences.
- Make choices based on the safety of others.

4.0 Self-Image and Personal Development

4.1 Students are able to set personal goals for improvement.

- Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.

- Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.
- Become more skilled in a favorite physical activity.
- Identify and evaluate the relationship between a healthy lifestyle and physical, emotional, intellectual, and spiritual, well being as is God's intention for us.
- Demonstrate appropriate Catholic Christian sportsmanship at all times.

GRADE EIGHT CONTENT STANDARDS (CONTINUED)

5.0 Social Development

- 5.1 Students are able to work cooperatively and collaboratively in a group toward a common goal.
- Organize and work cooperatively with a group to achieve the goals of the group.
 - Recognize in playing team sports that rules are fair and allow for maximum and safe participation.
 - Accept the roles of group members within the structure of a game or activity.
 - Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.
 - Describe leadership roles and responsibilities in the context of team games and activities.
 - Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.