

## Catholic Identity Standards

<b>2.1</b>	<b>Catholic identity standards.</b> The student understands and integrates the content of what is learned into their faith and daily life.*
2.1A	recognize that every human life is sacred because each person is created and loved by God*
2.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
2.1C	recognize and oppose unjust social structures and work toward justice for all*
2.1D	see God at work in all things and as expressed in the sacraments*
2.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

## Fitness and Health

**2.2 Fitness and Health.** The student identifies the physical, emotional and spiritual components of healthy living.

Application	Standards
<b>2.2A</b> <b>Physical</b> demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	2.2A.1 discusses the benefits of being active and exercising and/or playing 2.2A.2 engages actively in physical education class in response to instruction and practice 2.2A.3 discusses the relationship between physical activity and good health
<b>2.2B</b> <b>Emotional</b> recognize the value of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction	2.2B.1 practices skills with minimal teacher prompting 2.2B.2 accepts responsibility for class protocols with behavior and performance actions 2.2B.3 accepts specific corrective feedback from the teacher 2.2B.4 identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments)
<b>2.2C</b> <b>Spiritual</b> describe ways to care for God’s gift of life and health (CCC 2288)	2.2C.1 describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) 2.2C.2 determine how communities (school, class, athletic teams) help us grow in virtue (CCC 1882) 2.2C.3 know that we show our love for others through our thoughts and actions

## Skill Building

**2.3 Skill Building.** The student demonstrates competency in a variety of motor skills and movement patterns.

Application	Standards
<b>2.3A</b> <b>Locomotor</b> demonstrate locomotor skills in a variety of ways	2.3A.1 skips using a mature pattern 2.3A.2 a. runs with a mature pattern b. travels showing differentiation between jogging and sprinting 2.3A.3 demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings 2.3A.4 performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms 2.3A.5 developmentally appropriate/emerging outcomes first appear in Grade 3
<b>2.3B</b> <b>Non-Locomotor</b> demonstrate non-locomotor skills in a variety of ways	2.3B.1 a. balances on different bases of support, combining levels and shapes b. balances in an inverted position with stillness and supportive base 2.3B.2 transfers weight from feet to different body parts/bases of support for balance 2.3B.3 rolls in different directions with either a narrow or curled body shape 2.3B.4 differentiates among twisting, curling, bending and stretching actions 2.3B.5 combines balances and transfers into a three-part sequence (i.e., dance, gymnastics)

<p><b>2.3C Manipulative</b> demonstrate developing control of fundamental manipulative skills</p>	<p>2.3C.1 throws underhand using a mature pattern            2.3C.2 throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern            2.3C.3 developmentally appropriate/emerging outcomes first appear in Grade 4            2.3C.4 catches a self- tossed or well-thrown large ball with hands, not trapping or cradling against the body            2.3C.5 a. dribbles in self- space with preferred hand demonstrating a mature pattern                      b. dribbles using the preferred hand while walking in general space            2.3C.6 dribbles with the feet in general space with control of ball and body            2.3C.7 developmentally appropriate/emerging outcomes first appear in Grade 3            2.3C.8 developmentally appropriate/emerging outcomes first appear in Grade 4            2.3C.9 uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern            2.3C.10 volleys an object upward with consecutive hits            2.3C.11 developmentally appropriate/emerging outcomes first appear in Grade 4            2.3C.12 strikes an object upward with a short-handed implement using consecutive hits            2.3C.13 strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation            2.3C.14 developmentally appropriate/emerging outcomes first appear in Grade 4            2.3C.15 a. jumps a self-turned rope consecutively forward and backward with a mature pattern                      b. jumps a long rope 5 times consecutively with student turners</p>
<p><b>2.2D Safety</b> explain the basic principles of safety</p>	<p>2.3D.1 a. works independently and safely in physical education                  b. works safely with physical education equipment</p>

Applications in Games and Sports	
2.4 Applications in Games and Sports. The student applies the critical elements of fundamental manipulative skills in a variety of physical activities.	
Application	Standards
<p><b>2.4A Movement Applications</b> demonstrate knowledge of movement concepts related to body, space, effort and relationships</p>	<p>2.4A.1 combines locomotor skills in general space to a rhythm            2.4A.2 combines shapes, levels and pathways into simple travel, dance and gymnastics sequences            2.4A.3 varies time and force with gradual increases and decreases            2.4A.4 developmentally appropriate/emerging outcomes first appear in Grade 3</p>
<p><b>2.4B Strategies and Tactics.</b> demonstrate and apply basic tactics and principles of movement</p>	<p>2.4B.1 developmentally appropriate/emerging outcomes first appear in Grade 3</p>
<p><b>2.4C Rules and Etiquette</b> understands the purpose of and applies appropriate rules, procedures and safe practices in physical activity settings</p>	<p>2.4C.1 recognizes the role of rules and etiquette in teacher-designed physical activities</p>
<p><b>2.4D Playing as a Team</b> interact and communicate positively with others</p>	<p>2.4D.1 works independently with others in partner environments            2.4D.2 demonstrates gratitude for the contribution of teammates            2.4D.3 congratulates teammates on their accomplishments</p>