

## Catholic Identity Standards

**4.1 Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.\*

- 4.1A recognize that every human life is sacred because each person is created and loved by God\*
- 4.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*
- 4.1C recognize and oppose unjust social structures and work toward justice for all\*
- 4.1D see God at work in all things and as expressed in the sacraments\*
- 4.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\*

## Fitness and Health

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

Application	Standards
<b>4.2A Physical</b> demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	4.2A.1 examines the health benefits of participating in selected physical activities 4.2A.2 actively engages in all the activities of physical education 4.2A.3 identifies the components of health-related fitness 4.2A.3 demonstrates warm-up and cool-down related to the cardiorespiratory fitness assessment
<b>4.2B Emotional</b> recognize the value of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction	4.2B.1 reflects on personal social behavior in physical education 4.2B.2 listens respectfully to corrective feedback from others 4.2B.3 ranks the enjoyment of participating in different physical activities 4.2B.4 describes and compares the positive social interactions when engaged in partner, small-group and large group physical activities
<b>4.2C Spiritual</b> describe ways to care for God’s gift of life and health (CCC 2288)	4.2C.1 describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) 4.2C.2 determine how communities (school, class, athletic teams) help us grow in virtue (CCC 1882) 4.2C.3 know that we show our love for others through our thoughts and actions

## Skill Building

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

Application	Standards
<b>4.3A Locomotor</b> demonstrate locomotor skills in a variety of ways	4.3A.1 uses various locomotor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences 4.3A.2 runs for distance using a mature pattern 4.3A.3 uses spring and step take-offs and landings specific to gymnastics 4.3A.4 combines locomotor movement patterns and dance steps to create and perform an original dance 4.3A.5 combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed practice tasks
<b>4.3B Non-Locomotor</b> demonstrate non-locomotor skills in a variety of ways	4.3B.1 balances on different bases of support on apparatus, demonstrating levels and shapes 4.3B.2 transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel) 4.3B.3 applies skill 4.3B.4 moves into and out of balances on apparatus with curling, twisting and stretching actions 4.3B.5 combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus
<b>4.3C Manipulative</b> demonstrate developing control of fundamental manipulative skills	4.3C.1 applies skill 4.3C.2 a. throws overhand using a mature pattern in nondynamic environments b. throws overhand to a partner or at a target with accuracy at a reasonable distance 4.3C.3 throws to a moving partner with reasonable accuracy in a nondynamic environment

	<p>4.3C.4 catches a thrown ball above the head, at chest or waist level and along the ground using a mature pattern</p> <p>4.3C.5 a. dribbles in self-space with both the preferred and nonpreferred hands using a mature pattern b. dribbles in general space with control of ball and body while increasing and decreasing speed</p> <p>4.3C.6 dribbles with the feet in general space with control of ball and body while increasing and decreasing speed</p> <p>4.3C.7 a. passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment b. passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass</p> <p>4.3C.8 dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting)</p> <p>4.3C.9 kicks along the ground and in the air, and punts using mature patterns</p> <p>4.3C.10 volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball)</p> <p>4.3C.11 volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern</p> <p>4.3C.12 a. strikes an object with a short-handled implement while demonstrating a mature pattern b. strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall</p> <p>4.3C.13 strikes an object with a long-handled implement (e.g., hockey stick, golf club, batt, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through)</p> <p>4.3C.14 combines traveling with the manipulative skills of dribbling, throwing, catching and striking in a teacher- and/or student-designed practice task</p> <p>4.3C.15 creates a jump-rope routine with a partner, using either a short or long rope</p>
<p><b>4.2D</b> <b>Safety</b> explain the basic principles of safety</p>	<p>4.3D.1 works safely with peers and equipment in physical activity settings</p>

## Applications in Games and Sports

**4.4 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>4.4A</b> <b>Movement Applications</b> demonstrate knowledge of movement concepts related to body, space, effort and relationships</p>	<p>4.4A.1 recognizes the concept of open spaces in a movement context</p> <p>4.4A.2 applies the concept of closing spaces in practice tasks</p> <p>4.4A.3 dribbles in general space and changes direction and speed</p> <p>4.4A.4 combines movement concepts with skills in practice tasks, gymnastics, and dance environments</p> <p>4.4A.5 applies the movement concepts of speed, endurance and pacing for running</p> <p>4.4A.6 applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target</p> <p>4.4A.7 applies skill</p>
<p><b>4.4B</b> <b>Strategies and Tactics.</b> demonstrate and apply basic tactics and principles of movement</p>	<p>4.4B.1 applies simple offensive strategies and tactics in chasing and fleeing activities</p> <p>4.4B.2 recognizes the type of kicks needed for different games &amp; sports situations</p>
<p><b>4.4C</b> <b>Rules and Etiquette</b> understands the purpose of and applies appropriate rules, procedures and safe practices in physical activity settings</p>	<p>4.4C.1 exhibits etiquette and adherence to rules in a variety of physical activities</p>
<p><b>4.4D</b> <b>Playing as a Team</b> interact and communicate positively with others</p>	<p>4.4D.1 praises the movement performance of others both more skilled and less skilled</p> <p>4.4D.2 accepts players of all skill levels into the physical activity</p>