

Catholic Identity Standards

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

- 5.1A recognize that every human life is sacred because each person is created and loved by God*
- 5.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
- 5.1C recognize and oppose unjust social structures and work toward justice for all*
- 5.1D see God at work in all things and as expressed in the sacraments*
- 5.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Fitness and Health

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

Application	Standards
5.2A Physical demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	5.2A.1 compares the health benefits of participating in selected physical activities 5.2A.2 engages actively in all of the activities of physical education 5.2A.3 differentiates between skill-related and health-related fitness 5.2A.4 identifies the need for warm-up and cool-down relative to various physical activities
5.2B Emotional recognize the value of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction	5.2B.1 exhibits respect for self with appropriate behavior while engaging in physical activity 5.2B.2 gives corrective feedback respectfully to peers 5.2B.3 analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response 5.2B.4 expresses (via written essay, visual creative dance) the enjoyment and/or challenge of participating in a favorite physical activity 5.2B.5 describes the social benefits gained from participating in physical activity
5.2C Spiritual describe ways to care for God’s gift of life and health (CCC 2288)	5.2C.1 describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) 5.2C.2 determine how communities (school, class, athletic teams) help us grow in virtue (CCC 1882) 5.2C.3 know that we show our love for others through our thoughts and actions

Skill Building

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

Application	Standards
5.3A Locomotor demonstrate locomotor skills in a variety of ways	5.3A.1 a. demonstrates mature patterns of locomotor skills in dynamic small- sided practice tasks, gymnastics and dance b. combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments c. combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball) 5.3A.2 uses appropriate pacing for a variety of running distances 5.3A.3 combines jumping and landing pat- terns with loco- motor and manipulative skills in dance, gymnastics and small-sided practice tasks in games environments 5.3A.4 combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern 5.3A.5 applies skill
5.3B Non-Locomotor demonstrate non-locomotor skills in a variety of ways	5.3B.1 combines balance and transferring weight in a gymnastics sequence or dance with a partner 5.3B.2 transfers weight in gymnastics and dance environments 5.3B.3 applies skill 5.3B.4 performs curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks and games environments 5.3B.5 combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group

<p>5.3C Manipulative demonstrate developing control of fundamental manipulative skills</p>	<p>5.3C.1 a. throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects b. throws underhand to a large target with accuracy</p> <p>5.3C.2 a. throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls b. throws overhand to a large target with accuracy</p> <p>5.3C.3 a. throws with accuracy, both partners moving b. throws with reasonable accuracy in dynamic, small-sided practice tasks</p> <p>5.3C.4 a. catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment b. catches with accuracy, both partners moving c. catches with reasonable accuracy in dynamic, small-sided practice tasks</p> <p>5.3C.5 combines hand dribbling with other skills during 1v1 practice tasks</p> <p>5.3C.6 combines foot dribbling with other skills in 1v1 practice tasks</p> <p>5.3C.7 a. passes with the feet using a mature pattern as both partners travel b. receives a pass with the feet using a mature pattern as both partners travel</p> <p>5.3C.8 dribbles with hands or feet with mature patterns in a variety of small-sided game forms</p> <p>5.3C.9 demonstrates mature patterns in kicking and punting in small-sided practice task environments</p> <p>5.3C.10 applies skill</p> <p>5.3C.11 volleys a ball using a two-hand pattern, sending it upward to a target</p> <p>5.3C.12 strikes an object consecutively, with a partner, using a short-handed implement, over a net or against a wall, in either a competitive or cooperative game</p> <p>5.3C.13 a. strikes a pitched ball with a bat using a mature pattern b. combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game</p> <p>5.3C.14 combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball)</p> <p>5.3C.15 creates a jump-rope routine with a partner, using either a short or long rope</p>
<p>5.2D Safety explain the basic principles of safety</p>	<p>5.3D.1 applies safety principles with age-appropriate physical activities</p>

Applications in Games and Sports

5.4 Applications in Games and Sports. The student applies the critical elements of fundamental manipulative skills in a variety of physical activities.

Application	Standards
<p>5.4A Movement Applications demonstrate knowledge of movement concepts related to body, space, effort and relationships</p>	<p>5.4A.1 combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments</p> <p>5.4A.2 combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction</p> <p>5.4A.3 applies movement concepts to strategy in game situations</p> <p>5.4A.4 applies the concepts of direction and force to strike an object with a long-handled implement</p> <p>5.4A.5 analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics</p>
<p>5.4B Strategies and Tactics. apply tactics and principles of movement</p>	<p>5.4B.1 applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks</p> <p>5.4B.2 applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks</p> <p>5.4B.3 recognizes the type of throw, volley or striking action needed for different games and sports situations</p>
<p>5.4C Rules and Etiquette applies appropriate rules and procedures</p>	<p>5.4C.1 critiques the etiquette involved in rules of various game activities</p>
<p>5.4D Playing as a Team communicate positively with others</p>	<p>5.4D.1 applies skill</p>