

## Catholic Identity Standards

<b>1.1</b>	<b>Catholic identity standards.</b> The student understands and integrates the content of what is learned into their faith and daily life.*
1.1A	recognize that every human life is sacred because each person is created and loved by God*
1.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
1.1C	recognize and oppose unjust social structures and work toward justice for all*
1.1D	see God at work in all things and as expressed in the sacraments*
1.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

## Fitness and Health

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

Application	Standards
<b>1.2A</b> <b>Physical</b> demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	1.2A.1 discusses the benefits of being active and exercising and/or playing 1.2A.2 engages actively in physical education class 1.2A.3 identifies physical activity as a component of good health 1.2A.4 differentiates between healthy and unhealthy foods
<b>1.2B</b> <b>Emotional</b> recognize the value of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction	1.2B.1 accepts personal responsibility by using equipment and space appropriately 1.2B.2 follows the rules and parameters of the learning environment 1.2B.3 responds appropriately to general feedback from the teacher 1.2B.4 describes positive feelings that result from participating in physical activities 1.2B.5 discusses personal reasons (i.e. the “why”) for enjoying physical activities
<b>1.2C</b> <b>Spiritual</b> describe ways to care for God’s gift of life and health (CCC 2288)	1.2C.1 describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) 1.2C.2 determine how communities (school, class, athletic teams) help us grow in virtue (CCC 1882) 1.2C.3 know that we show our love for others through our thoughts and actions

## Skill Building

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

Application	Standards
<b>1.3A</b> <b>Locomotor</b> demonstrate locomotor skills in a variety of ways	1.3A.1 hops, gallops, jogs and slides using a mature pattern 1.3A.2 developmentally appropriate/emerging outcomes first appear in Grade 2 1.3A.3 demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings 1.3A.4 combines locomotor and non-locomotor skills in a teacher- designed dance 1.3A.5 developmentally appropriate/emerging outcomes first appear in Grade 3
<b>1.3B</b> <b>Non-Locomotor</b> demonstrate non-locomotor skills in a variety of ways	1.3B.1 maintains stillness on different bases of support with different body shapes 1.3B.2 transfers weight from one body part to another in self-space in dance and gymnastics 1.3B.3 rolls with either a narrow or curled body shape 1.3B.4 demonstrates twisting, curling, bending and stretching actions 1.3B.5 developmentally appropriate/emerging outcomes first appear in Grade 2
<b>1.3C</b> <b>Manipulative</b> demonstrate developing control of fundamental manipulative skills	1.3C.1 throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern 1.3C.2 developmentally appropriate/emerging outcomes first appear in Grade 2 1.3C.3 developmentally appropriate/emerging outcomes first appear in Grade 4 1.3C.4 a. catches a soft object from a self- toss before it bounces

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\*Catholic identity

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	<p>b. catches various sizes of balls self-tossed or tossed by a skilled thrower</p> <p>1.3C.5 dribbles continuously in self-space using the preferred hand</p> <p>1.3C.6 taps or dribbles a ball using the inside of the foot while walking in general space</p> <p>1.3C.7 developmentally appropriate/emerging outcomes first appear in Grade 3</p> <p>1.3C.8 developmentally appropriate/emerging outcomes first appear in Grade 4</p> <p>1.3C.9 approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern</p> <p>1.3C.10 volleys an object with an open palm, sending it upward</p> <p>1.3C.11 developmentally appropriate/emerging outcomes first appear in Grade 4</p> <p>1.3C.12 strikes a ball with a short-handled implement sending it upward</p> <p>1.3C.13 developmentally appropriate/emerging outcomes first appear in Grade 2</p> <p>1.3C.14 developmentally appropriate/emerging outcomes first appear in Grade 4</p> <p>1.3C.15 a. jumps forward or backward consecutively using a self-turned rope b. jumps a long rope up to 5 times consecutively with teacher-assisted turning</p>
<p><b>1.2D</b> <b>Safety</b> explain the basic principles of safety</p>	<p>1.3D.1 follows teacher directions for safe participation and proper use of equipment with minimal reminders</p>

## Applications in Games and Sports

**1.4 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>1.4A</b> <b>Movement Applications</b> demonstrate knowledge of movement concepts related to body, space, effort and relationships</p>	<p>1.4A.1 moves in self- space and general space in response to designated beats or rhythms</p> <p>1.4A.2 travels demonstrating low, middle and high levels</p> <p>1.4A.3 travels demonstrating a variety of relationships with objects (e.g., over, under, around, through)</p> <p>1.4A.4 differentiates between fast and slow speeds</p> <p>1.4A.5 differentiates between strong and light force</p> <p>1.4A.6 developmentally appropriate/emerging outcomes first appear in Grade 3</p>
<p><b>1.4B</b> <b>Strategies and Tactics.</b> demonstrate and apply basic tactics and principles of movement</p>	<p>1.4B.1 developmentally appropriate/emerging outcomes first appear in Grade 3</p>
<p><b>1.4C</b> <b>Rules and Etiquette</b> understands the purpose of and applies appropriate rules, procedures and safe practices in physical activity settings</p>	<p>1.4C.1 exhibits the established protocols for class activities</p>
<p><b>1.4D</b> <b>Playing as a Team</b> interact and communicate positively with others</p>	<p>1.4D.1 works independently with others in a variety of class environments (e.g., small and large groups)</p> <p>1.4D.2 demonstrates gratitude for the contribution of teammates</p> <p>1.4D.3 congratulates teammates on their accomplishments</p>