

Catholic Identity Standards

8.1	Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*
8.1A	recognize that every human life is sacred because each person is created and loved by God*
8.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
8.1C	recognize and oppose unjust social structures and work toward justice for all*
8.1D	see God at work in all things and as expressed in the sacraments*
8.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Fitness and Health

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

Application	Standards
8.2A Physical demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	8.2A.1 identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health 8.2A.2 analyzes the empowering consequences of being physically active 8.2A.3 plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training 8.2A.4 participates in moderate to vigorous aerobic and/or muscle- and bone- strengthening physical activity for at least 60 minutes per day at least 5 times a week 8.2A.5 compares and contrasts health-related fitness components 8.2A.6 employs a variety of appropriate static-stretching techniques for all major muscle groups 8.2A.7 uses the overload principle (FITT formula) in preparing a personal workout 8.2A.8 designs and implements a warm-up and cool-down regimen for a self- selected physical activity 8.2A.9 defines how the RPE scale can be used to adjust workout intensity during physical activity 8.2A.10 demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi
8.2B Emotional recognize the value of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction	8.2B.1 accepts responsibility for improving one’s own levels of physical activity and fitness 8.2B.2 provides encouragement and feedback to peers without prompting from the teacher 8.2B.3 discusses how enjoyment could be increased in self-selected physical activities 8.2B.4 demonstrates respect for self by asking for help and helping others in various physical activities
8.2C Spiritual describe ways to care for God’s gift of life and health (CCC 2288)	8.2C.1 describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) 8.2C.2 determine how communities (school, class, athletic teams) help us grow in virtue (CCC 1882) 8.2C.3 know that we show our love for others through our thoughts and actions

Skill Building

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

Application	Standards
8.3A Locomotor demonstrate locomotor skills in a variety of ways	8.3A.1 exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group
8.3B Manipulative Invasion and Field Games	8.3B.1 throws with a mature pattern for distance or power appropriate to the activity during small-sided game play 8.3B.2 catches using an implement in a dynamic environment or modified game play

<p>8.3C Manipulative Invasion Games</p>	<p>8.3C.1 a. passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice) b. throws a lead pass to a moving partner off a dribble or pass</p> <p>8.3C.2 a. executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens b. executes the following offensive skills during small-sided game play: pivot, give and go, and fakes</p> <p>8.3C.3 a. dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play b. foot-dribbles with an implement with control, changing speed and direction during small-sided game play</p> <p>8.3C.4 shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse</p> <p>8.3C.5 drop-steps in the direction of the pass during player-to-player defense</p> <p>8.3C.6 executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball</p>
<p>8.3D Manipulative Net and Wall Games</p>	<p>8.3D.1 strikes with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton or tennis</p> <p>8.3D.2 demonstrates the mature form of fore- hand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddleball</p> <p>8.3D.3 transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides</p> <p>8.3D.4 forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play</p> <p>8.3D.5 two-hand-volleys with control in a small-sided game</p>
<p>8.3E Manipulative Target Games</p>	<p>8.3E.1 performs consistently (70 percent or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce, or horseshoes</p> <p>8.3E.2 strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard and golf</p>
<p>8.3F Manipulative Field and Striking Games</p>	<p>8.3F.1 strikes a pitched ball with an implement for power to open space in a variety of small-sided games</p> <p>8.3F.2 catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play</p>
<p>8.3G Safety explain the basic principles of safety</p>	<p>8.3G.1 independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity</p>

Applications in Games and Sports	
Application	Standards
<p>8.4A Problem Solving Strategies Invasion Games</p>	<p>8.4A.1 opens and closes space during small-sided game play by combining locomotor movements with movement concepts</p> <p>8.4A.2 executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go</p> <p>8.4A.3 creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball</p> <p>8.4A.4 reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)</p> <p>8.4A.5 reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection</p> <p>8.4A.6 transitions from offense to defense or defense to offense by recovering quickly, communicating with team-mates and capitalizing on an advantage</p>
<p>8.4B Problem Solving Strategies Net and Wall Games</p>	<p>8.4B.1 creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back</p> <p>8.4B.2 varies the speed, force and trajectory of the shot based on location of the object in relation to the target</p>
<p>8.4C Problem Solving Strategies Target Games</p>	<p>8.4C.1 identifies sacrifice situations and attempt to advance a teammate</p>

<p>8.4D Problem Solving Strategies Fielding and Stick Games</p>	<p>8.4D.1 identifies sacrifice situations and at- tempt to advance a teammate 8.4D.2 reduces open spaces in the field by working with teammates to maximize coverage</p>
<p>8.4E Rules and Etiquette understands the purpose of and applies appropriate rules, procedures and safe practices in physical activity settings</p>	<p>8.4E.1 applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters</p>
<p>8.4F Playing as a Team interact and communicate positively with others</p>	<p>8.4F.1 responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts 8.4F.2 cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play</p>