

Catholic Identity Standards

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

- 3.1A recognize that every human life is sacred because each person is created and loved by God*
- 3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
- 3.1C recognize and oppose unjust social structures and work toward justice for all*
- 3.1D see God at work in all things and as expressed in the sacraments*
- 3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Fitness and Health

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

Application	Standards
3.2A Physical demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	3.2A.1 discusses the relationship between physical activity and good health 3.2A.2 actively engages in all the activities of physical education without prompting 3.2A.3 recognizes the importance of warm-up and cool-down relative to vigorous physical activity
3.2B Emotional recognize the value of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction	3.2B.1 exhibits responsible behavior in teacher-directed activities 3.2B.2 accepts and implements specific corrective feedback from the teacher 3.2B.3 reflects on the reasons for enjoying selected physical activities 3.2B.4 discusses the challenge that comes from learning a new physical activity
3.2C Spiritual describe ways to care for God’s gift of life and health (CCC 2288)	3.2C.1 describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) 3.2C.2 determine how communities (school, class, athletic teams) help us grow in virtue (CCC 1882) 3.2C.3 know that we show our love for others through our thoughts and actions

Skill Building

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

Application	Standards
3.3A Locomotor demonstrate locomotor skills in a variety of ways	3.3A.1 leaps and using a mature pattern 3.3A.2 travels showing differentiation between sprinting and running 3.3A.3 jumps and lands in the horizontal and vertical planes using a mature pattern 3.3A.4 performs teacher-selected and developmentally appropriate dance steps and movement patterns 3.3A.5 performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation
3.3B Non-Locomotor demonstrate non-locomotor skills in a variety of ways	3.3B.1 balances on different bases of support demonstrating muscular tension and extension of free body parts 3.3B.2 transfers weight from feet to hands for momentary weight support 3.3B.3 applies skill 3.3B.4 moves into and out of gymnastics balances with curling, twisting and stretching actions 3.3B.5 <ul style="list-style-type: none"> a. combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance b. combines balance and weight transfers with movement concepts to create and perform a dance

<p>3.3C Manipulative demonstrate developing control of fundamental manipulative skills</p>	<p>3.3C.1 throws underhand to a partner or target with reasonable accuracy 3.3C.2 throws overhand demonstrating 3 of the 5 critical elements of a mature pattern 3.3C.3 developmentally appropriate/emerging outcomes appear in grade 4 3.3C.4 catches a gently tossed hand-size ball from a partner demonstrating 4 of the 5 critical elements of a mature pattern 3.3C.5 dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body 3.3C.6 dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body 3.3C.7 passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass 3.3C.8 developmentally appropriate/emerging outcomes appear in grade 4 3.3C.9 a. uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each b. uses a continuous running approach and kicks a stationary ball for accuracy 3.3C.10 volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner while demonstrating 4 of the 5 critical elements of a mature pattern 3.3C.11 developmentally appropriate/emerging outcomes appear in grade 4 3.3C.12 a. strikes an object with a short-handled implement, sending it forward over a low net or to a wall b. strikes an object with a short-handled implement, while demonstrating 3 of the 5 critical elements of a mature pattern 3.3C.13 strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement 3.3C.14 developmentally appropriate/emerging outcomes appear in grade 4 3.3C.15 performs intermediate jump-rope skills for both long or short ropes</p>
<p>3.2D Safety explain the basic principles of safety</p>	<p>3.2D.1 works independently and safely in physical activity settings</p>

Applications in Games and Sports

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

Application	Standards
<p>3.4A Movement Applications demonstrate knowledge of movement concepts related to body, space, effort and relationships</p>	<p>3.4A.1 recognizes the concept of open spaces in a movement context 3.4A.2 recognizes locomotor skills specific to a wide variety of activities 3.4A.3 combines movement concepts (direction, levels, force, time) with skills as directed by the teacher 3.4A.4 employs the concept of muscular tension with balance in gymnastics and dance</p>
<p>3.4B Strategies and Tactics. demonstrate and apply basic tactics and principles of movement</p>	<p>3.4B.1 applies simple strategies and tactics in chasing activities 3.4B.1 applies simple strategies in fleeing activities</p>
<p>3.4C Rules and Etiquette understands the purpose of and applies appropriate rules, procedures and safe practices in physical activity settings</p>	<p>3.4C.1 recognizes the role of rules and etiquette in physical activity with peers</p>
<p>3.4D Playing as a Team interact and communicate positively with others</p>	<p>3.4D.1 works cooperatively with others 3.4D.2 praises others for their success in movement performance</p>