

## Catholic Identity Standards

<b>6.1</b>	<b>Catholic identity standards.</b> The student understands and integrates the content of what is learned into their faith and daily life.*
6.1A	recognize that every human life is sacred because each person is created and loved by God*
6.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
6.1C	recognize and oppose unjust social structures and work toward justice for all*
6.1D	see God at work in all things and as expressed in the sacraments*
6.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

## Fitness and Health

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

Application	Standards
<b>6.2A</b> <b>Physical</b> demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	6.2A.1 describes how being physically active leads to a healthy body 6.2A.2 participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day 6.2A.3 identifies the components of skill-related fitness 6.2A.4 employs correct techniques and methods of stretching 6.2A.5 identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexibility) 6.2A.6 describes the role of warm-ups and cool-downs before and after physical activity 6.2A.7 defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale 6.2A.8 identifies positive and negative results of stress and appropriate ways of dealing with each
<b>6.2B</b> <b>Emotional</b> recognize the value of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction	6.2B.1 exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors 6.2B.2 demonstrates self-responsibility by implementing specific corrective feedback to improve performance 6.2B.3 identifies how self-expression and physical activity are related 6.2B.4 identifies components of physical activity that provide opportunities for reducing stress and for social interaction 6.2B.5 demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activities
<b>6.2C</b> <b>Spiritual</b> describe ways to care for God’s gift of life and health (CCC 2288)	6.2C.1 describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) 6.2C.2 determine how communities (school, class, athletic teams) help us grow in virtue (CCC 1882) 6.2C.3 know that we show our love for others through our thoughts and actions

## Skill Building

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

Application	Standards
<b>6.3A</b> <b>Locomotor</b> demonstrate locomotor skills	6.3A.1 demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance
<b>6.3B</b> <b>Manipulative</b> Invasion and Field Games	6.3B.1 throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 <sup>nd</sup> base to 1 <sup>st</sup> base) 6.3B.2 catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks

<p><b>6.3C</b> <b>Manipulative</b> Invasion Games</p>	<p>6.3C.1 a. passes and receives with hands in combination with locomotor patterns of running and change of direction &amp; speed with competency invasion games such as basketball, flag football, speedball or team handball b. throws, while stationary, a leading pass to a moving receiver</p> <p>6.3C.2 a. performs pivots, fakes and jab steps designed to create open space during practice tasks b. performs the following offensive skills without defensive pressure: pivot, give and go, and fakes</p> <p>6.3C.3 a. dribbles with dominant hand using a change of speed and direction in a variety of practice tasks) b. foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks</p> <p>6.3C.4 shoots on goal with power in a dynamic environment as appropriate to the activity</p> <p>6.3C.5 maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player</p> <p>6.3C.6 performs a legal underhand serve with control for net and wall games such as badminton, volleyball or pickleball</p>
<p><b>6.3D</b> <b>Manipulative</b> Net and Wall Games</p>	<p>6.3D.1 strikes with a mature overhand pattern in a nondynamic environment for net/ wall games such as volleyball, handball, badminton or tennis</p> <p>6.3D.2 demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short- handled racket tennis</p> <p>6.3D.3 transfers weight with correct timing for the striking pattern</p> <p>6.3D.4 forehand-volleys with a mature form and control using a short-handled implement</p> <p>6.3D.5 two-hand-volleys with control in a variety of practice tasks</p>
<p><b>6.3E</b> <b>Manipulative</b> Target Games</p>	<p>6.3E.1 demonstrates a mature throwing pattern for a modified target game such as bowling, bocce or horseshoes</p> <p>6.3E.2 strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle-board and golf</p>
<p><b>6.3F</b> <b>Manipulative</b> Field and Striking Games</p>	<p>6.3F.1 strikes a pitched ball with an implement with force in a variety of practice tasks</p> <p>6.3F.2 catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks</p>
<p><b>6.3G</b> <b>Safety</b> explain the basic principles of safety</p>	<p>6.3G.1 uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance</p>

## Applications in Games and Sports

**6.4 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>6.4A</b> <b>Problem Solving Strategies</b> Invasion Games</p>	<p>6.4A.1 creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying path- ways; change of speed, direction or pace</p> <p>6.4A.2 executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go</p> <p>6.4A.3 creates open space by using the width and length of the field/court on offense</p> <p>6.4A.4 reduces open space on defense by making the body larger and reducing passing angles</p> <p>6.4A.5 reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass</p> <p>6.4A.6 transitions from offense to defense or defense to offense by recovering quickly</p>
<p><b>6.4B</b> <b>Problem Solving Strategies</b> Net and Wall Games</p>	<p>6.4B.1 reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass</p> <p>6.4B.2 transitions from offense to defense or defense to offense by recovering quickly</p>
<p><b>6.4C</b> <b>Problem Solving Strategies</b> Target Games</p>	<p>6.4C.1 identifies open spaces and attempts to strike object into that space</p>

<p><b>6.4D</b> <b>Problem Solving Strategies</b> Fielding and Stick Games</p>	<p>6.4D.1 identifies open spaces and attempts to strike object into that space 6.4D.2 identifies the correct defensive play based on the situation (e.g., number of outs)</p>
<p><b>6.4E</b> <b>Rules and Etiquette</b> understands the purpose of and applies appropriate rules, procedures and safe practices in physical activity settings</p>	<p>6.4E.1 identifies the rules and etiquette for physical activities, games and dance activities</p>
<p><b>6.4F</b> <b>Playing as a Team</b> interact and communicate positively with others</p>	<p>6.4F.1 accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback 6.4F.2 cooperates with a small group of classmates during adventure activities, game play or team-building activities</p>