

## Catholic Identity Standards

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

## Skill Building

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

Application	Standards
<p><b>6.3A Locomotor</b> demonstrate locomotor skills</p>	<p>6.3A.1 demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance</p>
<p><b>6.3B Manipulative</b> Invasion and Field Games</p>	<p>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)</p> <p>6.3B.2 catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks</p>

<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>