

# CURRICULUM GUIDELINES

## PHYSICAL EDUCATION EXPECTATIONS DIOCESE OF FRESNO KINDERGARTEN

### EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION

- \_\_\_ A. Recognize that one's body is a gift from God and exercise is good for one's health.
- \_\_\_ B. Show respect for individual differences and the uniqueness of each person.
- \_\_\_ C. Accept responsibility for expected behaviors during physical education.

### Kindergarten Physical Education Model Content Standards

#### Standard 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

#### Movement Concepts

I R M

- \_\_\_ \_\_\_ \_\_\_ 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- \_\_\_ \_\_\_ \_\_\_ 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- \_\_\_ \_\_\_ \_\_\_ 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- \_\_\_ \_\_\_ \_\_\_ 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

#### Body Management

- \_\_\_ \_\_\_ \_\_\_ 1.5 Create shapes by using nonlocomotor movements.
- \_\_\_ \_\_\_ \_\_\_ 1.6 Balance on one, two, three, four, and five body parts.
- \_\_\_ \_\_\_ \_\_\_ 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- \_\_\_ \_\_\_ \_\_\_ 1.8 Demonstrate the relationship of *under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of* by using the body and an object.

#### Locomotor Movement

- \_\_\_ \_\_\_ \_\_\_ 1.9 Perform a continuous log roll.
- \_\_\_ \_\_\_ \_\_\_ 1.10 Travel in straight, curved, and zigzag pathways.
- \_\_\_ \_\_\_ \_\_\_ 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

#### Manipulative Skills

- \_\_\_ \_\_\_ \_\_\_ 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- \_\_\_ \_\_\_ \_\_\_ 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- \_\_\_ \_\_\_ \_\_\_ 1.14 Kick a stationary object, using a simple kicking pattern.
- \_\_\_ \_\_\_ \_\_\_ 1.15 Bounce a ball continuously, using two hands.

#### Rhythmic Skills

- \_\_\_ \_\_\_ \_\_\_ 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
- \_\_\_ \_\_\_ \_\_\_ 1.17 Clap in time to a simple, rhythmic beat.

#### Standard 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

### **Movement Concepts**

- \_\_\_ \_\_\_ \_\_\_ 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- \_\_\_ \_\_\_ \_\_\_ 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

### **Body Management**

- \_\_\_ \_\_\_ \_\_\_ 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- \_\_\_ \_\_\_ \_\_\_ 2.4 Explain base of support.

### **Locomotor Movement**

- \_\_\_ \_\_\_ \_\_\_ 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

### **Manipulative Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- \_\_\_ \_\_\_ \_\_\_ 2.7 Identify the point of contact for kicking a ball in a straight line.
- \_\_\_ \_\_\_ \_\_\_ 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

## **Standard 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

### **Fitness Concepts**

- \_\_\_ \_\_\_ \_\_\_ 3.1 Participate in physical activities that are enjoyable and challenging.

### **Aerobic Capacity**

- \_\_\_ \_\_\_ \_\_\_ 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

### **Muscular Strength/Endurance**

- \_\_\_ \_\_\_ \_\_\_ 3.3 Hang from overhead bars for increasing periods of time.
- \_\_\_ \_\_\_ \_\_\_ 3.4 Climb a ladder, jungle gym, or apparatus.

### **Flexibility**

- \_\_\_ \_\_\_ \_\_\_ 3.5 Stretch shoulders, legs, arms, and back without bouncing.

### **Body Composition**

- \_\_\_ \_\_\_ \_\_\_ 3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

### **Assessment**

- \_\_\_ \_\_\_ \_\_\_ 3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

## **Standard 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### **Fitness Concepts**

- \_\_\_ \_\_\_ \_\_\_ 4.1 Identify physical activities that are enjoyable and challenging.
- \_\_\_ \_\_\_ \_\_\_ 4.2 Describe the role of water as an essential nutrient for the body.
- \_\_\_ \_\_\_ \_\_\_ 4.3 Explain that nutritious food provides energy for physical activity.

### **Aerobic Capacity**

- \_\_\_ \_\_\_ \_\_\_ 4.4 Identify the location of the heart and explain that it is a muscle.
- \_\_\_ \_\_\_ \_\_\_ 4.5 Explain that physical activity increases the heart rate.

I R M

\_\_\_ \_\_\_ \_\_\_ 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

**Muscular Strength/Endurance**

\_\_\_ \_\_\_ \_\_\_ 4.7 Explain that strong muscles help the body to climb, hang, push, and pull.

\_\_\_ \_\_\_ \_\_\_ 4.8 Describe the role of muscles in moving the bones.

**Flexibility**

\_\_\_ \_\_\_ \_\_\_ 4.9 Identify the body part involved when stretching.

**Body Composition**

\_\_\_ \_\_\_ \_\_\_ 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

**Standard 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

**Self-Responsibility**

\_\_\_ \_\_\_ \_\_\_ 5.1 Identify the feelings that result from participation in physical activity.

\_\_\_ \_\_\_ \_\_\_ 5.2 Participate willingly in physical activities.

**Social Interaction**

\_\_\_ \_\_\_ \_\_\_ 5.3 Demonstrate the characteristics of sharing in a physical activity.

\_\_\_ \_\_\_ \_\_\_ 5.4 Describe how positive social interaction can make physical activity with others more fun.

**Group Dynamics**

\_\_\_ \_\_\_ \_\_\_ 5.5 Participate as a leader and a follower during physical activities.

**PHYSICAL EDUCATION EXPECTATIONS  
DIOCESE OF FRESNO  
GRADE ONE**

**EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_ A. Recognize that one's body is a gift from God and exercise is good for one's health.
- \_\_\_ B. Show respect for individual differences and the uniqueness of each person.
- \_\_\_ C. Accept responsibility for expected behaviors during physical education.
- \_\_\_ D. Interact positively with others regardless of personal differences.

**Grade One Physical Education Model Content Standards**

**Standard 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

**Movement Concepts**

**I R M**

- \_\_\_ 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- \_\_\_ 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
- \_\_\_ 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- \_\_\_ 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- \_\_\_ 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

**Body Management**

- \_\_\_ 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

**Locomotor Movement**

- \_\_\_ 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- \_\_\_ 1.8 Land on both feet after taking off on one foot and on both feet.
- \_\_\_ 1.9 Jump a swinging rope held by others.

**Manipulative Skills**

- \_\_\_ 1.10 Demonstrate the underhand movement (throw) pattern.
- \_\_\_ 1.11 Demonstrate the overhand movement (throw) pattern.
- \_\_\_ 1.12 Demonstrate the two-handed overhead (throw) pattern.
- \_\_\_ 1.13 Catch, showing proper form, a gently thrown ball.
- \_\_\_ 1.14 Catch a self-tossed ball.
- \_\_\_ 1.15 Catch a self-bounced ball.
- \_\_\_ 1.16 Kick a rolled ball from a stationary position.
- \_\_\_ 1.17 Kick a stationary ball, using a smooth, continuous running approach.
- \_\_\_ 1.18 Strike a balloon upward continuously, using arms, hands, and feet.
- \_\_\_ 1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
- \_\_\_ 1.20 Dribble a ball in a forward direction, using the inside of the foot.
- \_\_\_ 1.21 Dribble a ball continuously with one hand.

## **Rhythmic Skills**

I R M

\_\_\_ \_\_\_ \_\_\_ 1.22 Create or imitate movement in response to rhythms and music.

## **Standard 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

### **Movement Concepts**

\_\_\_ \_\_\_ \_\_\_ 2.1 Identify the right and left sides of the body and movement from right to left and left to right.

\_\_\_ \_\_\_ \_\_\_ 2.2 Identify people/objects that are within personal space and within boundaries.

### **Body Management**

\_\_\_ \_\_\_ \_\_\_ 2.3 Identify the base of support of balanced objects.

### **Locomotor Movement**

\_\_\_ \_\_\_ \_\_\_ 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

### **Manipulative Skills**

\_\_\_ \_\_\_ \_\_\_ 2.5 Identify examples of underhand and overhand movement patterns.

\_\_\_ \_\_\_ \_\_\_ 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.

\_\_\_ \_\_\_ \_\_\_ 2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.

\_\_\_ \_\_\_ \_\_\_ 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.

\_\_\_ \_\_\_ \_\_\_ 2.9 Describe the proper hand and finger position for catching a ball.

\_\_\_ \_\_\_ \_\_\_ 2.10 Demonstrate and explain how to reduce the impact force while catching an object.

\_\_\_ \_\_\_ \_\_\_ 2.11 Identify the placement of the non-kicking foot when kicking with a smooth, running approach.

\_\_\_ \_\_\_ \_\_\_ 2.12 Identify the location of the contact point to strike an object upward.

\_\_\_ \_\_\_ \_\_\_ 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

## **Standard 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

### **Fitness Concepts**

\_\_\_ \_\_\_ \_\_\_ 3.1 Participate in physical activities that are enjoyable and challenging.

### **Aerobic Capacity**

\_\_\_ \_\_\_ \_\_\_ 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

### **Muscular Strength/Endurance**

\_\_\_ \_\_\_ \_\_\_ 3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.

\_\_\_ \_\_\_ \_\_\_ 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.

\_\_\_ \_\_\_ \_\_\_ 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.

### **Flexibility**

\_\_\_ \_\_\_ \_\_\_ 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

## Body Composition

I R M

\_\_\_ \_\_\_ \_\_\_ 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

## Assessment

\_\_\_ \_\_\_ \_\_\_ 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

## Standard 4

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### Fitness Concepts

\_\_\_ \_\_\_ \_\_\_ 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

\_\_\_ \_\_\_ \_\_\_ 4.2 Explain the importance of drinking water during and after physical activity.

\_\_\_ \_\_\_ \_\_\_ 4.3 Explain that nutritious food provides energy for alertness and mental concentration.

### Aerobic Capacity

\_\_\_ \_\_\_ \_\_\_ 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.

\_\_\_ \_\_\_ \_\_\_ 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.

\_\_\_ \_\_\_ \_\_\_ 4.6 Identify physical activities that cause the heart to beat faster.

\_\_\_ \_\_\_ \_\_\_ 4.7 Describe the role of blood in transporting oxygen from the lungs.

### Muscular Strength/Endurance

\_\_\_ \_\_\_ \_\_\_ 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.

\_\_\_ \_\_\_ \_\_\_ 4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

### Flexibility

\_\_\_ \_\_\_ \_\_\_ 4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.

\_\_\_ \_\_\_ \_\_\_ 4.11 Diagram how flexible muscles allow more range of motion in physical activity.

### Body Composition

\_\_\_ \_\_\_ \_\_\_ 4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

## Standard 5

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### Self-Responsibility

\_\_\_ \_\_\_ \_\_\_ 5.1 Participate willingly in new physical activities.

\_\_\_ \_\_\_ \_\_\_ 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

### Social Interaction

\_\_\_ \_\_\_ \_\_\_ 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.

\_\_\_ \_\_\_ \_\_\_ 5.4 Invite others to use equipment or apparatus before repeating a turn.

### Group Dynamics

\_\_\_ \_\_\_ \_\_\_ 5.5 Identify and demonstrate the attributes of an effective partner in physical activity.

\_\_\_ \_\_\_ \_\_\_ 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

**PHYSICAL EDUCATION EXPECTATIONS  
DIOCESE OF FRESNO  
GRADE TWO**

**EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_ A. Recognize that one's body is a gift from God and exercise is good for one's health.
- \_\_\_ B. Show respect for individual differences and the uniqueness of each person.
- \_\_\_ C. Accept responsibility for expected behaviors during physical education.
- \_\_\_ D. Interact positively with others regardless of personal differences.
- \_\_\_ E. Participate positively in physical activities that rely on cooperation.
- \_\_\_ F. Demonstrate respect for self, others, and equipment during physical activities.

**Grade Two Physical Education Model Content Standards**

**Standard 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

**Movement Concepts**

I R M

- \_\_\_ \_\_\_ \_\_\_ 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

**Body Management**

- \_\_\_ \_\_\_ \_\_\_ 1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
- \_\_\_ \_\_\_ \_\_\_ 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- \_\_\_ \_\_\_ \_\_\_ 1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.

**Locomotor Movement**

- \_\_\_ \_\_\_ \_\_\_ 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
- \_\_\_ \_\_\_ \_\_\_ 1.6 Skip and leap, using proper form.

**Manipulative Skills**

- \_\_\_ \_\_\_ \_\_\_ 1.7 Roll a ball for distance, using proper form.
- \_\_\_ \_\_\_ \_\_\_ 1.8 Throw a ball for distance, using proper form.
- \_\_\_ \_\_\_ \_\_\_ 1.9 Catch a gently thrown ball above the waist, reducing the impact force.
- \_\_\_ \_\_\_ \_\_\_ 1.10 Catch a gently thrown ball below the waist, reducing the impact force.
- \_\_\_ \_\_\_ \_\_\_ 1.11 Kick a slowly rolling ball.
- \_\_\_ \_\_\_ \_\_\_ 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- \_\_\_ \_\_\_ \_\_\_ 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- \_\_\_ \_\_\_ \_\_\_ 1.14 Hand-dribble, with control, a ball for a sustained period.
- \_\_\_ \_\_\_ \_\_\_ 1.15 Foot-dribble, with control, a ball along the ground.
- \_\_\_ \_\_\_ \_\_\_ 1.16 Jump a rope turned repeatedly.

**Rhythmic Skills**

- \_\_\_ \_\_\_ \_\_\_ 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
- \_\_\_ \_\_\_ \_\_\_ 1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.
- \_\_\_ \_\_\_ \_\_\_ 1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

## **Standard 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

### **Movement Concepts**

I R M

\_\_\_ \_\_\_ \_\_\_ 2.1 Define *open space*.

\_\_\_ \_\_\_ \_\_\_ 2.2 Explain how to reduce the impact force of an oncoming object.

### **Body Management**

\_\_\_ \_\_\_ \_\_\_ 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.

\_\_\_ \_\_\_ \_\_\_ 2.4 Explain why one hand or foot is often preferred when practicing movement skills.

### **Locomotor Movement**

\_\_\_ \_\_\_ \_\_\_ 2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

### **Manipulative Skills**

\_\_\_ \_\_\_ \_\_\_ 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.

\_\_\_ \_\_\_ \_\_\_ 2.7 Identify different opportunities to use striking skills.

\_\_\_ \_\_\_ \_\_\_ 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.

\_\_\_ \_\_\_ \_\_\_ 2.9 Explain key elements of throwing for distance.

\_\_\_ \_\_\_ \_\_\_ 2.10 Identify the roles of body parts not directly involved in catching objects.

\_\_\_ \_\_\_ \_\_\_ 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.

\_\_\_ \_\_\_ \_\_\_ 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.

\_\_\_ \_\_\_ \_\_\_ 2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.

\_\_\_ \_\_\_ \_\_\_ 2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

## **Standard 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

### **Fitness Concepts**

\_\_\_ \_\_\_ \_\_\_ 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

### **Aerobic Capacity**

\_\_\_ \_\_\_ \_\_\_ 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

### **Muscular Strength/Endurance**

\_\_\_ \_\_\_ \_\_\_ 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.

\_\_\_ \_\_\_ \_\_\_ 3.4 Traverse the overhead ladder one bar at a time.

### **Flexibility**

\_\_\_ \_\_\_ \_\_\_ 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

### **Body Composition**

\_\_\_ \_\_\_ \_\_\_ 3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

### **Assessment**

\_\_\_ \_\_\_ \_\_\_ 3.7 Measure improvements in individual fitness levels.



#### **Standard 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

##### **Fitness Concepts**

I R M

- \_\_\_ \_\_\_ \_\_\_ 4.1 Explain the fuel requirements of the body during physical activity and inactivity.
- \_\_\_ \_\_\_ \_\_\_ 4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
- \_\_\_ \_\_\_ \_\_\_ 4.3 Identify ways to increase time for physical activity outside of school.
- \_\_\_ \_\_\_ \_\_\_ 4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.
- \_\_\_ \_\_\_ \_\_\_ 4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

##### **Aerobic Capacity**

- \_\_\_ \_\_\_ \_\_\_ 4.6 Compare and contrast the function of the heart during rest and during physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.7 Describe the relationship between the heart and lungs during physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

##### **Muscular Strength/Endurance**

- \_\_\_ \_\_\_ \_\_\_ 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.
- \_\_\_ \_\_\_ \_\_\_ 4.10 Identify muscles being strengthened during the performance of particular physical activities.
- \_\_\_ \_\_\_ \_\_\_ 4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.
- \_\_\_ \_\_\_ \_\_\_ 4.12 Explain the role that weight-bearing activities play in bone strength.

##### **Flexibility**

- \_\_\_ \_\_\_ \_\_\_ 4.13 Identify the muscles being stretched during the performance of particular physical activities.
- \_\_\_ \_\_\_ \_\_\_ 4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

##### **Body Composition**

- \_\_\_ \_\_\_ \_\_\_ 4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

#### **Standard 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

##### **Self-Responsibility**

- \_\_\_ \_\_\_ \_\_\_ 5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
- \_\_\_ \_\_\_ \_\_\_ 5.2 Accept responsibility for one's own behavior in a group activity.

##### **Social Interaction**

- \_\_\_ \_\_\_ \_\_\_ 5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.
- \_\_\_ \_\_\_ \_\_\_ 5.4 Encourage others by using verbal and nonverbal communication.
- \_\_\_ \_\_\_ \_\_\_ 5.5 Demonstrate respect for self, others, and equipment during physical activities.
- \_\_\_ \_\_\_ \_\_\_ 5.6 Demonstrate how to solve a problem with another person during physical activity.

##### **Group Dynamics**

- \_\_\_ \_\_\_ \_\_\_ 5.7 Participate positively in physical activities that rely on cooperation.

**PHYSICAL EDUCATION EXPECTATIONS  
DIOCESE OF FRESNO  
GRADE THREE**

**EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_ A. Recognize that one's body is a gift from God and exercise is good for one's health.
- \_\_\_ B. Show respect for individual differences and the uniqueness of each person.
- \_\_\_ C. Accept responsibility for expected behaviors during physical education.
- \_\_\_ D. Interact positively with others regardless of personal differences.
- \_\_\_ E. Participate positively in physical activities that rely on cooperation.
- \_\_\_ F. Demonstrate respect for self, others, and equipment during physical activities.
- \_\_\_ G. Accept the feelings resulting from challenge, success, and failure in physical activity.

**Grade Three Physical Education Model Content Standards**

**Standard 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

**Movement Concepts**

I R M

- \_\_\_ \_\_\_ \_\_\_ 1.1 Chase, flee, and move away from others in a constantly changing environment.

**Body Management**

- \_\_\_ \_\_\_ \_\_\_ 1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.
- \_\_\_ \_\_\_ \_\_\_ 1.3 Perform a forward roll.
- \_\_\_ \_\_\_ \_\_\_ 1.4 Perform a straddle roll.

**Locomotor Movement**

- \_\_\_ \_\_\_ \_\_\_ 1.5 Jump continuously a forward-turning rope and a backward-turning rope.

**Manipulative Skills**

- \_\_\_ \_\_\_ \_\_\_ 1.6 Balance while traveling and manipulating an object on a ground-level balance beam.
- \_\_\_ \_\_\_ \_\_\_ 1.7 Catch, while traveling, an object thrown by a stationary partner.
- \_\_\_ \_\_\_ \_\_\_ 1.8 Roll a ball for accuracy toward a target.
- \_\_\_ \_\_\_ \_\_\_ 1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.
- \_\_\_ \_\_\_ \_\_\_ 1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught
- \_\_\_ \_\_\_ \_\_\_ 1.11 Kick a ball to a stationary partner, using the inside of the foot.
- \_\_\_ \_\_\_ \_\_\_ 1.12 Strike a ball continuously upward, using a paddle or racket.
- \_\_\_ \_\_\_ \_\_\_ 1.13 Hand-dribble a ball continuously while moving around obstacles.
- \_\_\_ \_\_\_ \_\_\_ 1.14 Foot-dribble a ball continuously while traveling and changing direction.

**Rhythmic Skills**

- \_\_\_ \_\_\_ \_\_\_ 1.15 Perform a line dance, a circle dance, and a folk dance with a partner.

**Standard 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

**Movement Concepts**

- \_\_\_ \_\_\_ \_\_\_ 2.1 Describe how changing speed and changing direction can allow one person to move away from another.

## Manipulative Skills

I R M

- \_\_\_ \_\_\_ \_\_\_ 2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.
- \_\_\_ \_\_\_ \_\_\_ 2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.
- \_\_\_ \_\_\_ \_\_\_ 2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.
- \_\_\_ \_\_\_ \_\_\_ 2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.

## Rhythmic Skills

- \_\_\_ \_\_\_ \_\_\_ 2.6 Define the terms *folk dance*, *line dance*, and *circle dance*.
- \_\_\_ \_\_\_ \_\_\_ 2.7 Compare and contrast folk dances, line dances, and circle dances.

## Standard 3

**Students assess and maintain a level of physical fitness to improve health and performance.**

### Fitness Concepts

- \_\_\_ \_\_\_ \_\_\_ 3.1 Demonstrate warm-up and cool-down exercises.
- \_\_\_ \_\_\_ \_\_\_ 3.2 Demonstrate how to lift and carry objects correctly.

### Aerobic Capacity

- \_\_\_ \_\_\_ \_\_\_ 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate.

### Muscular Strength/Endurance

- \_\_\_ \_\_\_ \_\_\_ 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.
- \_\_\_ \_\_\_ \_\_\_ 3.5 Climb a vertical pole or rope.

### Flexibility

- \_\_\_ \_\_\_ \_\_\_ 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

### Body Composition

- \_\_\_ \_\_\_ \_\_\_ 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

### Assessment

- \_\_\_ \_\_\_ \_\_\_ 3.8 Measure and record improvement in individual fitness activities.

## Standard 4

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### Fitness Concepts

- \_\_\_ \_\_\_ \_\_\_ 4.1 Identify the body's normal reactions to moderate to vigorous physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.2 List and define the components of physical fitness.
- \_\_\_ \_\_\_ \_\_\_ 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.4 Recognize that the body will adapt to increased workloads.
- \_\_\_ \_\_\_ \_\_\_ 4.5 Explain that fluid needs are linked to energy expenditure.
- \_\_\_ \_\_\_ \_\_\_ 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

### **Aerobic Capacity**

I R M

- \_\_\_ \_\_\_ \_\_\_ 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.8 Describe and record the changes in heart rate before, during, and after physical activity.

### **Muscular Strength/Endurance**

- \_\_\_ \_\_\_ \_\_\_ 4.9 Explain that a stronger heart muscle can pump more blood with each beat.
- \_\_\_ \_\_\_ \_\_\_ 4.10 Identify which muscles are used in performing muscular endurance activities.
- \_\_\_ \_\_\_ \_\_\_ 4.11 Name and locate the major muscles of the body.
- \_\_\_ \_\_\_ \_\_\_ 4.12 Describe and demonstrate how to relieve a muscle cramp.
- \_\_\_ \_\_\_ \_\_\_ 4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.

### **Flexibility**

- \_\_\_ \_\_\_ \_\_\_ 4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.
- \_\_\_ \_\_\_ \_\_\_ 4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

### **Body Composition**

- \_\_\_ \_\_\_ \_\_\_ 4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

### **Standard 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### **Self-Responsibility**

- \_\_\_ \_\_\_ \_\_\_ 5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time.
- \_\_\_ \_\_\_ \_\_\_ 5.2 Collect data and record progress toward mastery of a motor skill.
- \_\_\_ \_\_\_ \_\_\_ 5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

### **Social Interaction**

- \_\_\_ \_\_\_ \_\_\_ 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.
- \_\_\_ \_\_\_ \_\_\_ 5.5 Demonstrate respect for individual differences in physical abilities.

### **Group Dynamics**

- \_\_\_ \_\_\_ \_\_\_ 5.6 Work in pairs or small groups to achieve an agreed-upon goal.

**PHYSICAL EDUCATION EXPECTATIONS  
DIOCESE OF FRESNO  
GRADE FOUR**

**EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_ A. Recognize that one's body is a gift from God and exercise is good for one's health.
- \_\_\_ B. Show respect for individual differences and the uniqueness of each person.
- \_\_\_ C. Accept responsibility for expected behaviors during physical education.
- \_\_\_ D. Interact positively with others regardless of personal differences.
- \_\_\_ E. Participate positively in physical activities that rely on cooperation.
- \_\_\_ F. Demonstrate respect for self, others, and equipment during physical activities.
- \_\_\_ G. Accept the feelings resulting from challenge, success, and failure in physical activity.
- \_\_\_ H. Respond to winning and losing with dignity and respect.
- \_\_\_ I. Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.

**Grade Four Physical Education Model Content Standards**

**Standard 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

**Body Management**

I R M

- \_\_\_ \_\_\_ \_\_\_ 1.1 Perform simple balance stunts with a partner while sharing a common base of support.
- \_\_\_ \_\_\_ \_\_\_ 1.2 Change direction quickly to maintain the spacing between two players.
- \_\_\_ \_\_\_ \_\_\_ 1.3 Change direction quickly to increase the spacing between two players.
- \_\_\_ \_\_\_ \_\_\_ 1.4 Determine the spacing between offensive and defensive players based on the speed of the players.

**Locomotor Movement**

- \_\_\_ \_\_\_ \_\_\_ 1.5 Jump a self-turned rope.

**Manipulative Skills**

- \_\_\_ \_\_\_ \_\_\_ 1.6 Throw and catch an object with a partner while both partners are moving.
- \_\_\_ \_\_\_ \_\_\_ 1.7 Throw overhand at increasingly smaller targets, using proper follow-through.
- \_\_\_ \_\_\_ \_\_\_ 1.8 Throw a flying disc for distance, using the backhand movement pattern.
- \_\_\_ \_\_\_ \_\_\_ 1.9 Catch a fly ball above the head, below the waist, and away from the body.
- \_\_\_ \_\_\_ \_\_\_ 1.10 Kick a ball to a moving partner, using the inside of the foot.
- \_\_\_ \_\_\_ \_\_\_ 1.11 Kick a stationary ball from the ground into the air.
- \_\_\_ \_\_\_ \_\_\_ 1.12 Punt a ball dropped from the hands.
- \_\_\_ \_\_\_ \_\_\_ 1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
- \_\_\_ \_\_\_ \_\_\_ 1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.
- \_\_\_ \_\_\_ \_\_\_ 1.15 Strike a gently tossed ball with a bat, using a side orientation.
- \_\_\_ \_\_\_ \_\_\_ 1.16 Keep a foot-dribbled ball away from a defensive partner.
- \_\_\_ \_\_\_ \_\_\_ 1.17 Keep a hand-dribbled ball away from a defensive partner.
- \_\_\_ \_\_\_ \_\_\_ 1.18 Manipulate an object by using a long-handled implement.
- \_\_\_ \_\_\_ \_\_\_ 1.19 Stop a kicked ball by trapping it with the foot while standing still.
- \_\_\_ \_\_\_ \_\_\_ 1.20 Volley a tossed lightweight ball, using the forearm pass.

**Rhythmic Skills**

- \_\_\_ \_\_\_ \_\_\_ 1.21 Perform a series of basic square-dance steps.
- \_\_\_ \_\_\_ \_\_\_ 1.22 Perform a routine to music that includes even and uneven locomotor patterns.

## **Standard 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

### **Movement Concepts**

I R M

- \_\_\_ \_\_\_ \_\_\_ 2.1 Explain the difference between offense and defense.  
\_\_\_ \_\_\_ \_\_\_ 2.2 Describe ways to create more space between an offensive player and a defensive player.

### **Body Management**

- \_\_\_ \_\_\_ \_\_\_ 2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.  
\_\_\_ \_\_\_ \_\_\_ 2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

### **Manipulative Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.  
\_\_\_ \_\_\_ \_\_\_ 2.6 Distinguish between punting and kicking and describe the similarities and differences.  
\_\_\_ \_\_\_ \_\_\_ 2.7 Compare and contrast dribbling a ball without a defender and with a defender.  
\_\_\_ \_\_\_ \_\_\_ 2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.  
\_\_\_ \_\_\_ \_\_\_ 2.9 Identify key body positions used for volleying a ball.

### **Rhythmic Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.10 Design a routine to music that includes even and uneven locomotor patterns.

## **Standard 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

### **Fitness Concepts**

- \_\_\_ \_\_\_ \_\_\_ 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.  
\_\_\_ \_\_\_ \_\_\_ 3.2 Demonstrate the correct body position for pushing and pulling large objects.

### **Aerobic Capacity**

- \_\_\_ \_\_\_ \_\_\_ 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

### **Muscular Strength/Endurance**

- \_\_\_ \_\_\_ \_\_\_ 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.  
\_\_\_ \_\_\_ \_\_\_ 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

### **Flexibility**

- \_\_\_ \_\_\_ \_\_\_ 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

### **Body Composition**

- \_\_\_ \_\_\_ \_\_\_ 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

### **Assessment**

- \_\_\_ \_\_\_ \_\_\_ 3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.

- \_\_\_ \_\_\_ \_\_\_ 3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.

#### **Standard 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

#### **Fitness Concepts**

I R M

- \_\_\_ \_\_\_ \_\_\_ 4.1 Identify the correct body alignment for performing lower-body stretches.
- \_\_\_ \_\_\_ \_\_\_ 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.  
**(see chart below)**
- \_\_\_ \_\_\_ \_\_\_ 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
- \_\_\_ \_\_\_ \_\_\_ 4.4 Identify healthful choices for meals and snacks that help improve physical performance.
- \_\_\_ \_\_\_ \_\_\_ 4.5 Explain why the body needs water before, during, and after physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.7 Explain the purpose of warm-up and cool-down periods.

#### **Aerobic Capacity**

- \_\_\_ \_\_\_ \_\_\_ 4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals.
- \_\_\_ \_\_\_ \_\_\_ 4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.
- \_\_\_ \_\_\_ \_\_\_ 4.10 Identify two characteristics of physical activity that build aerobic capacity.
- \_\_\_ \_\_\_ \_\_\_ 4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

	<b>Frequency (times per week)</b>	<b>Intensity</b>	<b>Time</b>	<b>Type</b>
<b>Cardio-respiratory Endurance</b>	Developmentally appropriate physical activity on all or most days of the week. Several bouts of physical activity lasting 15 min. or more daily.	Mixture of moderate and vigorous intermittent activity. Moderate includes low-intensity games, low-activity positions, some chores, and yard work. Vigorous includes games involving running or chasing and playing sports.	Accumulation of at least 60 minutes and up to several hours of activity. Up to 50% of accumulated minutes should be accumulated in bouts of 15 minutes or more.	Variety of activities. Activities should be selected from the first 3 levels of the activity pyramid. Continuous activity should not be expected for most students.
<b>Muscular Strength</b>	2 or 3 days per week.	Very light weight.	At least one set (may do two sets), 6-15 reps, at least 20-30 minutes.	Major muscle groups, 1 exercise per muscle of muscle group.
<b>Muscular Endurance</b>	2 or 3 days per week.	Very light weight.	At least one set (may do two sets), 6-15 reps, at least 20-30 minutes.	Major muscle groups, 1 exercise per muscle of muscle group.
<b>Flexibility</b>	Three times per week, preferably daily and after a warm-up to raise muscle temperature.	Slow elongation of the muscle to the point of mild discomfort and back off slightly.	Up to 4-5 stretches per muscle or muscle group. Hold each stretch 10-30 seconds. Always warm-up properly prior to stretching.	The preferred stretch for the classroom is slow static stretching for all muscles or muscle groups.
Sources: <i>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</i> , 2 <sup>nd</sup> edition, page 69, table 5.1, page 90, table 6.1, and page 116, table 7.1. © 2005 by National Association for Sport and Physical Education. Reprinted with permission from Human Kinetics (Champaign, IL). Charles B. Corbin. Fitness for Life Physical Activity Pyramid for Children Poster. Champaign, IL. Human Kinetics. 2003				
<b>Body Composition</b>	3-6 days, daily preferred.	Light aerobic activity. 45-65% of maximum heart rate. "Talk test": talking should be relatively easy.	30-60+ minutes.	Light aerobic exercise
Source: Charles B. Corbin, et al. <i>Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach</i> p. 285 (Seventh edition). New York: McGraw-Hill, 2006.				



## **Muscular Strength/Endurance**

I R M

- \_\_\_ \_\_\_ \_\_\_ 4.12 Describe the difference between muscular strength and muscular endurance.
- \_\_\_ \_\_\_ \_\_\_ 4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
- \_\_\_ \_\_\_ \_\_\_ 4.14 Recognize how strengthening major muscles can improve performance at work and play.
- \_\_\_ \_\_\_ \_\_\_ 4.15 Describe the correct form to push and pull heavy objects.

## **Flexibility**

- \_\_\_ \_\_\_ \_\_\_ 4.16 Explain the value of increased flexibility when participating in physical activity.

## **Body Composition**

- \_\_\_ \_\_\_ \_\_\_ 4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

## **Standard 4 Chart**

- \_\_\_ \_\_\_ \_\_\_ 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.

Students must follow a protocol that includes a specific frequency, intensity, time, and type (of exercise) to improve their fitness. The table below shows the protocol for each principle of fitness (F.I.T.T.).

If students are asked to follow these protocols when exercising during physical education, they will learn the principles of physical fitness quickly. Specific learning activities can also be provided. For example, students are given 3-inch by 5-inch cards with the information that goes in each cell of the chart. Students are then asked to create the chart shown above. Students review this information throughout the year during the warm-up and cool-down.

## **Standard 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### **Self-Responsibility**

- \_\_\_ \_\_\_ \_\_\_ 5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.
- \_\_\_ \_\_\_ \_\_\_ 5.2 Collect data and record progress toward attainment of a personal fitness goal.
- \_\_\_ \_\_\_ \_\_\_ 5.3 Accept responsibility for one's own performance without blaming others.
- \_\_\_ \_\_\_ \_\_\_ 5.4 Respond to winning and losing with dignity and respect.

### **Social Interaction**

- \_\_\_ \_\_\_ \_\_\_ 5.5 Include others in physical activities and respect individual differences in skill and motivation.

### **Group Dynamics**

- \_\_\_ \_\_\_ \_\_\_ 5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities

**PHYSICAL EDUCATION EXPECTATIONS  
DIOCESE OF FRESNO  
GRADE FIVE**

**EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_ A. Recognize that one's body is a gift from God and exercise is good for one's health.
- \_\_\_ B. Show respect for individual differences and the uniqueness of each person.
- \_\_\_ C. Accept responsibility for expected behaviors during physical education.
- \_\_\_ D. Interact positively with others regardless of personal differences.
- \_\_\_ E. Participate positively in physical activities that rely on cooperation.
- \_\_\_ F. Demonstrate respect for self, others, and equipment during physical activities.
- \_\_\_ G. Accept the feelings resulting from challenge, success, and failure in physical activity.
- \_\_\_ H. Respond to winning and losing with dignity and respect.
- \_\_\_ I. Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
- \_\_\_ J. Contribute ideas and listen to the ideas of others in cooperative problem solving activities.
- \_\_\_ K. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

**Grade Five Physical Education Model Content Standards**

**Standard 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

**Body Management**

I R M

- \_\_\_ \_\_\_ \_\_\_ 1.1 Perform simple small-group balance stunts by distributing weight and base of support.

**Locomotor Movement**

- \_\_\_ \_\_\_ \_\_\_ 1.2 Jump for height, using proper takeoff and landing form.
- \_\_\_ \_\_\_ \_\_\_ 1.3 Jump for distance, using proper takeoff and landing form.

**Manipulative Skills**

- \_\_\_ \_\_\_ \_\_\_ 1.4 Enter, jump, and leave a long rope turned by others.
- \_\_\_ \_\_\_ \_\_\_ 1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
- \_\_\_ \_\_\_ \_\_\_ 1.6 Throw and catch an object underhand and overhand while avoiding an opponent.
- \_\_\_ \_\_\_ \_\_\_ 1.7 Field a thrown ground ball.
- \_\_\_ \_\_\_ \_\_\_ 1.8 Punt a ball, dropped from the hands, at a target.
- \_\_\_ \_\_\_ \_\_\_ 1.9 Stop a kicked ball by trapping it with the foot while moving.
- \_\_\_ \_\_\_ \_\_\_ 1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
- \_\_\_ \_\_\_ \_\_\_ 1.11 Hit a softly tossed ball backhanded with a paddle or racket.
- \_\_\_ \_\_\_ \_\_\_ 1.12 Strike a tossed ball, with different implements, from a side orientation.
- \_\_\_ \_\_\_ \_\_\_ 1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.
- \_\_\_ \_\_\_ \_\_\_ 1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
- \_\_\_ \_\_\_ \_\_\_ 1.15 Dribble a ball and kick it toward a goal while being guarded.
- \_\_\_ \_\_\_ \_\_\_ 1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.
- \_\_\_ \_\_\_ \_\_\_ 1.17 Volley a tossed ball to an intended location.

## **Rhythmic Skills**

I R M

- \_\_\_ \_\_\_ \_\_\_ 1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
- \_\_\_ \_\_\_ \_\_\_ 1.19 Design and perform a routine to music that involves manipulation of an object.

### **Standard 2**

***Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.***

#### **Movement Concepts**

- \_\_\_ \_\_\_ \_\_\_ 2.1 Explain the importance of open space in playing sport-related games.
- \_\_\_ \_\_\_ \_\_\_ 2.2 Explain the differences in applying and receiving force when jumping for height and distance.

#### **Body Management**

- \_\_\_ \_\_\_ \_\_\_ 2.3 Explain how to adjust body position to catch a ball thrown off-center.

#### **Manipulative Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

## **Rhythmic Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.5 Design a routine to music, changing speed and direction while manipulating an object.

### **Standard 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

#### **Fitness Concepts**

- \_\_\_ \_\_\_ \_\_\_ 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.
- \_\_\_ \_\_\_ \_\_\_ 3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

#### **Aerobic Capacity**

- \_\_\_ \_\_\_ \_\_\_ 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

#### **Muscular Strength/Endurance**

- \_\_\_ \_\_\_ \_\_\_ 3.4 Perform an increasing number of oblique curl-ups on each side.
- \_\_\_ \_\_\_ \_\_\_ 3.5 Perform increasing numbers of triceps push-ups.

#### **Flexibility**

- \_\_\_ \_\_\_ \_\_\_ 3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

#### **Body Composition**

- \_\_\_ \_\_\_ \_\_\_ 3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

## **Assessment**

I R M

- \_\_\_ \_\_\_ \_\_\_ 3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.
- \_\_\_ \_\_\_ \_\_\_ 3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

## **Standard 4**

***Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.***

### **Fitness Concepts**

- \_\_\_ \_\_\_ \_\_\_ 4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.
- \_\_\_ \_\_\_ \_\_\_ 4.3 Develop and describe three short-term and three long-term fitness goals.
- \_\_\_ \_\_\_ \_\_\_ 4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.
- \_\_\_ \_\_\_ \_\_\_ 4.5 Explain the elements of warm-up and cool-down activities.
- \_\_\_ \_\_\_ \_\_\_ 4.6 Record water intake before, during, and after physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.

### **Aerobic Capacity**

- \_\_\_ \_\_\_ \_\_\_ 4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
- \_\_\_ \_\_\_ \_\_\_ 4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.
- \_\_\_ \_\_\_ \_\_\_ 4.10 Compare target heart rate and perceived exertion during physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.11 Measure and record the heart rate before, during, and after vigorous physical activity.
- \_\_\_ \_\_\_ \_\_\_ 4.12 Explain how technology can assist in the pursuit of physical fitness.

### **Muscular Strength/Endurance**

- \_\_\_ \_\_\_ \_\_\_ 4.13 Explain the benefits of having strong arm, chest, and back muscles.

### **Flexibility**

- \_\_\_ \_\_\_ \_\_\_ 4.14 Explain the benefits of stretching after warm-up activities.

### **Body Composition**

- \_\_\_ \_\_\_ \_\_\_ 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.
- \_\_\_ \_\_\_ \_\_\_ 4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

## **Standard 5**

***Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.***

**Self-Responsibility**

- \_\_\_ \_\_\_ \_\_\_ 5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
- \_\_\_ \_\_\_ \_\_\_ 5.2 Work toward a long-term physical activity goal and record data on one's progress.
- \_\_\_ \_\_\_ \_\_\_ 5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
- \_\_\_ \_\_\_ \_\_\_ 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

**Social Interaction**

- \_\_\_ \_\_\_ \_\_\_ 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
- \_\_\_ \_\_\_ \_\_\_ 5.6 Acknowledge orally the contributions and strengths of others.

**Group Dynamics**

- \_\_\_ \_\_\_ \_\_\_ 5.7 Accommodate individual differences in others' physical abilities in small-group activities.
- \_\_\_ \_\_\_ \_\_\_ 5.8 Appreciate physical goal and record data on one's progress.

**PHYSICAL EDUCATION CURRICULUM EXPECTATIONS  
DIOCESE OF FRESNO  
GRADE SIX**

**EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- A. Recognize that one's body is a gift from God and exercise is good for one's health.
- B. Show respect for individual differences and the uniqueness of each person.
- C. Accept responsibility for expected behaviors during physical education.
- D. Interact positively with others regardless of personal differences.
- E. Participate positively in physical activities that rely on cooperation.
- F. Demonstrate respect for self, others, and equipment during physical activities.
- G. Accept the feelings resulting from challenge, success, and failure in physical activity.
- H. Respond to winning and losing with dignity and respect.
- I. Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
- J. Contribute ideas and listen to the ideas of others in cooperative problem solving activities.
- K. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- L. Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
- M. Recognize the role of games, sports, and dance in getting to know and understand others with individual likeness and differences.

**Grade Six Physical Education Model Content Standards**

**Standard 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

**Manipulative Skills**

I R M

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 1.5 Dribble and pass a ball to a partner while being guarded.
- 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

**Rhythmic Skills**

- 1.7 Perform folk and line dances.
- 1.8 Develop, refine, and demonstrate routines to music.

**Combinations of Movement Patterns and Skills**

- \_\_\_ \_\_\_ \_\_\_ 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- \_\_\_ \_\_\_ \_\_\_ 1.10 Combine motor skills to play a lead-up or modified game.
- \_\_\_ \_\_\_ \_\_\_ 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

**Standard 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

**Movement Concepts**

I R M

- \_\_\_ \_\_\_ \_\_\_ 2.1 Explain how to increase force based on the principles of biomechanics.
- \_\_\_ \_\_\_ \_\_\_ 2.2 Explain how impact force is reduced by increasing the duration of impact.
- \_\_\_ \_\_\_ \_\_\_ 2.3 Analyze and correct errors in movement patterns.
- \_\_\_ \_\_\_ \_\_\_ 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- \_\_\_ \_\_\_ \_\_\_ 2.5 Identify practices and procedures necessary for safe participation in physical activities.

**Manipulative Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- \_\_\_ \_\_\_ \_\_\_ 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- \_\_\_ \_\_\_ \_\_\_ 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- \_\_\_ \_\_\_ \_\_\_ 2.9 Identify opportunities to pass or dribble while being guarded.

**Rhythmic Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.10 Identify steps and rhythm patterns for folk and line dances.
- \_\_\_ \_\_\_ \_\_\_ 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

**Combination of Movement Patterns and Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

**Standard 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

- \_\_\_ \_\_\_ \_\_\_ 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- \_\_\_ \_\_\_ \_\_\_ 3.2 Compare individual physical fitness results with research-based standards for good health.
- \_\_\_ \_\_\_ \_\_\_ 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- \_\_\_ \_\_\_ \_\_\_ 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- \_\_\_ \_\_\_ \_\_\_ 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- \_\_\_ \_\_\_ \_\_\_ 3.6 Monitor the intensity of one's heart rate during physical activity.

**Standard 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- \_\_\_ \_\_\_ \_\_\_ 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
  - \_\_\_ \_\_\_ \_\_\_ 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
  - \_\_\_ \_\_\_ \_\_\_ 4.3 Identify contraindicated exercises and their adverse effects on the body.
- I R M
- \_\_\_ \_\_\_ \_\_\_ 4.4 Classify physical activities as aerobic or anaerobic.
  - \_\_\_ \_\_\_ \_\_\_ 4.5 Explain methods of monitoring heart rate intensity.
  - \_\_\_ \_\_\_ \_\_\_ 4.6 List the long-term benefits of participation in regular physical activity.
  - \_\_\_ \_\_\_ \_\_\_ 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

**Standard 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

**Self-Responsibility**

- \_\_\_ \_\_\_ \_\_\_ 5.1 Participate productively in group physical activities.
- \_\_\_ \_\_\_ \_\_\_ 5.2 Evaluate individual responsibility in group efforts.

**Social Interaction**

- \_\_\_ \_\_\_ \_\_\_ 5.3 Identify and define the role of each participant in a cooperative physical activity.

**Group Dynamics**

- \_\_\_ \_\_\_ \_\_\_ 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- \_\_\_ \_\_\_ \_\_\_ 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

**Standard 4**

- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.



This standard requires students to identify safe exercises for each component of health-related physical fitness. The students are then asked to sequence the exercises and to determine the intensity level and time for each exercise. Prior to completing this task, the teacher instructs students on the following exercise protocols:

	<b>Frequency</b>	<b>Intensity</b>	<b>Time</b>	<b>Type</b>
<b>Cardio-respiratory Endurance</b>	Daily or nearly every day. Three or more sessions per week.	Moderate to vigorous activity. Maintaining a target heart rate is not expected at this level. A 12-16 rating of perceived exertion (RPE).	30-60 minutes daily activity. 20 minutes or more in a single session.	Play, games, sports, work, transportation, recreation, physical education, or planned exercise in the context of family, school, and community activities. Brisk walking, jogging, stair climbing, basketball, racket sports, soccer, dance, lap swimming, skating, lawn mowing, and cycling.
<b>Muscular Strength</b>	2 or 3 days per week	Light weight	At least one set (may do three sets), 6-15 reps, at least 20-30 minutes.	Major muscle groups, 1 exercise per muscle or muscle group.
<b>Muscular Endurance</b>	2 or 3 days per week	Light weight	At least one set (may do three sets), 6-15 reps, at least 20-30 minutes.	Major muscle groups, 1 exercise per muscle or muscle group.
<b>Flexibility</b>	Three times per week, preferably daily and after a warm-up to raise muscle temperature.	Slow elongation of the muscle to the point of mild discomfort and back off slightly.	Up to 4-5 stretches per muscle or muscle group. Hold each stretch 10-30 seconds. Always warm-up properly prior to stretching.	The preferred stretch for the classroom is slow static stretching for all muscles or muscle groups.
From <i>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</i> , 2 <sup>nd</sup> edition, page 69, table 5.1, page 90, table 6.1, and page 116, table 7.1. © 2005 by National Association for Sport and Physical Education. Reprinted with permission from Human Kinetics (Champaign, IL).				
<b>Body Composition</b>	3-6 days, daily preferred.	Light aerobic activity. 45-65% of maximum heart rate. "Talk test":	30-60+ minutes.	Light aerobic exercise.

		talking should be relatively easy.		
Source: Charles B. Corbin, et al. <i>Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach</i> p. 285 (Seventh edition). New York: McGraw-Hill, 2006.				

**PHYSICAL EDUCATION EXPECTATIONS  
DIOCESE OF FRESNO  
GRADE SEVEN**

**EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- A. Recognize that one’s body is a gift from God and exercise is good for one’s health.
- B. Show respect for individual differences and the uniqueness of each person.
- C. Accept responsibility for expected behaviors during physical education.
- D. Interact positively with others regardless of personal differences.
- E. Participate positively in physical activities that rely on cooperation.
- F. Demonstrate respect for self, others, and equipment during physical activities.
- G. Accept the feelings resulting from challenge, success, and failure in physical activity.
- H. Respond to winning and losing with dignity and respect.
- I. Accept an opponent’s outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
- J. Contribute ideas and listen to the ideas of others in cooperative problem solving activities.
- K. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- L. Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
- M. Recognize the role of games, sports, and dance in getting to know and understand others with individual likeness and differences.
- N. Describe the relationship between a healthy lifestyle and physical, emotional, and social well being as is God’s intention for us.
- O. Demonstrate appropriate sportsmanship.
- P. Analyze potential consequences when confronted with a behavior choice.
- Q. Handle conflicts that arise with others without confrontation.
- R. Accept and respect decisions made by game officials—whether they are students, teachers, or referees.

**Grade Seven Physical Education Model Content Standards**

**Standard 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

**Manipulative Skills**

I R M

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

**Rhythmic Skills**

- 1.2 Perform multicultural dances.

**Combinations of Movement Patterns and Skills**

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement

- patterns.
- \_\_\_ \_\_\_ \_\_\_ 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
  - \_\_\_ \_\_\_ \_\_\_ 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
  - \_\_\_ \_\_\_ \_\_\_ 1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.

## **Standard 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

### **Manipulative Skills**

- I R M
- \_\_\_ \_\_\_ \_\_\_ 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

### **Movement Concepts**

- \_\_\_ \_\_\_ \_\_\_ 2.2 Analyze movement patterns and correct errors.
- \_\_\_ \_\_\_ \_\_\_ 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- \_\_\_ \_\_\_ \_\_\_ 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- \_\_\_ \_\_\_ \_\_\_ 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- \_\_\_ \_\_\_ \_\_\_ 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

### **Combination of Movement Patterns and Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

## **Standard 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

- \_\_\_ \_\_\_ \_\_\_ 3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
- \_\_\_ \_\_\_ \_\_\_ 3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- \_\_\_ \_\_\_ \_\_\_ 3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- \_\_\_ \_\_\_ \_\_\_ 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- \_\_\_ \_\_\_ \_\_\_ 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
- \_\_\_ \_\_\_ \_\_\_ 3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

## **Standard 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- \_\_\_ \_\_\_ \_\_\_ 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.
- \_\_\_ \_\_\_ \_\_\_ 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
- \_\_\_ \_\_\_ \_\_\_ 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.

I R M

- \_\_\_ \_\_\_ \_\_\_ 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.
- \_\_\_ \_\_\_ \_\_\_ 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
- \_\_\_ \_\_\_ \_\_\_ 4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
- \_\_\_ \_\_\_ \_\_\_ 4.7 Explain progression, overload, and specificity as principles of exercise.
- \_\_\_ \_\_\_ \_\_\_ 4.8 Discuss the effect of extremity growth rates on physical fitness.

**Standard 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

**Self-Responsibility**

- \_\_\_ \_\_\_ \_\_\_ 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- \_\_\_ \_\_\_ \_\_\_ 5.2 Accept responsibility for individual improvement.

**Social Interaction**

- \_\_\_ \_\_\_ \_\_\_ 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

**Group Dynamics**

- \_\_\_ \_\_\_ \_\_\_ 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- \_\_\_ \_\_\_ \_\_\_ 5.5 Identify the responsibilities of a leader in physical activity.

**PHYSICAL EDUCATION EXPECTATIONS  
DIOCESE OF FRESNO  
GRADE EIGHT**

**EXPECTATION FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_ A. Recognize that one's body is a gift from God and exercise is good for one's health.
- \_\_\_ B. Show respect for individual differences and the uniqueness of each person.
- \_\_\_ C. Accept responsibility for expected behaviors during physical education.
- \_\_\_ D. Interact positively with others regardless of personal differences.
- \_\_\_ E. Participate positively in physical activities that rely on cooperation.
- \_\_\_ F. Demonstrate respect for self, others, and equipment during physical activities.
- \_\_\_ G. Accept the feelings resulting from challenge, success, and failure in physical activity.
- \_\_\_ H. Respond to winning and losing with dignity and respect.
- \_\_\_ I. Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
- \_\_\_ J. Contribute ideas and listen to the ideas of others in cooperative problem solving activities.
- \_\_\_ K. Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- \_\_\_ L. Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
- \_\_\_ M. Recognize the role of games, sports, and dance in getting to know and understand others with individual likeness and differences.
- \_\_\_ N. Describe the relationship between a healthy lifestyle and physical, emotional, and social well being as is God's intention for us.
- \_\_\_ O. Demonstrate appropriate sportsmanship.
- \_\_\_ P. Analyze potential consequences when confronted with a behavior choice.
- \_\_\_ Q. Handle conflicts that arise with others without confrontation.
- \_\_\_ R. Accept and respect decisions made by game officials—whether they are students, teachers, or referees.

**Grade Eight Physical Education Model Content Standards  
Standard 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

**Rhythmic Skills**

I R M

- \_\_\_ \_\_\_ 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.
- \_\_\_ \_\_\_ 1.2 Create and perform a square dance.

**Combinations of Movement Patterns and Skills**

- \_\_\_ \_\_\_ 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.

- \_\_\_ \_\_\_ \_\_\_ 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
- \_\_\_ \_\_\_ \_\_\_ 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- \_\_\_ \_\_\_ \_\_\_ 1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

**Standard 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

**Movement Concepts**

I R M

- \_\_\_ \_\_\_ \_\_\_ 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- \_\_\_ \_\_\_ \_\_\_ 2.2 Explain the rotation principles used in performing various manipulative skills.
- \_\_\_ \_\_\_ \_\_\_ 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

**Combination of Movement Patterns and Skills**

- \_\_\_ \_\_\_ \_\_\_ 2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- \_\_\_ \_\_\_ \_\_\_ 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
- \_\_\_ \_\_\_ \_\_\_ 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

**Standard 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

- \_\_\_ \_\_\_ \_\_\_ 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- \_\_\_ \_\_\_ \_\_\_ 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- \_\_\_ \_\_\_ \_\_\_ 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- \_\_\_ \_\_\_ \_\_\_ 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- \_\_\_ \_\_\_ \_\_\_ 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- \_\_\_ \_\_\_ \_\_\_ 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

**Standard 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- \_\_\_ \_\_\_ \_\_\_ 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health related physical fitness.
- \_\_\_ \_\_\_ \_\_\_ 4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
- \_\_\_ \_\_\_ \_\_\_ 4.3 Identify ways of increasing physical activity in routine daily activities.

- \_\_\_ \_\_\_ \_\_\_ 4.4 Identify and apply basic principles in weight/resistance training and safety practices.
- \_\_\_ \_\_\_ \_\_\_ 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- \_\_\_ \_\_\_ \_\_\_ 4.6 Explain the different types of conditioning for different physical activities.

## **Standard 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### **Self-Responsibility**

- \_\_\_ \_\_\_ \_\_\_ 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- \_\_\_ \_\_\_ \_\_\_ 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
- \_\_\_ \_\_\_ \_\_\_ 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.

### **Social Interaction**

- \_\_\_ \_\_\_ \_\_\_ 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

### **Group Dynamics**

- \_\_\_ \_\_\_ \_\_\_ 5.5 Accept the roles of group members within the structure of a game or activity.
- \_\_\_ \_\_\_ \_\_\_ 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
- \_\_\_ \_\_\_ \_\_\_ 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.