



Physical Education Curriculum Framework

PHYSICAL EDUCATION CURRICULUM FRAMEWORK

Archdiocese of Louisville

Philosophy/Rationale

In the Archdiocese of Louisville, we believe and understand that each person is uniquely created in God's image. Students are called to use their God-given gifts to maintain a healthy mind and body.

Physical education has undergone a transformation in both rigor and focus in recent years. It is recognized as an essential component of a student's overall educational experience. Physical education serves as a foundation for lifelong healthy living by including fitness, nutrition, social behavior and stress management expectations within its curriculum framework.

We recognize that each school devotes time each week to physical education. However, the amount of time varies by school. For that reason, the Archdiocese of Louisville Physical Education Curriculum Framework is designed to outline the healthy living knowledge and skills that are developmentally appropriate.

Curriculum Framework

In 1999, the *Archdiocese of Louisville Physical Education/ Exercise Science Curriculum Guide* was introduced. This curriculum guide replaced the former physical education curriculum guide from 1986. In 2009, this guide was revised and renamed the *Archdiocese of Louisville Physical Education Curriculum Guide*.

SHAPE America published the *National Standards and Grade-Level Outcomes for K-12 Physical Education* in 2013. The document outlines what a students should know and be able to do as a result of a highly effective physical education program. The Archdiocese of Louisville adapted that document when revising the Archdiocese of Louisville Physical Education Curriculum Framework in 2017.

Content Standards in Physical Education

Society of Health and Physical Educators - SHAPE America

The five Physical Education Standards outline what can be expected from a physically literate individual.

STANDARD 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

STANDARD 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

STANDARD 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

STANDARD 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

STANDARD 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grade-Level Outcomes for K-12 Physical Education is used under license from SHAPE America © 2013.

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**Archdiocese of Louisville
Physical Education
Pre-Kindergarten**

Motor Development – Pre-Kindergarten	
Essential Understandings	
<ul style="list-style-type: none"> Strong motor skills enhance brain development and learning. 	
Content Guidelines	Performance Standards
<p>Gross Motor Development</p> <p>Fine Motor Development</p>	<p>Students will:</p> <ul style="list-style-type: none"> develop large muscle control and coordination develop strength, balance, flexibility, and stamina develop ability to move in space with coordination throw and catch a ball or other object kick a ball (stationary and rolling) stand on one foot for 5-10 seconds hop on one foot ascend and descend stairs using alternating feet develop small muscle control and coordination develop and use eye-hand coordination when performing assorted tasks explore and use a variety of tools (e.g., pencil, spoon, crayon, paintbrush, scissors) hold pencil, crayon, and paintbrush properly when using them on a variety of surfaces hold scissors correctly and use scissors effectively to cut paper (lines and curves) trace accurately with a pencil draw recognizable shapes, objects, and people

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

STANDARD 1: Kindergarten through Grade Two			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Kindergarten	Grade One	Grade Two
S1.E1 Locomotor <i>Hopping, galloping, running, skipping</i>	S1.E1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	S1.E1.1 Hops, gallops, jogs, and slides.	S1.E1.2 Skips, gallops, and jogs, recognizing the difference between jogging and running.
S1.E2 Locomotor <i>Jogging, running</i>	S1.E2.K Runs in a developmentally appropriate manner.	S1.E2.1 Runs in a developmentally appropriate manner.	S1.E2.2a Runs in a developmentally appropriate manner. S1.E2.2b Travels showing differentiation between jogging and sprinting.
S1.E3 Locomotor <i>Jumping and landing, horizontal plane</i>	S1.E3.K Performs jumping and landing actions with balance on a horizontal plane.	S1.E3.1 Demonstrates the critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.	S1.E3.2 Demonstrates the critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings.
S1.E4 Locomotor <i>Jumping and landing, vertical plane</i>	S1.E3.K Performs jumping and landing actions with balance on a vertical plane.	S1.E4.1 Demonstrates the critical elements for jumping and landing in a vertical plane.	S1.E4.2 Demonstrates the critical elements for jumping and landing in a vertical plane.
S1.E5 Locomotor <i>Dance</i>	S1.E5.K Performs locomotor skills in response to teacher-led creative dance.	S1.E5.1 Combines locomotor and nonlocomotor skills in a teacher-designed dance.	S1.E5.2 Performs a teacher- and/or student-designed rhythmic activity.

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

STANDARD 1: Kindergarten through Grade Two			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Kindergarten	Grade One	Grade Two
S1.E6 Locomotor <i>Combinations</i>	S1.E6.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>	S1.E6.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>	S1.E6.2 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>
S1.E7 Nonlocomotor * (stability) <i>Balance</i>	S1.E7.Ka Maintains momentary stillness on different bases of support. S1.E7.Kb Forms wide, narrow, curled, and twisted body shapes.	S1.E7.1 Maintains stillness on different bases of support with different body shapes.	S1.E7.2a Balances on different bases of support, combining levels and shapes. S1.E7.2b Balances in an inverted position* with stillness and supportive base.
S1.E8 Nonlocomotor (stability) <i>Weight transfer</i>	S1.E8.K Transfers weight from one body part to another.	S1.E8.1 Transfers weight from one body part to another.	S1.E8.2 Transfers weight from feet to different body parts/bases of support for balance.
S1.E9 Nonlocomotor (stability) <i>Weight transfer, rolling</i>	S1.E9.K Rolls sideways in a narrow body shape.	S1.E9.1 Rolls with either a narrow or curled body shape (e.g., log roll, forward roll).	S1.E9.2 Rolls in different directions with either a narrow or curled body shape (e.g., log roll, forward roll, backward roll).
<i>* Teachers must use developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.</i>			

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

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<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Kindergarten	Grade One	Grade Two
S1.E10 Nonlocomotor (stability) <i>Curling and stretching, twisting and bending</i>	S1.E10.K Contrasts the actions of curling and stretching.	S1.E10.1 Demonstrates twisting, curling, bending, and stretching actions.	S1.E10.2 Differentiates among twisting, curling, bending, and stretching actions.
S1.E11 Nonlocomotor (stability) <i>Combinations</i>	S1.E11.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 2.</i>	S1.E11.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 2.</i>	S1.E11.2 Combines balances and transfers into a sequence.
S1.E12 Nonlocomotor (stability) <i>Balance and weight transfers</i>	S1.E12.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>	S1.E12.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>	S1.E12.2 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>
S1.E13 Manipulative <i>Underhand throw</i>	S1.E13.K Throws underhand with opposite foot forward.	S1.E13.1 Throws underhand demonstrating a developmentally appropriate manner.	S1.E13.2 Throws underhand demonstrating a developmentally appropriate manner.
S1.E14 Manipulative <i>Overhand throw</i>	S1.E14.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 2.</i>	S1.E14.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 2.</i>	S1.E14.2 Throws overhand in a developmentally appropriate manner.
S1.E15 Manipulative <i>Passing with hands</i>	S1.E15.K Throws to a target with reasonable accuracy.	S1.E15.1 Throws to a target with reasonable accuracy.	S1.E15.2 Throws to a target or partner with reasonable accuracy.

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

STANDARD 1: Kindergarten through Grade Two			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Kindergarten	Grade One	Grade Two
S1.E16 Manipulative <i>Catching</i>	S1.E16.Ka Drops a ball and catches it before it bounces twice. S1.E16.Kb Catches a large ball tossed by a skilled thrower.	S1.E16.1a Catches a soft object from a self-toss before it bounces. S1.E16.1b Catches various sizes of balls, self-tossed or tossed by a skilled thrower.	S1.E16.2 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
S1.E17 Manipulative <i>Dribbling and/or ball control with hands</i>	S1.E17.K Dribbles a ball with one hand, attempting the second contact.	S1.E17.1 Dribbles continuously in self-space using the preferred hand.	S1.E17.2a Dribbles in self-space with preferred hand. S1.E17.2b Dribbles using the preferred hand while walking in general space.
S1.E18 Manipulative <i>Dribbling/ball control with feet</i>	S1.E18.K Taps a ball using the inside of the foot, sending it forward.	S1.E18.1 Dribbles a ball using the inside of the foot while moving in general space.	S1.E18.2 Dribbles with the feet in general space with control of ball and body.
S1.E19 Manipulative <i>Passing and receiving with feet</i>	S1.E19.K Receives and traps a ball before returning the pass.	S1.E19.1 Receives and traps a ball before returning the pass.	S1.E19.2 Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.
S1.E20 Manipulative <i>Dribbling in combination</i>	S1.E20.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 4.</i>	S1.E20.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 4.</i>	S1.E20.2 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 4.</i>

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STANDARD 1: Kindergarten through Grade Two			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Kindergarten	Grade One	Grade Two
S1.E21 Manipulative <i>Kicking</i>	S1.E21.K Kicks a stationary ball from a stationary position.	S1.E21.1 Approaches a stationary ball and kicks it forward.	S1.E21.2 Uses a continuous running approach and kicks a moving ball.
S1.E22 Manipulative <i>Volley, underhand</i>	S1.E22.K Volleys a lightweight object, sending it upward.	S1.E22.1 Volleys an object with an open palm, sending it upward.	S1.E22.2 Volleys an object upward with consecutive hits.
S1.E23 Manipulative <i>Volley, overhead</i>	S1.E23.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 4.</i>	S1.E23.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 4.</i>	S1.E23.2 Volleys a lightweight, developmentally appropriate object (balloon, beach ball) using a two-hand overhead pattern, sending it upward to a target.
S1.E24 Manipulative <i>Striking, short-handled implement</i>	S1.E24.K Strikes a lightweight object with a paddle or short-handled racket.	S1.E24.1 Strikes a ball with a short-handled implement, sending it upward.	S1.E24.2 Strikes an object upward with a short-handled implement, using consecutive hits.
S1.E25 Manipulative <i>Striking, long-handled implement</i>	S1.E25.K Strikes an object off a tee or cone (e.g., balloon and pool noodle) using correct grip and side orientation/proper body orientation.	S1.E25.1 Strikes an object off a tee or cone (e.g., balloon and pool noodle) using correct grip and side orientation/proper body orientation.	S1.E25.2 Strikes a soft or lightweight ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.
S1.E26 Manipulative <i>In combination with locomotor</i>	S1.E26.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 4.</i>	S1.E26.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 4.</i>	S1.E26.2 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 4.</i>

**Archdiocese of Louisville
Physical Education
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STANDARD 1: Kindergarten through Grade Two			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Kindergarten	Grade One	Grade Two
S1.E27 Manipulative <i>Jumping rope</i>	S1.E27.Ka Executes a single jump with a self-turned rope. S1.E27.Kb Jumps a long rope with teacher-assisted spinning (e.g., helicopter).	S1.E27.1a Jumps forward consecutively using a self-turned rope. S1.E27.1b Jumps a long rope consecutively with teacher-assisted turning.	S1.E27.2a Jumps a self-turned rope consecutively forward and backward. S1.E27.2b Jumps a long rope consecutively with student turners.
Catholic Identity Connections			
<ul style="list-style-type: none"> * We are all called to use our gifts and talents in a variety of ways. * We are each blessed with varying strengths and abilities. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Competence in movement skills enhances active lifestyles. 		<ul style="list-style-type: none"> * How are basic motor skills linked to perform simple movement sequences? * How are basic motor skills used in games, sports, and activities? 	

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Physical Education
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STANDARD 2: Kindergarten through Grade Two			
<i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>			
	Kindergarten	Grade One	Grade Two
S2.E1 Movement concepts <i>Space</i>	S2.E1.Ka Differentiates between movement in self-space and general space. S2.E1.Kb Moves in personal space to a rhythm.	S2.E1.1 Moves in self-space and general space in response to designated beats or rhythms.	S2.E1.2 Combines locomotor skills in general space to a rhythm.
S2.E2 Movement concepts <i>Pathways, shapes, levels</i>	S2.E2.K Travels in three different pathways (e.g., forward, backward, sideways).	S2.E2.1a Travels demonstrating low, middle, and high levels. S2.E2.1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).	S2.E2.2 Combines shapes, levels, and pathways into simple travel sequences. (2)
S2.E3 Movement concepts <i>Speed, direction, force</i>	S2.E3.K Travels in general space with different speeds.	S2.E3.1a Differentiates between fast and slow speeds. S2.E3.1b Differentiates between strong and light force.	S2.E3.2 Varies time and force with gradual increases and decreases.
S2.E4 Movement concepts <i>Alignment and muscular tension</i>	S2.E4.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>	S2.E4.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>	S2.E4.2 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>
S2.E5 Movement concepts <i>Strategies and tactics</i>	S2.E5.Ka Applies simple strategies and tactics in chasing activities. S2.E5.Kb Applies simple strategies and tactics in fleeing activities.	S2.E5.1a Applies simple strategies and tactics in chasing activities. S2.E5.1b Applies simple strategies and tactics in fleeing activities.	S2.E5.2a Applies simple strategies and tactics in chasing activities. S2.E5.2b Applies simple strategies and tactics in fleeing activities.

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

Catholic Identity Connections	
* The natural abilities we have been given by God are improved through practice. * God has given us the ability to consider strategies that help us to improve our performance.	
Essential Understandings	Guided Questions
* Understanding of movement concepts influences activity. * Practice increases competency over time.	* How does an understanding of movement impact daily activity? * Why are basic sport skills important?

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

STANDARD 3: Kindergarten through Grade Two			
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
	Kindergarten	Grade One	Grade Two
S3.E1 Physical activity knowledge	S3.E1.K Identifies active-play opportunities outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).	S3.E1.1 Discusses the benefits of being active and exercising and/or playing (e.g., before and after school, at home, at the park, with friends, with the family).	S3.E1.2 Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).
S3.E2 Engages in physical activity	S3.E2.K Participates actively in physical education class.	S3.E2.1 Engages actively in physical education class.	S3.E2.2 Engages actively in physical education class in response to instruction and practice.
S3.E3 Fitness knowledge	S3.E3.K Recognizes that when you move fast, your heart beats faster and you breathe faster. (3)	S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.	S3.E3.2a Uses own body as resistance for developing strength. (4) S3.E3.2b Identifies physical activities that contribute to fitness.
S3.E4 Fitness knowledge	S3.E4.K <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>	S3.E4.1 <i>Developmentally appropriate/ emerging outcomes first appear in Grade 3.</i>	S3.E4.2 Recognizes the importance of warm-up and cool-down relative to physical activity.
S3.E5 Assessment and program planning	S1.E5.K Performs locomotor skills.	S1.E5.1 Combines locomotor and nonlocomoter skills.	S1.E5.2 Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms.
S3.E6 Nutrition	S3.E6.K Recognizes that food provides energy for physical activity.	S3.E6.1 Differentiates between healthy and unhealthy foods.	S3.E6.2 Recognizes the "good health balance" of good nutrition with physical activity.

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

Catholic Identity Connections	
<ul style="list-style-type: none">* We are called to care for our bodies by making good choices.* God has given us the wisdom to make choices that promote our physical well-being.	
Essential Understandings	Guided Questions
<ul style="list-style-type: none">* Physical fitness improves a sense of well-being. * Healthy choices promote wellness.	<ul style="list-style-type: none">* How does the body change during and after physical activity?* Why is fitness important?* How does physical activity help us to feel good about ourselves? * How do food choices affect the body?

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

STANDARD 4: Kindergarten through Grade Two			
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>			
	Kindergarten	Grade One	Grade Two
S4.E1 Personal responsibility	S4.E1.K Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).	S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.	S4.E1.2 Practices skills with minimal teacher prompting.
S4.E2 Personal responsibility	S4.E2.K Acknowledges responsibility for behavior.	S4.E2.1 Follows the rules and parameters of the learning environment.	S4.E2.2 Accepts responsibility for class protocols with behavior and performance actions.
S4.E3 Accepting feedback	S4.E3.K Follows instruction and directions.	S4.E3.1 Responds appropriately to general feedback from the teacher.	S4.E3.2 Accepts specific corrective feedback from the teacher.
S4.E4 Working with others	S4.E4.K Shares equipment and space with others.	S4.E4.1 Works independently with others in a variety of class environments (e.g., small and large groups).	S1.E4.2 Works independently with others in partner environments.
S4.E5 Rules and etiquette	S4.E5.K Recognizes the established protocol for class activities.	S4.E5.1 Exhibits the established protocols for class activities.	S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities.
S4.E6 Safety	S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	S4.E6.2a Works independently and safely in physical education. S4.E6.2b Works safely with physical education equipment.

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

Catholic Identity Connections	
<ul style="list-style-type: none"> * We are each called to show respect for ourselves and others. * It is essential that we work cooperatively when engaged in group activities. * We show our care for others when we follow the rules of safety. 	
Essential Understandings	Guided Questions
<ul style="list-style-type: none"> * Respect for self and others is an important component of sportsmanship. * Safe practices protect ourselves and others from being hurt. 	<ul style="list-style-type: none"> * How can people work and play together successfully? * Why is good sportsmanship important? * Why is safety important in a physical education class?

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

STANDARD 5: Kindergarten through Grade Two			
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>			
	Kindergarten	Grade One	Grade Two
S5.E1 Health	S5.E1.K Recognizes that physical activity is important for good health.	S5.E1.1 Identifies physical activity as a component of good health.	S5.E1.2 Recognizes the value of "good health" balance.
S5.E2 Challenge	S5.E2.K Acknowledges that some physical activities are challenging/difficult.	S5.E2.1 Recognizes the importance of challenge in physical activities.	S5.E2.2 Participates willingly in physical activity that presents a challenge.
S5.E3 Self-expression and enjoyment	S5.E3.Ka Identifies physical activities that are enjoyable. (7) S5.E3.Kb Discusses personal reasons (e.g., the "why") for enjoying physical activities.	S5.E3.1 Identifies physical activities that provide self-expression.	S4.E3.2 Accepts and implements specific corrective feedback from the teacher.
S5.E4 Social interaction	S5.E4.K Engages in positive social interactions with others in physical activity.	S5.E4.1 Engages in positive social interactions with others in physical activity.	S5.E4.2 Engages in positive social interactions with others in physical activity.
Catholic Identity Connections			
<ul style="list-style-type: none"> * Our health, nutrition, and physical activity choices demonstrate our appreciation for the body God has given us. * We each have a responsibility to treat others kindly and with consideration. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Healthy choices promote wellness. * Physical activity can lead to enjoyment and a sense of well-being. 		<ul style="list-style-type: none"> * What is wellness? * Why is physical activity important to being healthy? * How do healthy behaviors increase wellness? * Why are certain activities enjoyable to one person and not to another? 	

**Archdiocese of Louisville
Physical Education
Kindergarten through Grade Two**

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**Archdiocese of Louisville
Physical Education
Grade Three through Grade Five**

STANDARD 1: Grade Three through Five			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Three	Grade Four	Grade Five
<p>S1.E1 Locomotor</p> <p><i>Hopping, galloping, running, skipping, leaping</i></p>	<p>S1.E1.3 Recognizes the difference between jogging and running.</p>	<p>S1.E1.4 Uses various locomotor skills.</p>	<p>S1.E1.5a Demonstrates patterns of locomotor skills in dynamic practice tasks.</p> <p>S1.E1.5b Combines locomotor and manipulative skills in a variety of practice tasks/games environments.</p> <p>S1.E1.5c Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball).</p>
<p>S1.E2 Locomotor</p> <p><i>Jogging, running</i></p>	<p>S1.E2.3 Uses appropriate pacing for a variety of running distances.</p>	<p>S1.E2.4 Uses appropriate pacing for a variety of running distances.</p>	<p>S1.E2.5 Uses appropriate pacing for a variety of running distances.</p>
<p>S1.E3 Locomotor</p> <p><i>Jumping and landing, horizontal plane</i></p>	<p>S1.E3.3 Jumps and lands in the horizontal plane in a developmentally appropriate manner.</p>	<p>S1.E3.4 Uses spring-and-step take-offs and landings.</p>	<p>S1.E3.5 Combines jumping and landing patterns with locomotor and manipulative skills.</p>
<p>S1.E4 Locomotor</p> <p><i>Jumping and landing, vertical plane</i></p>	<p>S1.E4.3 Jumps and lands in the vertical plane in a developmentally appropriate manner.</p>	<p>S1.E4.4 Uses spring-and-step take-offs and landings.</p>	<p>S1.E4.5 Combines jumping and landing patterns with locomotor and manipulative skills.</p>

**Archdiocese of Louisville
Physical Education
Grade Three through Grade Five**

STANDARD 1: Grade Three through Five			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Three	Grade Four	Grade Five
S1.E5 Locomotor <i>Dance</i>	S1.E5.3 Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	S1.E5.4 Combines locomotor movement patterns and dance steps to create and perform an original dance.	S1.E5.5 Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
S1.E6 Locomotor <i>Combinations</i>	S1.E6.3 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.	S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or lead-up practice tasks.	S1.E6.5 Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or lead-up practice tasks in a developmentally appropriate manner.
S1.E7 Nonlocomotor * (stability) <i>Balance</i>	S1.E7.3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.	S1.E7.4 Balances on different bases of support on apparatus, demonstrating levels and shapes.	S1.E7.5 Balances on different bases of support on apparatus, demonstrating levels and shapes.
S1.E8 Nonlocomotor (stability) <i>Weight transfer</i>	S1.E8.3 Transfers weight from feet to hands for momentary weight support.	S1.E8.4 Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).	S1.E8.5 Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).
S1.E9 Nonlocomotor (stability) <i>Weight transfer, rolling</i>	S1.E9.3 Rolls in different directions with either a narrow or curled body shape (e.g., log roll, forward roll, backward roll).	S1.E9.4 Rolls in different directions with either a narrow or curled body shape (e.g., log roll, forward roll, backward roll, cartwheel).	S1.E9.5 Rolls in different directions with either a narrow or curled body shape (e.g., log roll, forward roll, backward roll, cartwheel, roundoff).
* Teachers must use developmentally appropriate practice tasks for individual learners when presenting transfers from feet to other body parts.			

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Physical Education
Grade Three through Grade Five**

STANDARD 1: Grade Three through Five			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Three	Grade Four	Grade Five
<p>S1.E10 Nonlocomotor (stability)</p> <p><i>Curling and stretching, twisting and bending</i></p>	<p>S1.E10.3 Moves into and out of balances with curling, twisting, and stretching actions.</p>	<p>S1.E10.4 Moves into and out of balances on apparatus with curling, twisting, and stretching actions.</p>	<p>S1.E10.5 Performs curling, twisting, and stretching actions with correct application.</p>
<p>S1.E11 Nonlocomotor (stability)</p> <p><i>Combinations</i></p>	<p>S1.E11.3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow).</p>	<p>S1.E11.4 Combines locomotor skills and movement concepts with a partner (levels, shapes, extensions, pathways, force, time, flow).</p>	<p>S1.E11.5 Combines locomotor skills and movement concepts with a group (levels, shapes, extensions, pathways, force, time, flow).</p>
<p>S1.E12 Nonlocomotor (stability)</p> <p><i>Balance and weight transfers</i></p>	<p>S1.E12.3 Combines balance and weight transfers with movement concepts to create and perform a dance.</p>	<p>S1.E12.4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.</p>	<p>S1.E12.5 Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.</p>
<p>S1.E13 Manipulative</p> <p><i>Underhand throw</i></p>	<p>S1.E13.3 Throws underhand to a partner or target with reasonable accuracy.</p>	<p>S1.E13.4 Throws underhand to a partner or target with reasonable accuracy.</p>	<p>S1.E13.5a Throws underhand with different sizes and types of objects.</p> <p>S1.E13.5b Throws underhand to a target with accuracy.</p>
<p>S1.E14 Manipulative</p> <p><i>Overhand throw</i></p>	<p>S1.E14.3 Throws overhand for distance and force in a developmentally appropriate manner.</p>	<p>S1.E14.4 Throws overhand to a partner or at a target with accuracy at a reasonable distance.</p>	<p>S1.E14.5a Throws overhand with different sizes and types of objects.</p> <p>S1.E14.5b Throws overhand to a target with accuracy.</p>

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STANDARD 1: Grade Three through Five			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Three	Grade Four	Grade Five
<p>S1.E15 Manipulative</p> <p><i>Passing with hands</i></p>	<p>S1.E15.3 Throws to a partner with reasonable accuracy.</p>	<p>S1.E15.4 Throws to a moving partner with reasonable accuracy.</p>	<p>S1.E15.5 Throws with accuracy, both partners moving.</p>
<p>S1.E16 Manipulative</p> <p><i>Catching</i></p>	<p>S1.E16.3 Catches a gently tossed small-sized ball from a partner.</p>	<p>S1.E16.4 Catches a thrown ball above the head, at chest or waist level, and below the waist.</p>	<p>S1.E16.5a Catches a batted ball above the head, at chest or waist level, and along the ground.</p> <p>S1.E16.5b Catches with accuracy, both partners moving.</p>
<p>S1.E17 Manipulative</p> <p><i>Dribbling and/or ball control with hands</i></p>	<p>S1.E17.3 Dribbles in self-space with both the preferred and the nonpreferred hand.</p>	<p>S1.E17.4a Dribbles in self-space with both the preferred and the nonpreferred hand.</p> <p>S1.E17.4b Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>	<p>S1.E17.5 Combines hand dribbling with other skills (e.g., around a stationary object, with a defender) at different levels.</p>
<p>S1.E18 Manipulative</p> <p><i>Dribbling/ball control with feet</i></p>	<p>S1.E18.3 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.</p>	<p>S1.E18.4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed and changing direction.</p>	<p>S1.E18.5 Combines foot dribbling with other skills (e.g., around a stationary object, with a defender) at different levels.</p>

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STANDARD 1: Grade Three through Five			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Three	Grade Four	Grade Five
<p>S1.E19 Manipulative</p> <p><i>Passing and receiving with feet</i></p>	<p>S1.E19.3 Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.</p>	<p>S1.E19.4a Passes and receives a ball with the insides of the feet to a moving partner.</p> <p>S1.E19.4b Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.</p>	<p>S1.E19.5a Passes with the feet as both partners travel.</p> <p>S1.E19.5b Receives a pass with the foot as both partners travel.</p>
<p>S1.E20 Manipulative</p> <p><i>Dribbling in combination</i></p>	<p>S1.E20.3 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).</p>	<p>S1.E20.4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).</p>	<p>S1.E20.5 Dribbles with hands or feet in a variety of sport related activities.</p>
<p>S1.E21 Manipulative</p> <p><i>Kicking</i></p>	<p>S1.E21.3a Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air.</p> <p>S1.E21.3b Uses a continuous running approach and kicks a stationary ball for accuracy.</p>	<p>S1.E21.4 Kicks along the ground and in the air and punts.</p>	<p>S1.E21.5 Demonstrates mature patterns in kicking and punting in sport-related activities.</p>
<p>S1.E22 Manipulative</p> <p><i>Volley, underhand</i></p>	<p>S1.E22.3 Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner.</p>	<p>S1.E22.4 Volleys underhand in a dynamic environment (e.g., two square, four square, handball).</p>	<p>S1.E22.5 Volleys underhand in a dynamic environment (e.g., volleyball, handball).</p>

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STANDARD 1: Grade Three through Five			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Three	Grade Four	Grade Five
S1.E23 Manipulative <i>Volley, overhead</i>	S1.E23.3 Volleys a ball with a two-hand overhead pattern, sending it upward.	S1.E23.4 Volleys a ball with a two-hand overhead pattern, sending it upward.	S1.E23.5 Volleys a ball using a two-hand overhead pattern, sending it upward to a target.
S1.E24 Manipulative <i>Striking, short-handled implement</i>	S1.E24.3 Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.	S1.E24.4 Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.	S1.E24.5 Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
S1.E25 Manipulative <i>Striking, long-handled implement</i>	S1.E25.3 Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement.	S1.E25.4 Strikes an object with a long-handled implement demonstrating proper grip, stance, body orientation, swing, plant, and follow-through.	S1.E25.5a Strikes a pitched ball with a bat. S1.E25.5b Combines striking with a long-handled implement with receiving and traveling skills in a sport related activity.
S1.E26 Manipulative <i>In combination with locomotor</i>	S1.E26.3 Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking.	S1.E26.4 Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking.	S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).

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STANDARD 1: Grade Three through Five			
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Three	Grade Four	Grade Five
S1.E27 Manipulative <i>Jumping rope</i>	S1.E27.3 Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.	S1.E27.4 Creates a jump-rope routine with either a short or long rope.	S1.E27.5 Creates a jump-rope routine with a partner, using either a short or long rope.
Catholic Identity Connections			
<ul style="list-style-type: none"> * We are all called to use our gifts and talents as a sign of our appreciation. * We are each blessed with varying strengths and abilities. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Competence in movement skills enhances active lifestyles. * Physical fitness improves well-being. * Practice increases competency. 		<ul style="list-style-type: none"> * How are basic motor skills performed in creative and efficient ways? * How are basic motor skills linked to perform simple movement sequences? * How are the concepts of space, time, and energy used in movement? * How is physical fitness related to our sense of well-being? * Why is the practice of sport-related skills important? 	

**Archdiocese of Louisville
Physical Education
Grade Three through Grade Five**

STANDARD 2: Grade Three through Five			
<i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>			
	Grade Three	Grade Four	Grade Five
<p>S2.E1 Movement concepts</p> <p><i>Space</i></p>	<p>S2.E1.3 Combines locomotor skills in general space to a rhythm.</p>	<p>S2.E1.4a Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and moving).</p> <p>S2.E1.4b Applies the concept of closing spaces in lead-up practice tasks.</p> <p>S2.E1.4c Dribbles in general space with changes in direction and speed.</p>	<p>S2.E1.5 Combines spatial concepts with locomotor and nonlocomotor movements in small groups.</p>
<p>S2.E2 Movement concepts</p> <p><i>Pathways, shapes, levels</i></p>	<p>S2.E2.3 Combines movement concepts with skills.</p>	<p>S2.E2.4 Combines movement concepts with skills.</p>	<p>S2.E2.5 Combines movement concepts with skills with self-direction.</p>
<p>S2.E3 Movement concepts</p> <p><i>Speed, direction, force</i></p>	<p>S2.E3.3 Combines movement concepts (direction, levels, force, time) with skills.</p>	<p>S2.E3.4a Applies the movement concepts of speed, endurance, and pacing for running.</p> <p>S2.E3.4b Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.</p>	<p>S2.E3.5a Applies movement concepts to strategy in game situations.</p> <p>S2.E3.5b Applies the concepts of direction and force to strike an object with a long-handled implement.</p> <p>S2.E3.5c Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions).</p>

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STANDARD 2: Grade Three through Five			
<i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>			
	Grade Three	Grade Four	Grade Five
S2.E4 Movement concepts <i>Alignment and muscular tension</i>	S2.E4.3 Employs the concept of alignment and muscular tension with balance.	S2.E4.4 Employs the concept of alignment and muscular tension with balance.	S2.E4.5 Employs the concept of alignment and muscular tension with balance.
S2.E5 Movement concepts <i>Strategies and tactics</i>	S2.E5.3a Applies simple strategies and tactics in chasing activities. S2.E5.3b Applies simple strategies in fleeing activities. S2.E5.3c Recognizes the types of skills needed for different games and sports situations.	S2.E5.4a Applies simple offensive strategies and tactics in chasing and fleeing activities. S2.E5.4b Applies simple defensive strategies and tactics in chasing and fleeing activities. S2.E5.4c Recognizes the types of skills needed for different games and sports situations.	S2.E5.5a Applies basic offensive and defensive strategies and tactics in invasion games. S2.E5.5b Applies basic offensive and defensive strategies. S2.E5.5c Recognizes the type of throw, volley, or striking action needed for different games and sports situations.
Catholic Identity Connections			
<ul style="list-style-type: none"> * God has given us the ability to apply our knowledge to our actions. * We each have a responsibility to make good use of our talents to our daily lives. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Actions can be changed based on reflection of best choices. 		<ul style="list-style-type: none"> * Why are decisions an essential part of movement activities? * How do our choices impact our ability to collaborate with others for mutual enjoyment and learning? 	

**Archdiocese of Louisville
Physical Education
Grade Three through Grade Five**

<i>STANDARD 3: Grade Three through Five</i>			
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
	Grade Three	Grade Four	Grade Five
S3.E1 Physical activity knowledge	S3.E1.3 Identifies physical activity as a way to become healthier.	S3.E1.4 Analyzes physical activity outside physical education class for fitness benefits of activities.	S3.E1.5 Analyzes physical activity outside physical education class for fitness benefits of activities.
S3.E2 Engages in physical activity	S3.E2.3 Engages actively in all of the activities of physical education.	S3.E2.4 Engages actively in all of the activities of physical education.	S3.E2.5 Engages actively in all of the activities of physical education.
S3.E3 Fitness knowledge	S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.	S3.E3.4 Identifies components of health-related fitness.	S3.E3.5 Differentiates between skill-related and health-related fitness.
S3.E4 Fitness knowledge	S3.E4.3 Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.	S3.E4.4 Identifies the need for warm-up and cool-down relative to various physical activities.	S3.E4.5 Identifies the need for warm-up and cool-down relative to various physical activities.
S3.E5 Assessment and program planning	S3.E5.3 Demonstrates, with teacher direction, the fitness components.	S3.E5.4a Completes fitness assessments (pre and post). S1.E5.4b Identifies areas of needed remediation from fitness assessments and, with teacher assistance, identifies strategies for progress in those areas.	S1.E5.5 Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health.

**Archdiocese of Louisville
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STANDARD 3: Grade Three through Five			
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
	Grade Three	Grade Four	Grade Five
S3.E6 Nutrition	S3.E6.3 Discusses the importance of hydration and hydration choices relative to physical activities.	S3.E6.4 Identifies foods that are beneficial for before and after physical activity.	S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.
Catholic Identity Connections			
<ul style="list-style-type: none"> * We each have a responsibility to take care of our bodies through healthy choices and physical activity. * We have been given the wisdom to consider our actions and make adjustments. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Physical fitness improves well-being. * Physical fitness contributes to lifelong wellness. 		<ul style="list-style-type: none"> * Why is it important to warm up and cool down in connection to physical activity? * How do specific activities relate to fitness? * How are personal fitness goals set? * How are strength, endurance, and flexibility increased? 	

**Archdiocese of Louisville
Physical Education
Grade Three through Grade Five**

STANDARD 4: Grade Three through Five			
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>			
	Grade Three	Grade Four	Grade Five
S4.E1 Personal responsibility	S4.E1.3 Exhibits personal responsibility in teacher-directed activities.	S4.E1.4 Exhibits responsible behavior in independent group situations.	S4.E1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
S4.E2 Personal responsibility	S4.E2.3 Accepts responsibility for class protocols with behavior and performance actions.	S4.E2.4 Reflects on personal social behavior in physical activity.	S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.
S4.E3 Accepting feedback	S4.E3.3 Accepts and implements specific corrective feedback from the teacher.	S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).	S4.E3.5 Gives corrective feedback respectfully to peers.
S4.E4 Working with others	S4.E4.3a Works cooperatively with others. S4.E4.3b Praises others for their success.	S4.E4.4a Praises the performance of others both more skilled and less skilled. S4.E4.4b Accepts players of all skill levels into the physical activity.	S1.E4.5 Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
S4.E5 Rules and etiquette	S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers.	S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.	S4.E5.5 Exhibits the etiquette involved in rules of various game activities.

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STANDARD 4: Grade Three through Five			
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>			
	Grade Three	Grade Four	Grade Five
S4.E6 Safety	S4.E6.3 Works independently and safely in physical activity settings.	S4.E6.4 Works safely with peers and equipment in physical activity settings.	S4.E6.5 Applies safety principles with age-appropriate physical activities.
Catholic Identity Connections			
<ul style="list-style-type: none"> * Jesus provided us with examples of ways to work cooperatively during his life. * We must remember to show respect for ourselves and others at all times. * We demonstrate our care and concern for others when we follow the rules of safety. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Safe practices and responsible choices help to protect us. * Healthy relationships and a positive self-concept contribute to cooperative group involvement. 		<ul style="list-style-type: none"> * How do rules and responsible decisions reduce the risk of injury? * Why are rules of safety important in physical education? * How does attitude affect cooperation, teamwork, and sportsmanship? 	

**Archdiocese of Louisville
Physical Education
Grade Three through Grade Five**

STANDARD 5: Grade Three through Five			
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>			
	Grade Three	Grade Four	Grade Five
S5.E1 Health	S5.E1.3 Discusses the relationship between physical activity and good health.	S5.E1.4 Examines the health benefits of participating in physical activity.	S5.E1.5 Compares the health benefits of participating in selected physical activities.
S5.E2 Challenge	S5.E2.3 Discusses the challenge that comes from learning a new physical activity.	S5.E2.4 Rates the enjoyment of participating in challenging and mastered physical activities.	S5.E2.5 Expresses the enjoyment and/or challenge of participating in a favorite physical activity.
S5.E3 Self-expression and enjoyment	S5.E3.3 Reflects on the reasons for enjoying selected physical activities.	S5.E3.4 Ranks the enjoyment of participating in different physical activities.	S4.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
S5.E4 Social interaction	S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.	S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities.	S5.E4.5 Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).
Catholic Identity Connections			
<ul style="list-style-type: none"> * Because God made each of us unique, we vary in ability and enjoyment of different physical activities. * We gain many benefits from our positive interactions with others. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Healthy choices promote overall health and fitness. * Healthy relationships and a positive self-concept contribute to personal development. * Healthy living require knowledge of human structure and function. * Safe practices affect individuals, families, and communities. 		<ul style="list-style-type: none"> * Why are physical activities important to a healthy life? * How do food choices and eating practices impact health and fitness? * What are strategies that help build a positive self-concept? * How do individuals differ in the way they grow and develop? * How are choices and behaviors related to health and safety? 	

**Archdiocese of Louisville
Physical Education
Grade Six through Eight**

STANDARD 1: Grade Six through Eight <i>Demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Six	Grade Seven	Grade Eight
S1.M1 Dance and rhythms	S1.M1.6 Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.	S1.M1.7 Demonstrates correct rhythm and pattern for one of the following: folk, social, creative, line, and world dance.	S1.M1.8 Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
S1.M2 Games and sports Invasion and field games <i>Throwing</i>	S1.M2.6 Throws for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).	S1.M2.7 Throws for distance or power appropriate to the activity in a dynamic environment.	S1.M2.8 Throws for distance or power appropriate to the activity during game play.
S1.M3 Games and sports Invasion and field games <i>Catching</i>	S1.M3.6 Catches from a variety of trajectories using different objects in lead-up game play.	S1.M3.7 Catches from a variety of trajectories using different objects in game play.	S1.M3.8 Catches using an implement in a dynamic environment or modified game play.
S1.M4 Games and sports Invasion games <i>Passing and receiving</i>	S1.M4.6 Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games.	S1.M4.7 Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games.	S1.M4.8 Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level, with competency, in invasion games.

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STANDARD 1: Grade Six through Eight <i>Demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Six	Grade Seven	Grade Eight
<p>S1.M5 Games and sports Invasion games</p> <p><i>Passing and receiving</i></p>	S1.M5.6 Throws, while stationary, a leading pass to a moving receiver.	S1.M5.7 Throws, while moving, a leading pass to a moving receiver with consistency.	S1.M5.8 Throws a lead pass to a moving partner off a dribble or pass with consistency.
<p>S1.M6 Games and sports Invasion games</p> <p><i>Offensive skills</i></p>	S1.M6.6 Performs pivots, fakes, and jab steps designed to create open space without defensive pressure during practice tasks.	S1.M6.7 Executes at least 1 of the following designed to create open space during game play: pivots, fakes, jab steps.	S1.M6.8 Executes at least 2 of the following to create open space during game play: pivots, fakes, jab steps, screens.
<p>S1.M7 Games and sports Invasion games</p> <p><i>Offensive skills</i></p>	S1.M7.6 Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.	S1.M7.7 Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.	S1.M7.8 Executes the following offensive skills with defensive pressure: pivot, give and go, and fakes.
<p>S1.M8 Games and sports Invasion games</p> <p><i>Dribbling and ball control</i></p>	S1.M8.6 Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	S1.M8.7 Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks.	S1.M8.8 Dribbles with dominant and nondominant hands using a change of speed and direction in games play.
<p>S1.M9 Games and sports Invasion games</p> <p><i>Dribbling/ball control</i></p>	S1.M9.6 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	S1.M9.7 Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	S1.M9.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction during games play.

**Archdiocese of Louisville
Physical Education
Grade Six through Eight**

STANDARD 1: Grade Six through Eight <i>Demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Six	Grade Seven	Grade Eight
<p>S1.M10 Games and sports Invasion games</p> <p><i>Shooting on goal</i></p>	<p>S1.M10.6 Shoots on goal with power in a dynamic environment as appropriate to the activity.</p>	<p>S1.M10.7 Shoots on goal with power and accuracy in small-sided game play.</p>	<p>S1.M10.8 Shoots on goal with a long-handled implement for power and accuracy in invasion games such as hockey (floor, field, ice) or lacrosse.</p>
<p>S1.M11 Games and sports Invasion games</p> <p><i>Defensive skills</i></p>	<p>S1.M11.6a Maintains defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of offensive player.</p> <p>S1.M11.6b Slides in all directions while on defense without crossing feet.</p> <p>S1.M11.6c Drop-steps in the direction of the pass during player-to-player defense.</p>	<p>S1.M11.7a Maintains defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of offensive player.</p> <p>S1.M11.7b Slides in all directions while on defense without crossing feet.</p> <p>S1.M11.7c Drop-steps in the direction of the pass during player-to-player defense.</p>	<p>S1.M11.8a Maintains defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of offensive player.</p> <p>S1.M11.8b Slides in all directions while on defense without crossing feet.</p> <p>S1.M11.8c Drop-steps in the direction of the pass during player-to-player defense.</p>
<p>S1.M12 Games and sports Net and wall games</p> <p><i>Serving</i></p>	<p>S1.M12.6 Performs a legal serve with control for net and wall games such as badminton, volleyball, or pickleball.</p>	<p>S1.M12.7 Executes consistently (at least 70 percent of the time) a legal serve to a predetermined target for net and wall games such as badminton, volleyball, or pickleball.</p>	<p>S1.M12.8 Executes consistently (at least 70 percent of the time) a legal serve for distance and accuracy for net and wall games such as badminton, volleyball, or pickleball.</p>
<p>S1.M13 Games and sports Net and wall games</p> <p><i>Striking</i></p>	<p>S1.M13.6 Strikes with a mature overhand pattern in net or wall games such as volleyball, handball, badminton, or tennis.</p>	<p>S1.M13.7 Strikes with a mature overhand pattern in a dynamic environment for net or wall games such as volleyball, handball, badminton, or tennis.</p>	<p>S1.M13.8 Strikes with a mature overhand pattern in a net or wall game such as volleyball, handball, badminton, or tennis.</p>

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STANDARD 1: Grade Six through Eight <i>Demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Six	Grade Seven	Grade Eight
S1.M14 Games and sports Net and wall games <i>Forehand and backhand</i>	S1.M14.6 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.	S1.M14.7 Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.	S1.M14.8 Demonstrates the mature form of the forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.
S1.M15 Games and sports Net and wall games <i>Weight transfer</i>	S1.M15.6 Transfers weight with correct timing for the striking pattern.	S1.M15.7 Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.	S1.M15.8 Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides.
S1.M16 Games and sports Net and wall games <i>Volley</i>	S1.M16.6 Forehand-volleys with a mature form and control using a short-handled implement.	S1.M16.7 Forehand- and backhand-volleys with a mature form and control using a short-handled implement.	S1.M16.8 Forehand- and backhand-volleys with a mature form and control using a short-handled implement during game play.
S1.M17 Games and sports Net and wall games <i>Two-hand volley</i>	S1.M17.6 Two-hand-volleys with control during game play.	S1.M17.7 Two-hand-volleys with control during game play.	S1.M17.8 Two-hand-volleys with control during game play.
S1.M18 Games and sports Target games <i>Throwing</i>	S1.M18.6 Demonstrates a mature throwing pattern for a target game such as bowling, bocce, or corn hole.	S1.M18.7 Executes consistently (70 percent or more of the time) a mature throwing pattern for target games such as bowling, bocce, or corn hole.	S1.M18.8 Performs consistently (70 percent or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce, or corn hole.

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STANDARD 1: Grade Six through Eight <i>Demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Six	Grade Seven	Grade Eight
S1.M19 Games and sports Target games <i>Striking</i>	S1.M19.6 Strikes, with an implement, a stationary object for accuracy, distance, and power in a target game.	S1.M19.7 Strikes, with an implement, a stationary object for accuracy, distance, and power in target games.	S1.M19.8 Strikes, with an implement, a stationary object for accuracy, distance, and power.
S1.M20 Games and sports Fielding and striking games <i>Throwing</i>	S1.M20.6 Throws a ball with force in a variety of practice tasks and game play.	S1.M20.7 Throws a ball with force in a variety of practice tasks and game play.	S1.M20.8 Throws a ball with force in a variety of practice tasks and game play.
S1.M21 Games and sports Fielding and striking games <i>Catching</i>	S1.M21.6 Catches from different trajectories using a variety of objects in varying practice tasks.	S1.M21.7 Catches from different trajectories using a variety of objects in game play.	S1.M21.8 Catches, using an implement, from different trajectories and speeds in a dynamic environment or game play.
S1.M22 Outdoor pursuits <i>Techniques</i>	S1.M22.6 Demonstrates correct technique for basic skills in 1 self-selected outdoor activity.	S1.M22.7 Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity.	S1.M22.8 Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities.

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STANDARD 1: Grade Six through Eight <i>Demonstrates competency in a variety of motor skills and movement patterns.</i>			
	Grade Six	Grade Seven	Grade Eight
S1.M23 Individual-performance activities <i>Techniques</i>	S1.E24.6 Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.	S1.E24.7 Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity.	S1.E24.8 Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities.
Catholic Identity Connections			
<ul style="list-style-type: none"> * We have each been blessed with gifts and talents, but our varying abilities make us unique. * We show our appreciation for our God-given strengths and abilities by using and improving them. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Motor skills and movement patterns can be combined to create complex movement sequences. * Practice increases competency over time. 		<ul style="list-style-type: none"> * How are basic motor skills linked to perform more complex movement sequences? * How are the concepts of space, time, and energy used in movement? * Why is the practice of sport-related skills important? * How do knowledge and application of strategies enhance movement performances? 	

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Grade Six through Eight**

STANDARD 2: Grade Six through Eight			
<i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>			
	Grade Six	Grade Seven	Grade Eight
<p>S2.M1 Games and sports Invasion games</p> <p><i>Creating space with movement</i></p>	<p>S2.M1.6 Creates open space by using locomotor movements (e.g., walking, running, and jumping and landing) in combination with movement concepts (e.g., varying pathways, change of speed, direction, or pace).</p>	<p>S2.M1.7 Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).</p>	<p>S2.M1.8 Opens and closes space during game play by combining locomotor movements with movement concepts.</p>
<p>S2.M2 Games and sports Invasion games</p> <p><i>Creating space with offensive tactics</i></p>	<p>S2.M2.6 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>S2.M2.7 Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots, and fakes; give and go.</p>	<p>S2.M2.8 Executes at least 3 of the following offensive tactics to create open space: moves to open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.</p>
<p>S2.M3 Games and sports Invasion games</p> <p><i>Creating space using width and length</i></p>	<p>S2.M3.6 Creates open space by using the width and length of the field or court on offense.</p>	<p>S2.M3.7 Creates open space by staying spread on offense, and cutting and passing quickly.</p>	<p>S2.M3.8 Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</p>
<p>S2.M4 Games and sports Invasion games</p> <p><i>Reducing space by changing size and shape</i></p>	<p>S2.M4.6 Reduces open space on defense by making the body larger and reducing passing angles.</p>	<p>S2.M4.7 Reduces open space on defense by staying close to the opponent as he/she nears the goal.</p>	<p>S2.M4.8 Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).</p>

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STANDARD 2: Grade Six through Eight			
<i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>			
	Grade Six	Grade Seven	Grade Eight
<p>S2.M5 Games and sports Invasion games</p> <p><i>Reducing space using denial</i></p>	<p>S2.M5.6 Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</p>	<p>S2.M5.7 Reduces open space by not allowing the catch (denial) or anticipating the speed of an object and person for the purpose of interception or deflection.</p>	<p>S2.M5.8 Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.</p>
<p>S2.M6 Games and sports Invasion games</p> <p><i>Transitions</i></p>	<p>S2.M6.6 Transitions from offense to defense or defense to offense by recovering quickly.</p>	<p>S2.M6.7 Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.</p>	<p>S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.</p>
<p>S2.M7 Games and sports Net and wall games</p> <p><i>Creating space through variation</i></p>	<p>S2.M7.6 Creates open space in net or wall games with a short-handled implement by varying force and direction.</p>	<p>S2.M7.7 Creates open space in net or wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.</p>	<p>S2.M7.8 Creates open space in net or wall games with either a long- or short- handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back.</p>
<p>S2.M8 Games and sports Net and wall games</p> <p><i>Using tactics and shots</i></p>	<p>S2.M8.6 Reduces offensive options for opponents by returning to mid-court position.</p>	<p>S2.M8.7 Selects offensive shot based on opponent's location (hit where opponent is not).</p>	<p>S2.M8.8 Varies placement, force, and timing of return to prevent anticipation by opponent.</p>

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STANDARD 2: Grade Six through Eight			
<i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>			
	Grade Six	Grade Seven	Grade Eight
<p>S2.M9 Games and sports Target games</p> <p><i>Shot selection</i></p>	S2.M9.6 Selects appropriate shot and/or club based on location of the object in relation to the target.	S2.M9.7 Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	S2.M9.8 Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.
<p>S2.M10 Games and sports Fielding and striking games</p> <p><i>Offensive strategies</i></p>	S2.M10.6 Identifies open spaces and attempts to strike object into that space.	S2.M10.7 Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.	S2.M10.8 Identifies sacrifice situations and attempts to advance a teammate.
<p>S2.M11 Games and sports Fielding and striking games</p> <p><i>Reducing space</i></p>	S2.M11.6 Identifies the correct defensive play based on the situation (e.g., number of outs).	S2.M11.7 Selects the correct defensive play based on the situation (e.g., number of outs).	S2.M11.8 Reduces open spaces in the field by working with teammates to maximize coverage.
<p>S2.M12 Individual-performance activities, dance, and rhythms</p> <p><i>Movement concepts</i></p>	S2.M12.6 Varies movement sequences during dance or gymnastics activities.	S2.M12.7 Identifies and applies movement concepts to various dance or movement activities.	S2.M12.8 Identifies and applies movement concepts to various dance or movement activities.

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STANDARD 2: Grade Six through Eight			
<i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>			
	Grade Six	Grade Seven	Grade Eight
S2.M13 Outdoor pursuits <i>Movement concepts</i>	S2.M13.6 Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure the safety of self and others.	S2.M13.7 Analyzes the situation and makes adjustments to ensure the safety of self and others.	S2.M13.8 Implements safe protocols in self-selected outdoor activities.
Catholic Identity Connections			
<ul style="list-style-type: none"> * God has granted us the wisdom to consider the choices we are making and make adjustments when needed. * Physical activity can lead to a sense of well-being and the recognition of the importance of caring for our bodies. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Physical fitness improves well-being. * Practice increases competency over time. 		<ul style="list-style-type: none"> * Why is it important to include the components of fitness in connection to physical activity? * Why is the practice of sport-related skills important? * How do knowledge and application of strategies enhance movement performance? 	

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STANDARD 3: Grade Six through Eight			
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
	Grade Six	Grade Seven	Grade Eight
S3.M1 Physical activity knowledge	S3.M1.6 Is able to identify three influences on physical activity (e.g., school, family, and peers; community and built environment).	S3.M1.7 Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	S3.M1.8 Develops a plan to address one of the barriers to maintaining a physically active lifestyle.
S3.M2 Engages in physical activity	S3.M2.6 Participates in daily self-selected physical activity outside of physical education class.	S3.M2.7 Participates in daily self-selected physical activity outside of physical education class.	S3.M2.8 Participates in daily self-selected physical activity outside of physical education class.
S3.M3 Engages in physical activity	S3.M3.6 Participates in a variety of aerobic fitness activities.	S3.M3.7 Participates in a variety of strength and endurance fitness activities.	S3.M3.8 Participates in a variety of self-selected aerobic fitness activities outside of school.
S3.M4 Engages in physical activity	S3.M4.6 Participates in a variety of aerobic-fitness activities using technology.	S3.M4.7 Participates in a variety of strength and endurance fitness activities using technology.	S3.M4.8 Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training.
S3.M5 Engages in physical activity	S3.M5.6 Participates in a variety of lifelong recreational activities.	S3.M5.7 Participates in a variety of lifelong recreational activities.	S3.M5.8 Participates in a variety of lifelong recreational activities.
S3.M6 Engages in physical activity	S3.M6.6 Participates in moderate to vigorous aerobic physical activity.	S3.M6.7 Participates in moderate to vigorous muscle- and bone-strengthening physical activity.	S3.M6.8 Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity.

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STANDARD 3: Grade Six through Eight			
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
	Grade Six	Grade Seven	Grade Eight
S3.M7 Fitness knowledge	S3.M7.6 Identifies the components of skill-related fitness.	S3.M7.7 Distinguishes between health-related and skill-related fitness.	S3.M7.8 Compares and contrasts health-related fitness components.
S3.M8 Fitness knowledge	S3.M8.6 Sets and monitors a self-selected physical activity goal needed to advance current fitness level.	S3.M8.7 Sets and monitors a self-selected physical activity goal needed to advance current fitness level.	S3.M8.8 Sets and monitors a self-selected physical activity goal needed to advance current fitness level.
S3.M9 Fitness knowledge	S3.M9.6 Employs correct techniques and methods of stretching.	S3.M9.7 Describes and demonstrates the difference between dynamic and static stretches.	S3.M9.8 Employs a variety of appropriate static stretching techniques for all major muscle groups.
S3.M10 Fitness knowledge	S3.M10.6 Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance.	S3.M10.7 Describes the role of exercise and nutrition in weight management.	S3.M10.8 Describes the role of flexibility in injury prevention.
S3.M11 Fitness knowledge	S3.M11.6 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).	S3.M11.7 Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.	S3.M11.8 Uses the overload principle (FITT formula) in preparing a personal workout. (14)

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STANDARD 3: Grade Six through Eight			
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
	Grade Six	Grade Seven	Grade Eight
S3.M12 Fitness knowledge	S3.M12.6 Describes the role of warm-ups and cool-downs before and after physical activity.	S3.M12.7 Designs a warm-up and cool-down regimen for a self-selected physical activity.	S3.M12.8 Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.
S3.M13 Fitness knowledge	S3.M13.6 Defines resting heart rate and describes its relationship to aerobic fitness.	S3.M13.7 Defines resting heart rate and describes its relationship to aerobic fitness.	S3.M13.8 Defines how resting heart rate and level of exertion can be used to adjust workout intensity during physical activity.
S3.M14 Fitness knowledge	S3.M14.6 Identifies major muscles used in selected physical activities.	S3.M14.7 Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.	S3.M14.8 Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.
S3.M15 Assessment and program planning	S3.M15.6 Designs and implements a program of remediation for an area of weakness based on the results of a health-related fitness assessment.	S3.M15.7 Designs and implements a program of remediation for areas of weakness based on the results of a health-related fitness assessment.	S3.M15.8 Designs and implements a program of remediation for areas of weakness based on the results of a health-related fitness assessment.
S3.M16 Assessment and program planning	S3.M16.6 Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.	S3.M16.7 Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.	S3.M16.8 Maintains a physical activity and nutrition log and designs and implements a program to improve levels of health-related fitness and nutrition.

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STANDARD 3: Grade Six through Eight			
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
	Grade Six	Grade Seven	Grade Eight
S3.M17 Nutrition	S3.M17.6 Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels.	S3.M17.7 Develops strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.	S3.M17.8 Describes the relationship between poor nutrition and health risk factors.
S3.M18 Stress management	S3.M18.6 Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.	S3.M18.7 Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.	S3.M18.8 Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise and demonstrates basic movements used in other stress-reducing activities.
Catholic Identity Connections			
<ul style="list-style-type: none"> * We are called to care for the body God has given us. * Engaging in physical activity with others promotes enjoyment and positive social interaction. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Healthy choices promote overall health and fitness. * Healthy relationships and a positive self-image contribute to personal development. 		<ul style="list-style-type: none"> * How does a personal fitness plan promote an active lifestyle? * How can personal fitness levels be improved and maintained? * How can eating properly reduce health risks? * How can physical activity provide opportunities for enjoyment, challenge, self-expression, and social interactions? * What are healthy ways to manage and deal with stress and emotions? * How do rules and responsible decisions decrease the risk of injury? 	

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STANDARD 4: Grade Six through Eight			
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>			
	Grade Six	Grade Seven	Grade Eight
S4.M1 Personal responsibility	S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.	S4.M1.7 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	S4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness.
S4.M2 Personal responsibility	S4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	S4.M2.7 Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	S4.M2.8 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
S4.M3 Accepting feedback	S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	S4.M3.7 Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	S4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher.
S4.M4 Working with others	S4.M4.6 Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.	S4.M4.7 Demonstrates cooperation skills by following rules and guidelines for resolving conflicts.	S1.M4.8 Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
S4.M5 Working with others	S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.	S4.M5.7 Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play.	S4.M5.8 Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play.

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STANDARD 4: Grade Six through Eight			
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>			
	Grade Six	Grade Seven	Grade Eight
S4.M6 Rules and etiquette	S4.M6.6 Identifies the rules and etiquette for physical activities, games, and dance activities.	S4.M6.7 Demonstrates knowledge of rules and etiquette by self-officiating physical activities and games.	S4.M6.8 Applies rules and etiquette by acting as an official for modified physical activities and games .
S4.M7 Safety	S4.M7.6 Uses physical activity and fitness equipment appropriately and safely.	S4.M7.7 Independently uses physical activity and exercise equipment appropriately and safely.	S4.M7.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.
Catholic Identity Connections			
<ul style="list-style-type: none"> * When we treat ourselves and others with respect, we are living a life modeled after Jesus' life. * Because God made each of us unique, we all excel and struggle in different ways. * Finding ways to bolster the self-image of others reflects our commitment to Christian living. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Healthy relationships and a positive self-concept contribute to personal development and positive involvement. * Self-management builds individual and group success. 		<ul style="list-style-type: none"> * How does attitude affect cooperation, team work, and sportsmanship? * Why are strategies and skills essential to successful group work? * How is understanding and respect for differences among people important to successful group interaction? * Why are rules of safety important in a physical education class? 	

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STANDARD 5: Grade Six through Eight			
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>			
	Grade Six	Grade Seven	Grade Eight
S5.M1 Health	S5.M1.6 Describes how being physically active leads to a healthy body.	S5.M1.7 Identifies different types of physical activities and describes how each exerts a positive effect on health.	S5.M1.8 Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explains the connections between fitness and overall physical and mental health.
S5.M2 Health	S5.M2.6 Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.	S5.M2.7 Identifies positive mental and emotional aspects of participating in a variety of physical activities.	S5.M2.8 Analyzes the benefits of being physically active.
S5.M3 Challenge	S5.M3.6 Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.	S5.M3.7 Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.	S4.M3.8 Develops a plan of action and makes appropriate decisions based on a plan when faced with an individual challenge.
S5.M4 Self-expression and enjoyment	S5.M4.6 Describes how moving competently in a physical activity setting creates enjoyment.	S5.M4.7 Identifies why self-selected physical activities create enjoyment.	S5.M4.8 Discusses how enjoyment could be increased in self-selected physical activities.
S5.M5 Self-expression and enjoyment	S5.M5.6 Identifies how self-expression and physical activity are related.	S5.M5.7 Explains the relationship between self-expression and lifelong enjoyment through physical activity.	S4.M5.8 Identifies and participates in an enjoyable activity that prompts individual self-expression.

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STANDARD 5: Grade Six through Eight			
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>			
	Grade Six	Grade Seven	Grade Eight
S5.M6 Social interaction	S5.M6.6 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 activity.	S5.M6.7 Demonstrates the importance of social interaction by helping and encouraging others and providing support to classmates.	S5.M6.8 Demonstrates respect for self by asking for help and helping others in various physical activities.
Catholic Identity Connections			
<ul style="list-style-type: none"> * We are invited to express ourselves and interact with others through physical activity. * With persistence, we can set and attain goals that lead to increased wellness and self-image. 			
Essential Understandings		Guided Questions	
<ul style="list-style-type: none"> * Competence in movement skills enhances and encourages active lifestyles. * Safe practices and responsible choices protect the individual. * Physical fitness enhances lifelong wellness. 		<ul style="list-style-type: none"> * How does increased competency influence enjoyment and participation? * How do rules and responsible decisions decrease the risk of injury? * How do specific activities utilize the various components of fitness? * How are personal fitness and wellness goals set, measured, and evaluated? * How are strength, endurance, and flexibility increased? * How does self-concept affect choices related to health? * Why is it important to include the components of fitness in connection to physical activity? 	