

PHYSICAL EDUCATION CURRICULUM GUIDELINES
GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
KINDERGARTEN

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Walk with proper arm/leg opposition and correct foot alignment. |
| ___ | ___ | ___ | Jump in place. |
| ___ | ___ | ___ | Jump forward, backward and to either side. |
| ___ | ___ | ___ | Demonstrate soft landing when jumping. |
| ___ | ___ | ___ | Hop in place (right or left foot). |
| ___ | ___ | ___ | Hop forward, backward and to either side. |
| ___ | ___ | ___ | Stop on command. |
| ___ | ___ | ___ | Demonstrate a gallop by stepping with the same foot each time and closing with the other foot. |
| ___ | ___ | ___ | Skip from one designated position to another. |
| ___ | ___ | ___ | Run with upright body position using the proper knee and arm bend. |
| ___ | ___ | ___ | Move in space without collisions. |

NON-LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Use movement to express feelings. |
| ___ | ___ | ___ | Use movement imitatively: animals, personalities, fictitious characters, machines and shapes. |

MANIPULATIVE SKILLS:

I	R	M	
___	___	___	Balance objects such as bean bags, koosh balls, etc., utilizing body parts.
___	___	___	Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.).
___	___	___	Jump from side to side over a motionless rope help several centimeters from the floor by two people.
___	___	___	Jump over a rope swung back and forth by two people.

SENDING SKILLS:

I	R	M	
___	___	___	Keep a balloon in the air using different body parts and amounts of force.
___	___	___	Toss an object straight up so that it lands within personal space.
___	___	___	Show a two hand roll using a large ball.
___	___	___	Show a one-hand roll using a large ball.
___	___	___	Roll balls of various sizes and weights.

RECEIVING SKILLS:

I	R	M	
___	___	___	Demonstrate catching a large rolling ball with two hands.
___	___	___	Drop and catch a large ball with two hands.

BODY AWARENESS:

I	R	M	
___	___	___	Demonstrate the ability to lead a group or follow a leader.

RHYTHMIC MOVEMENT:

I	R	M	
___	___	___	Perform traditional dance steps in various ethnic, cultural and recreational dances.
___	___	___	Use self-expressive movement in response to rhythmical accompaniments, imagery and stories.
___	___	___	Perform locomotor and non-locomotor skills in singing games.
___	___	___	Perform basic locomotor movements in response to different time and tempo of music.
___	___	___	Demonstrate light and heavy movements.
___	___	___	Demonstrate stiff and smooth movements.

I	R	M	
_____	_____	_____	Move to music in basic formations: partners, scattered, line, circle, etc.

HEALTH RELATED FITNESS:

I	R	M	
_____	_____	_____	Perform exercises that will increase strength and power.
_____	_____	_____	Perform exercises that will increase flexibility.
_____	_____	_____	Perform exercises that will increase speed, agility and coordination.
_____	_____	_____	Demonstrate exercises to develop and maintain good posture.
_____	_____	_____	Know the importance of exercise to good health.
_____	_____	_____	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
_____	_____	_____	Know and observe safety rules related to class.
_____	_____	_____	Wear proper clothes and shoes for physical activities.
_____	_____	_____	Demonstrate cooperation skills necessary for successful participation.
_____	_____	_____	Demonstrate sportsmanship and emotional control.

GAMES/SPORTS (GENERAL):

I	R	M	
_____	_____	_____	Participate in low organizational games.
_____	_____	_____	Learn activities which will be of value in life-long recreational pursuits.
_____	_____	_____	Participate in lead-up and modified games.

GYMNASTICS:

I	R	M	
_____	_____	_____	Perform individual and partner balances.
_____	_____	_____	Perform individual and partner stunts.
_____	_____	_____	Control body balance on increasingly smaller base of support.
_____	_____	_____	Know how to fall safely.
_____	_____	_____	Demonstrate the effect of vision on balance.

SOCCER:

I	R	M	
_____	_____	_____	Develop ability to kick a stationery ball.

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FIRST GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Walk with proper arm/leg opposition and correct foot alignment. |
| ___ | ___ | ___ | Jump in place. |
| ___ | ___ | ___ | Jump forward, backward and to either side. |
| ___ | ___ | ___ | Demonstrate soft landing when jumping. |
| ___ | ___ | ___ | Hop in place (right or left foot). |
| ___ | ___ | ___ | Hop forward, backward and to either side. |
| ___ | ___ | ___ | Hop over and around objects. |
| ___ | ___ | ___ | Demonstrate a slide by stepping to the side with one foot and closing with the other (right and left). |
| ___ | ___ | ___ | Change directions smoothly while sliding. |
| ___ | ___ | ___ | Stop on command. |
| ___ | ___ | ___ | Slide with a partner, face to face, while holding hands. |
| ___ | ___ | ___ | Demonstrate a gallop by stepping with the same foot each time and closing with the other foot. |
| ___ | ___ | ___ | Skip from one designated position to another. |
| ___ | ___ | ___ | Run with upright body position using the proper knee and arm bend. |
| ___ | ___ | ___ | Move in space without collisions. |

NON-LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|-----------------------------------|
| ___ | ___ | ___ | Use movement to express feelings. |

I	R	M	
_____	_____	_____	Use movement imitatively: animals, personalities, fictitious characters, machines and shapes.
_____	_____	_____	Raise and lower body and good balance.
_____	_____	_____	Maintain balance in a variety of positions.
_____	_____	_____	Mirror movement of leader and partner.
_____	_____	_____	Move in direction opposite to leader.
_____	_____	_____	Bend, stretch, swing, sway, twist, rock, turn and curl total body and individual body parts in place with ease.

MANIPULATIVE SKILLS:

I	R	M	
_____	_____	_____	Balance objects such as bean bags, koosh balls, etc., utilizing body parts.
_____	_____	_____	Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.).
_____	_____	_____	Turn rope in cooperation with a partner.
_____	_____	_____	Jump from side to side over a motionless rope held several centimeters from the floor by two people.
_____	_____	_____	Jump over a rope swung back and forth by two people.
_____	_____	_____	Jump a rope turned by two people.
_____	_____	_____	Jump an individual rope using any technique.
_____	_____	_____	Demonstrate the single jump technique while turning an individual rope.

SENDING SKILLS:

I	R	M	
_____	_____	_____	Keep a balloon in the air using different body parts and amounts of force.
_____	_____	_____	Toss an object straight up so that it lands within personal space.
_____	_____	_____	Show a two-hand roll using a large ball.
_____	_____	_____	Show a one-hand roll using a large ball.
_____	_____	_____	Roll balls of various sizes and weights.
_____	_____	_____	Roll a ball with different amounts of force to a specific target.
_____	_____	_____	Roll a ball toward a target.
_____	_____	_____	Toss a small object with one hand and catch with the other.
_____	_____	_____	Kick a ball rolled by a partner.
_____	_____	_____	Kick a stationery ball with right and left foot.
_____	_____	_____	Keep light weight object such as balloon or beachball going back and forth over a net.

RECEIVING SKILLS:

I	R	M	
_____	_____	_____	Demonstrate catching a large rolling ball with two hands.
_____	_____	_____	Drop and catch a large ball with two hands.
_____	_____	_____	Catch a ball bounced by a partner.

BODY AWARENESS:

I	R	M	
_____	_____	_____	Demonstrate the ability to lead a group or follow a leader.
_____	_____	_____	Apply principles of good body mechanics while standing, sitting, kneeling and lying (prone and supine).
_____	_____	_____	Demonstrate understanding of relationships between self and others: face to face, back to back, side by side, close together, far apart, separate, together.
_____	_____	_____	Recognize and name body parts, especially forearm, thigh, calf trunk, instep.
_____	_____	_____	Differentiate between one's own personal space and that of another.

RHYTHMIC MOVEMENT:

I	R	M	
_____	_____	_____	Perform traditional dance steps in various ethnic, cultural and recreational dances.
_____	_____	_____	Use self-expressive movement in response to rhythmical accompaniments, imagery and stories.
_____	_____	_____	Perform locomotor and non-locomotor skills in singing games.
_____	_____	_____	Perform basic locomotor movements in response to different time and tempo of music.
_____	_____	_____	Demonstrate light and heavy movements.
_____	_____	_____	Demonstrate stiff and smooth movements.
_____	_____	_____	Move to music in basic formations: partners, scattered, line, circle, etc.
_____	_____	_____	Respond to changes in patterns and rhythmic tempos while handling objects, i.e., jump rope, balls, lumi sticks, etc.

HEALTH RELATED FITNESS:

I	R	M	
_____	_____	_____	Perform exercises that will increase strength and power.
_____	_____	_____	Perform exercises that will increase flexibility.
_____	_____	_____	Perform exercises that will increase speed, agility and coordination.

I	R	M	
_____	_____	_____	Perform tests that will increase cardiovascular efficiency such as the mile run/walk.
_____	_____	_____	Demonstrate exercises to develop and maintain good posture.
_____	_____	_____	Know importance of exercise to good health.
_____	_____	_____	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
_____	_____	_____	Know and observe safety rules related to class.
_____	_____	_____	Wear proper clothes and shoes for physical activities.
_____	_____	_____	Demonstrate cooperation skills necessary for successful participation.
_____	_____	_____	Demonstrate sportsmanship and emotional control.

GAMES/SPORTS (GENERAL:)

I	R	M	
_____	_____	_____	Participate in low organizational games.
_____	_____	_____	Learn activities which will be of value in life-long recreational pursuits.
_____	_____	_____	Participate in lead-up and modified games.

GYMNASTICS:

I	R	M	
_____	_____	_____	Perform individual and partner balances.
_____	_____	_____	Perform individual and partner stunts.
_____	_____	_____	Control body balance on increasingly smaller base of support.
_____	_____	_____	Know how to fall safely.
_____	_____	_____	Demonstrate the effect of vision on balance.
_____	_____	_____	Perform forward and backward rolls.
_____	_____	_____	Demonstrate the proper care and use of mats.

SOCCER:

I	R	M	
_____	_____	_____	Develop ability to kick a stationery ball.
_____	_____	_____	Develop ability to kick a moving ball.
_____	_____	_____	Trap a soccer ball with feet.

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SECOND GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTOR:

I	R	M	
___	___	___	Walk with proper arm/leg opposition and correct foot alignment.
___	___	___	Jump in place.
___	___	___	Jump forward, backward and to either side.
___	___	___	Demonstrate soft landing when jumping.
___	___	___	Hop in place (right or left foot).
___	___	___	Hop forward, backward and to either side.
___	___	___	Hop over and around objects.
___	___	___	Leap for distance.
___	___	___	Leap for height.
___	___	___	Leap over obstacles.
___	___	___	Leap with right and left foot takeoffs.
___	___	___	Demonstrate a slide by stepping to the side with one foot and closing with the other (right and left).
___	___	___	Change directions smoothly while sliding.
___	___	___	Stop on command.
___	___	___	Slide with a partner, face to face, while holding hands.
___	___	___	Demonstrate a gallop by stepping with the same foot each time and closing with the other foot.
___	___	___	Start a gallop with the left foot and start a gallop with the right foot.
___	___	___	Alternate lead foot on command while galloping.
___	___	___	Recognize a gallop as a forward slide.
___	___	___	Gallop with a partner.
___	___	___	Skip from one designated position to another.

I	R	M	
_____	_____	_____	Skip changing direction and speed.
_____	_____	_____	Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping and galloping.
_____	_____	_____	Run with upright body position using the proper knee and arm bend.
_____	_____	_____	Move in space without collision.

NON-LOCOMOTOR:

I	R	M	
_____	_____	_____	Use movement to express feeling.
_____	_____	_____	Use movement imitatively: animals, personalities, fictitious characters, machines, shapes.
_____	_____	_____	Raise and lower body with good balance.
_____	_____	_____	Maintain balance in a variety of positions.
_____	_____	_____	Mirror movement of leader or partner.
_____	_____	_____	Move in direction opposite to leader.
_____	_____	_____	Bend, stretch, swing, sway, twist, rock, turn and curl total body and individual body parts in place with ease.
_____	_____	_____	Demonstrate the relationship between bending and straightening to pushing and pulling.
_____	_____	_____	Demonstrate pushing and pulling.
_____	_____	_____	Execute various non-locomotor skills with a partner.

MANIPULATIVE SKILLS:

I	R	M	
_____	_____	_____	Balance objects such as bean bags, koosh balls, etc., utilizing body parts.
_____	_____	_____	Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.).
_____	_____	_____	Turn rope in cooperation with a partner.
_____	_____	_____	Jump from side to side over a motionless rope held several centimeters from the floor by two people.
_____	_____	_____	Jump over a rope swung back and forth by two people.
_____	_____	_____	Jump over a rope turned by two people.
_____	_____	_____	Jump an individual rope using any technique.
_____	_____	_____	Jump an individual rope turned backward.
_____	_____	_____	Demonstrate the double jump technique while turning an individual rope.
_____	_____	_____	Demonstrate the single jump technique while turning an individual rope.
_____	_____	_____	Alternate feet while jumping rope alone.

SENDING SKILLS:

I	R	M	
_____	_____	_____	Keep a balloon in the air using different body parts and amounts of force.
_____	_____	_____	Toss an object straight up so that it lands within personal space.
_____	_____	_____	Show a two-hand roll using a large ball.
_____	_____	_____	Show a one-hand roll using a large ball.
_____	_____	_____	Roll balls of various sizes and weight.
_____	_____	_____	Roll a ball with different amounts of force to a specific target.
_____	_____	_____	Roll a ball toward a target
_____	_____	_____	Pass a ball to a partner so the partner can catch it.
_____	_____	_____	Toss a small object with one hand and catch with the other.
_____	_____	_____	Strike an appropriate object with a racket, paddle, bat, etc.
_____	_____	_____	Control a ball with feet while moving around objects.
_____	_____	_____	Kick a ball rolled by a partner.
_____	_____	_____	Kick a stationery ball with right and left foot.
_____	_____	_____	Kick a ball with different amounts of force.
_____	_____	_____	Kick a ball with the side of foot.
_____	_____	_____	Kick a ball through a goal or at a target.
_____	_____	_____	Demonstrate underhand and overhand throws with a small object.
_____	_____	_____	Demonstrate underhand and overhand throws with a playground ball.
_____	_____	_____	Throw with different amounts of force.
_____	_____	_____	Keep light weight objects such as a balloon or beach ball going back and forth over a net.

RECEIVING SKILLS:

I	R	M	
_____	_____	_____	Demonstrate catching a large ball with two hands.
_____	_____	_____	Drop and catch a large ball with two hands.
_____	_____	_____	Catch a ball in a variety of sizes thrown underhand by a partner.
_____	_____	_____	Catch a ball thrown overhand by a partner.
_____	_____	_____	Catch a ball bounced by a partner.
_____	_____	_____	Catch small objects in a pail, box or scoop, etc.

BODY AWARENESS:

I	R	M	
_____	_____	_____	Demonstrate the ability to lead a group or follow a leader.
_____	_____	_____	Identify right side and left side.
_____	_____	_____	Apply principles of good body mechanics while standing, sitting, kneeling and lying (prone and supine).

I	R	M	
_____	_____	_____	Demonstrate understanding of relationships between self and others: face to face, back to back, side by side, close together, far apart, separate, together.
_____	_____	_____	Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/large, wide/narrow/thin, zig zag/straight, curved/flat/straight, graceful/awkward, light/heavy, near/far.
_____	_____	_____	Demonstrate understanding of concepts of force, speed and time: sudden movements, slow movements, exploding, pushing and pulling.
_____	_____	_____	Recognize and name body parts, especially forearm, thigh, calf trunk, instep.
_____	_____	_____	Differentiate between one's own personal space and that of another
_____	_____	_____	Have basic knowledge of bone and muscle groups.

RHYTHMIC MOVEMENT:

I	R	M	
_____	_____	_____	Perform traditional dance steps in various ethnic, cultural and recreational dances.
_____	_____	_____	Use self-expressive movement in response to rhythmic accompaniments, imagery and tone.
_____	_____	_____	Perform locomotor and non-locomotor skills in singing games.
_____	_____	_____	Perform basic locomotor movements in response to different time and tempo of music.
_____	_____	_____	Demonstrate light and heavy movement.
_____	_____	_____	Demonstrate stiff and smooth movement.
_____	_____	_____	Move to music in basic formations: partners, scattered, line, circle, etc.
_____	_____	_____	Respond to changes in patterns and rhythmic tempos while handling objects, i.e., jump ropes, balls, lumi sticks, etc.

HEALTH RELATED FITNESS:

I	R	M	
_____	_____	_____	Participate in at least one physical fitness test program.
_____	_____	_____	Perform exercises that will increase strength and power.
_____	_____	_____	Perform exercises that will increase flexibility.
_____	_____	_____	Perform exercises that will increase speed, agility and coordination.
_____	_____	_____	Perform tests that will increase cardiovascular efficiency such as the mile run/walk.
_____	_____	_____	Demonstrate exercises to develop and maintain good posture.
_____	_____	_____	Know the importance of exercise to good health.

I	R	M	
_____	_____	_____	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
_____	_____	_____	Know and observe safety rules related to class.
_____	_____	_____	Wear proper clothes and shoes for physical activities.
_____	_____	_____	Demonstrate cooperation skills necessary for successful participation.
_____	_____	_____	Demonstrate sportsmanship and emotional control.

GAMES/SPORTS (GENERAL):

I	R	M	
_____	_____	_____	Participate in low organizational games.
_____	_____	_____	Learn activities which will be of value in life-long recreational pursuits.
_____	_____	_____	Participate in lead-up and modified games.

GYMNASTICS:

I	R	M	
_____	_____	_____	Perform individual and partner balances.
_____	_____	_____	Perform individual and partner stunts.
_____	_____	_____	Demonstrate the proper positioning of the hands and knees in partner support activities.
_____	_____	_____	Control body balance on increasingly smaller base of support.
_____	_____	_____	Know how to fall safely.
_____	_____	_____	Demonstrate the effect of vision on balance.
_____	_____	_____	Perform forward and backward rolls
_____	_____	_____	Perform headstands.
_____	_____	_____	Describe the proper positioning of the hands and knees in partner support activities.
_____	_____	_____	Demonstrate the proper care and use of mats.

SOCCER:

I	R	M	
_____	_____	_____	Know soccer rules.
_____	_____	_____	Develop ability to kick a stationery ball
_____	_____	_____	Develop ability to kick a moving ball
_____	_____	_____	Use right and left instep to kick
_____	_____	_____	Trap a soccer ball with feet
_____	_____	_____	Trap a soccer ball with legs
_____	_____	_____	Throw a ball overhead using two hands

_____ Dribble a soccer ball with the inside of the right and left foot
_____ Develop skill in heading the ball

SOFTBALL/BASEBALL:

I R M
_____ Demonstrate correct technique in base running

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
THIRD GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTION:

I	R	M	
___	___	___	Demonstrate soft landing when jumping.
___	___	___	Hop over and around objects.
___	___	___	Leap for distance.
___	___	___	Leap for height.
___	___	___	Leap over obstacles.
___	___	___	Leap with right and left foot takeoffs.
___	___	___	Demonstrate a slide by stepping to the side with one foot and closing with the other (right and left).
___	___	___	Change directions smoothly while sliding.
___	___	___	Stop on command.
___	___	___	Slide with a partner, face to face, while holding hands.
___	___	___	Demonstrate a gallop by stepping with the same foot each time and closing with the other foot
___	___	___	Start a gallop with the left foot and start a gallop with the right foot.
___	___	___	Alternate lead foot on command while galloping.
___	___	___	Recognize a gallop as a forward slide.
___	___	___	Gallop with a partner.
___	___	___	Skip from one designated position to another.
___	___	___	Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping and galloping.
___	___	___	Run with upright body position using the proper knee and arm bend.

NON-LOCOMOTOR:

I	R	M	
_____	_____	_____	Raise and lower body with good balance.
_____	_____	_____	Maintain balance in a variety of positions
_____	_____	_____	Mirror movement of leader or partner.
_____	_____	_____	Move in direction opposite to leader.
_____	_____	_____	Bend, stretch, swing, sway, twist, rock, turn and curl total body and individual body parts in place with ease.
_____	_____	_____	Demonstrate the relationship between bending and straightening to pushing and pulling.
_____	_____	_____	Demonstrate pushing and pulling.
_____	_____	_____	Execute various non-locomotor skills with a partner.
_____	_____	_____	Distinguish between a non-locomotor movement and a locomotor movement.

MANIPULATIVE SKILLS:

I	R	M	
_____	_____	_____	Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.).
_____	_____	_____	Turn rope in cooperation with a partner.
_____	_____	_____	Jump a rope turned by two people
_____	_____	_____	Run in, jump, and run out of a turning rope.
_____	_____	_____	Run through a turning rope without jumping.
_____	_____	_____	Jump an individual rope using any technique.
_____	_____	_____	Jump an individual rope turned backwards.
_____	_____	_____	Demonstrate the double jump technique while turning an individual rope.
_____	_____	_____	Demonstrate the single jump technique while turning an individual rope.
_____	_____	_____	Alternate feet while jumping rope alone.
_____	_____	_____	Demonstrate various forward jump rope skills such as jogging, running, skipping speed jump, criss-cross.

SENDING SKILLS:

I	R	M	
_____	_____	_____	Roll a ball with different amounts of force to a specific target.
_____	_____	_____	Roll a ball toward a target.
_____	_____	_____	Pass a ball to a partner so the partner can catch it.
_____	_____	_____	Toss a small object with one hand and catch with the other.
_____	_____	_____	Strike an appropriate object with a racket, paddle, bat, etc.
_____	_____	_____	Control a ball with feet while moving around objects.
_____	_____	_____	Kick a ball rolled by a partner.

I	R	M	
_____	_____	_____	Kick a stationery ball with right and left foot.
_____	_____	_____	Kick a ball with different amounts of force.
_____	_____	_____	Kick a ball with the side of foot.
_____	_____	_____	Kick a ball through a goal or at a target.
_____	_____	_____	Kick a moving ball with the right and left foot.
_____	_____	_____	Demonstrate underhand and overhand throws with a small object.
_____	_____	_____	Demonstrate underhand and overhand throws with a playground ball.
_____	_____	_____	Throw with different amounts of force.
_____	_____	_____	Demonstrate eye-hand coordination by accurately catching and throwing an object at varying distances.
_____	_____	_____	Demonstrate follow through as it applies to proper throwing techniques.
_____	_____	_____	Keep light weight object such as balloon or beachball going back and forth over a net.
_____	_____	_____	Identify sports in which various passes are used.
_____	_____	_____	Demonstrate that an object rebounds according to the amount of force applied.

RECEIVING SKILLS:

I	R	M	
_____	_____	_____	Absorb force on a catch.
_____	_____	_____	Move into position to catch a rolling ball.
_____	_____	_____	Bounce and catch a small ball with one hand.
_____	_____	_____	Catch balls of a variety of sizes thrown underhand by a partner.
_____	_____	_____	Catch a ball thrown overhand by a partner.
_____	_____	_____	Catch a ball bounced by a partner.
_____	_____	_____	Catch small objects in a pail, box or scoop, etc.

BODY AWARENESS:

I	R	M	
_____	_____	_____	Demonstrate the ability to lead a group or follow a leader.
_____	_____	_____	Perform directional movements for verbal commands.
_____	_____	_____	Identify right side and left side.
_____	_____	_____	Apply principles of good body mechanics while standing, sitting, kneeling and lying (prone and supine).
_____	_____	_____	Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into out of, on/off, on top/underneath, top bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up.

I	R	M	
_____	_____	_____	Demonstrate understanding of directions such as: above/bellow/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate understanding of relationships between self and others: face to face, back to back, side by side, close together, far apart, separate, together.
_____	_____	_____	Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/large, wide/narrow/thin, zig zag/straight, curved/flat/straight, graceful/awkward, light/heavy, near/far.
_____	_____	_____	Demonstrate understanding of concepts of force, speed and time: sudden movements, slow movements, exploding, pushing and pulling.
_____	_____	_____	Recognize and name body parts, especially forearm, thigh, calf trunk, instep.
_____	_____	_____	Differentiate between one's own personal space and that of another.
_____	_____	_____	Demonstrate knowledge of clockwise and counter-clockwise.
_____	_____	_____	Have basic knowledge of bone and muscle groups.

RHYTHMIC MOVEMENT:

I	R	M	
_____	_____	_____	Perform traditional dance steps in various ethnic, cultural and recreational dances.
_____	_____	_____	Move to music in basic formations: partners, scattered, line, circle, etc.
_____	_____	_____	Respond to changes in patterns and rhythmic tempos while handling objects, i.e., jump, rope, balls, lumi sticks, etc.

HEALTH RELATED FITNESS:

I	R	M	
_____	_____	_____	Participate in at least one physical fitness test program.
_____	_____	_____	Begin to learn how to measure and evaluate performance and improvement: accuracy, distance, speed and time.
_____	_____	_____	Perform exercises that will increase strength and power.
_____	_____	_____	Perform exercises that will increase flexibility.
_____	_____	_____	Perform exercises that will increase speed, agility and coordination.
_____	_____	_____	Perform tests that will increase cardiovascular efficiency such as the mile run/walk.
_____	_____	_____	Demonstrate exercises to develop and maintain good posture.

I	R	M	
_____	_____	_____	Identify the physical fitness components that are developed by a given exercise.
_____	_____	_____	Recognize the necessity of warm-ups and body muscles before strenuous exercise.
_____	_____	_____	Recognize the necessity of slow cool down period after strenuous activity.
_____	_____	_____	Understand why breathing rate varies before and after exercise.
_____	_____	_____	Locate pulse.
_____	_____	_____	Recognize that bend knee sit ups strengthen weak abdominal muscles which are a major cause of lower back pain.
_____	_____	_____	Know importance of exercise to good health.
_____	_____	_____	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
_____	_____	_____	Know and observe safety rules related to class.
_____	_____	_____	Wear proper clothes and shoes for physical activities.
_____	_____	_____	Demonstrate cooperation skills necessary for successful participation.
_____	_____	_____	Demonstrate sportsmanship and emotion control.
_____	_____	_____	Show respect for individual differences

GAMES/SPORTS (GENERAL):

I	R	M	
_____	_____	_____	Participate in low organizational games.
_____	_____	_____	Learn activities which will be of value in life-long recreational pursuits.
_____	_____	_____	Participate in lead-up and modified games.

GYMNASTICS:

I	R	M	
_____	_____	_____	Perform individual and partner balances.
_____	_____	_____	Perform individual and partner stunts.
_____	_____	_____	Demonstrate the proper positioning of the hands and knees in partner support activities.
_____	_____	_____	Control body balance on increasingly smaller base of support.
_____	_____	_____	Know how to fall safely.
_____	_____	_____	Demonstrate the effect of vision on balance.
_____	_____	_____	Perform forward and backward rolls.
_____	_____	_____	Demonstrate various tumbling positions such as pike, tuck, straddle, etc.
_____	_____	_____	Perform cartwheels and round offs.

I	R	M	
_____	_____	_____	Perform headstands.
_____	_____	_____	Perform handstands.
_____	_____	_____	Perform simple routine with a variety of tumbling stunts.
_____	_____	_____	Describe the proper positioning of the hands and knees in partner support activities.
_____	_____	_____	Demonstrate the proper care and use of mats.

BASKETBALL:

I	R	M	
_____	_____	_____	Know the rules for playing basketball.
_____	_____	_____	Develop skill in dribbling with both right and left hand.
_____	_____	_____	Develop skill in bounce, chest and overhead passing.
_____	_____	_____	Develop skill in guarding.

SOCCER:

I	R	M	
_____	_____	_____	Know soccer rules.
_____	_____	_____	Develop ability to kick a stationary ball.
_____	_____	_____	Develop ability to kick a moving ball.
_____	_____	_____	Use right and left instep to kick.
_____	_____	_____	Punt a ball for distance.
_____	_____	_____	Pass a soccer ball to a partner with both right and left foot.
_____	_____	_____	Trap a soccer ball with feet.
_____	_____	_____	Trap a soccer ball with legs.
_____	_____	_____	Trap a soccer ball with chest.
_____	_____	_____	Throw a ball overhead using two hands.
_____	_____	_____	Dribble a soccer ball with the inside of the right and left foot.
_____	_____	_____	Develop skill in heading the ball.

SOFTBALL/BASEBALL:

I	R	M	
_____	_____	_____	Know softball/baseball rules.
_____	_____	_____	Demonstrate correct technique in throwing a softball: overhand.
_____	_____	_____	Demonstrate correct technique in throwing a softball: underhand.
_____	_____	_____	Demonstrate proper grip and stance in batting.
_____	_____	_____	Demonstrate correct technique in base running.

VOLLEYBALL:

I	R	M	
_____	_____	_____	Know volleyball rules.

I	R	M	
_____	_____	_____	Demonstrate at least one volleyball serve such as: underhand, overhand, sidearm.
_____	_____	_____	Develop skill in bumping.
_____	_____	_____	Know offensive and defensive volleyball strategies.

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FOURTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Leap for distance. |
| ___ | ___ | ___ | Leap for height. |
| ___ | ___ | ___ | Leap over obstacles. |
| ___ | ___ | ___ | Leap with right and left foot takeoffs. |
| ___ | ___ | ___ | Start a gallop with the left foot and start a gallop with the right foot. |
| ___ | ___ | ___ | Alternate lead foot on command while galloping. |
| ___ | ___ | ___ | Recognize a gallop as a forward slide. |
| ___ | ___ | ___ | Gallop with a partner. |
| ___ | ___ | ___ | Skip changing direction and speed. |
| ___ | ___ | ___ | Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping, and galloping. |
| ___ | ___ | ___ | Run with upright body position using the proper knee and arm bend. |

NON-LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Demonstrate the relationship between bending and straightening to pushing and pulling. |
| ___ | ___ | ___ | Demonstrate pushing and pulling. |
| ___ | ___ | ___ | Execute various non-locomotor skills with a partner. |
| ___ | ___ | ___ | Distinguish between a non-locomotor movement and a locomotor movement. |

MANIPULATIVE SKILLS:

I	R	M	
_____	_____	_____	Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.).
_____	_____	_____	Jump a rope turned by two people.
_____	_____	_____	Run in, jump, and run out of a turning rope.
_____	_____	_____	Run through a turning rope without jumping.
_____	_____	_____	Jump an individual rope turned backward.
_____	_____	_____	Demonstrate the double jump technique while turning an individual rope.
_____	_____	_____	Alternate feet while jumping rope alone.
_____	_____	_____	Demonstrate various forward jump rope skills such as jogging, running, skipping, speed jump, criss-cross.

SENDING SKILLS :

I	R	M	
_____	_____	_____	Pass a ball to a partner so the partner can catch it.
_____	_____	_____	Strike an appropriate object with a racket, paddle, bat, etc.
_____	_____	_____	Control a ball with feet while moving around objects.
_____	_____	_____	Kick a ball with different amounts of force.
_____	_____	_____	Kick a ball with the side of foot.
_____	_____	_____	Kick a ball through a goal or at a target.
_____	_____	_____	Kick a moving ball with the right and left foot.
_____	_____	_____	Demonstrate underhand and overhand throws with a small object.
_____	_____	_____	Demonstrate underhand and overhand throws with a playground ball.
_____	_____	_____	Throw with different amounts of force.
_____	_____	_____	Demonstrate eye-hand coordination by accurately catching and throwing an object at varying distances.
_____	_____	_____	Demonstrate follow through as it applies to proper throwing technique.
_____	_____	_____	Keep light weight object such as balloon or beachball going back and forth over a net.
_____	_____	_____	Identify sports in which various passes are used.
_____	_____	_____	Dribble in general space controlling the ball.
_____	_____	_____	Demonstrate a controlled dribble while switching from one hand to the other hand (standing still).
_____	_____	_____	Demonstrate a moving waist high and knee high dribble.
_____	_____	_____	Demonstrate that an object rebounds according to the amount of force applied to it.

RECEIVING SKILLS:

I	R	M	
_____	_____	_____	Absorb force on a catch.
_____	_____	_____	Move into position to catch a rolling ball.
_____	_____	_____	Bounce and catch a small ball with one hand.
_____	_____	_____	Catch balls of a variety of sizes thrown underhand by a partner.
_____	_____	_____	Catch a ball thrown overhand by a partner.
_____	_____	_____	Catch small objects in a pail, box or scoop, etc.

BODY AWARENESS:

I	R	M	
_____	_____	_____	Perform directional movements for verbal commands.
_____	_____	_____	Apply principles of good body mechanics while standing, sitting, kneeling and lying (prone and supine).
_____	_____	_____	Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into/out of, on/off, on top/underneath, top/bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up.
_____	_____	_____	Demonstrate understanding of directions such as: above/below/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/large, wide/narrow/thin, zig zag/straight, curved/flat/straight, graceful/awkward, light/heavy, near/far.
_____	_____	_____	Demonstrate understanding of concepts of force, speed and time: sudden movements, slow movements, exploding, pushing and pulling.
_____	_____	_____	Demonstrate knowledge of clockwise and counter-clockwise.
_____	_____	_____	Have basic knowledge of bone and muscle groups.

RHYTHMIC MOVEMENT:

I	R	M	
_____	_____	_____	Perform traditional dance steps in various ethnic, cultural and recreational dances.
_____	_____	_____	Respond to changes in patterns and rhythmic tempos while handling objects, i.e., jump rope, balls, lumi sticks, etc.

HEALTH RELATED FITNESS:

I	R	M	
___	___	___	Participate in at least one physical fitness test program.
___	___	___	Begin to learn how to measure and evaluate performance and improvement: accuracy, distance, speed, and time.
___	___	___	Perform exercises that will increase strength and power.
___	___	___	Perform exercises that will increase flexibility.
___	___	___	Perform exercises that will increase speed, agility and coordination
___	___	___	Perform tests that will increase cardiovascular efficiency such as the mile run/walk.
___	___	___	Demonstrate exercises to develop and maintain good posture
___	___	___	Identify the physical fitness components that are developed by a given exercise.
___	___	___	Recognize realistic personal fitness goals.
___	___	___	Recognize the necessity of warm-ups of body muscles before strenuous exercise.
___	___	___	Recognize the necessity of slow cool down period after strenuous activity.
___	___	___	Understand why breathing rate varies before and after exercise.
___	___	___	Locate pulse.
___	___	___	Observe increase in respiration during exercise and a return during rest.
___	___	___	Observe increase in body temperature with increase in heart rate.
___	___	___	Recognize that bent knee sit ups strengthen weak abdominal muscles which are a major cause of lower back pain.
___	___	___	Know importance of exercise to good health.
___	___	___	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
___	___	___	Know and observe safety rules related to class.
___	___	___	Wear proper clothes and shoes for physical activities.
___	___	___	Demonstrate cooperation skills necessary for successful participation.
___	___	___	Demonstrate sportsmanship and emotional control.
___	___	___	Show respect for individual differences.

GAMES/SPORTS (GENERAL):

I	R	M	
___	___	___	Participate in low organizational games.
___	___	___	Learn activities which will be of value in life-long recreational pursuits.
___	___	___	Participate in lead-up and modified games.

GYMNASTICS:

I	R	M	
_____	_____	_____	Perform individual and partner balances.
_____	_____	_____	Perform individual and partner stunts.
_____	_____	_____	Demonstrate the proper positioning of the hands and knees in partner support activities.
_____	_____	_____	Control body balance on increasingly smaller base of support.
_____	_____	_____	Know how to fall safely.
_____	_____	_____	Demonstrate various tumbling positions such as pike, tuck, straddle, etc.
_____	_____	_____	Perform cartwheels and round offs.
_____	_____	_____	Perform headstands.
_____	_____	_____	Perform handstands.
_____	_____	_____	Perform simple routine with a variety of tumbling stunts.
_____	_____	_____	Describe the proper positioning of the hands and knees in partner support activities.
_____	_____	_____	Demonstrate the proper care and use of mats.

BASKETBALL:

I	R	M	
_____	_____	_____	Know the rules for playing basketball.
_____	_____	_____	Develop skill in dribbling with both right and left hand.
_____	_____	_____	Develop skill in bounce, chest, and overhead passing.
_____	_____	_____	Develop skill in pivoting.
_____	_____	_____	Develop skill in guarding.
_____	_____	_____	Develop skill in shooting.
_____	_____	_____	Develop skill in lay-up.
_____	_____	_____	Develop skill in set shot.
_____	_____	_____	Develop skill in free throw.
_____	_____	_____	Develop skill in rebounding.

SOCCER:

I	R	M	
_____	_____	_____	Know soccer rules..
_____	_____	_____	Develop ability to kick a stationary ball.
_____	_____	_____	Develop ability to kick a moving ball.
_____	_____	_____	Use right and left instep to kick.
_____	_____	_____	Punt a ball for distance.
_____	_____	_____	Pass a soccer ball to a partner with both right and left foot.
_____	_____	_____	Trap a soccer ball with feet.
_____	_____	_____	Trap a soccer ball with legs.
_____	_____	_____	Trap a soccer ball with chest.

I	R	M	
_____	_____	_____	Throw a ball overhead using two hands.
_____	_____	_____	Dribble a soccer ball with the inside of the right and left foot.
_____	_____	_____	Develop skill in heading the ball.

SOFTBALL/BASEBALL:

I	R	M	
_____	_____	_____	Know softball/baseball rules.
_____	_____	_____	Demonstrate correct technique in throwing a softball: overhand.
_____	_____	_____	Demonstrate correct technique in throwing a softball: underhand.
_____	_____	_____	Demonstrate proper grip and stance in batting.
_____	_____	_____	Demonstrate correct technique in base running.

VOLLEYBALL:

I	R	M	
_____	_____	_____	Know volleyball rules.
_____	_____	_____	Demonstrate at least one volleyball serve such as: underhand, overhand, sidearm.
_____	_____	_____	Develop skill in bumping.
_____	_____	_____	Know offensive and defensive volleyball strategies.

LIFETIME ACTIVITIES (4-8):

These activities may be added according to local school guidelines and objectives, expertise and available equipment and facilities.

Aerobics	Lacrosse
Badminton	Orienteering
Bowling	Racquet Sports
Croquet	Speedball
Flag Football	Swimming
Frisbee	Team Handball
Golf	Tennis
Handball	Track and Field
Hockey	Weight Training

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FIFTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping, and galloping. |
| ___ | ___ | ___ | Run with upright body position using the proper knee and arm bend. |

NON-LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Distinguish between a non-locomotor movement and a locomotor movement. |

MANIPULATIVE SKILLS:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.). |
| ___ | ___ | ___ | Jump a rope turned by two people. |
| ___ | ___ | ___ | Run in, jump, and run out of a turning rope. |
| ___ | ___ | ___ | Run through a turning rope without jumping. |
| ___ | ___ | ___ | Demonstrate various forward jump rope skills such as jogging, running, skipping, speed jump, criss-cross. |

SENDING SKILLS:

I	R	M	
_____	_____	_____	Strike an appropriate object with a racket, paddle, bat, etc.
_____	_____	_____	Kick a ball through a goal or at a target.
_____	_____	_____	Demonstrate eye-hand coordination by accurately catching and throwing an object at varying distances.
_____	_____	_____	Identify sports in which various passes are used.
_____	_____	_____	Dribble in general space controlling the ball.
_____	_____	_____	Demonstrate a controlled dribble while switching from one hand to the other hand (standing still).
_____	_____	_____	Demonstrate a controlled dribble while switching form one hand to the other hand (moving).
_____	_____	_____	Demonstrate a moving waist high and knee high dribble.
_____	_____	_____	Demonstrate that an object rebounds according to the amount of force applied to it.

RECEIVING SKILLS:

I	R	M	
_____	_____	_____	Absorb force on a catch.
_____	_____	_____	Move into position to catch a rolling ball.
_____	_____	_____	Bounce and catch a small ball with one hand.

BODY AWARENESS:

I	R	M	
_____	_____	_____	Perform directional movements for verbal commands.
_____	_____	_____	Identify right side and left side.
_____	_____	_____	Apply principles of good body mechanics while standing, sitting, kneeling and lying (prone and supine).
_____	_____	_____	Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into/out of, on/off, on top/underneath, top/bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up.
_____	_____	_____	Demonstrate understanding of directions such as: above/below/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate understanding of relationships between self and others: Face to face, back to back, to the side of, sideways, inside/outside, between, behind/ahead, before/after.

I	R	M	
_____	_____	_____	Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/large, wide/narrow/thin, zig zag/straight, curved/flat/straight, graceful/awkward, light/heavy, near/far.
_____	_____	_____	Demonstrate understanding of concepts of force, speed and time: sudden movements, slow movements, exploding, pushing and pulling.
_____	_____	_____	Demonstrate knowledge of clockwise and counter-clockwise.
_____	_____	_____	Have basic knowledge of bone and muscle groups.

RHYTHMIC MOVEMENT:

I	R	M	
_____	_____	_____	Perform traditional dance steps in various ethnic, cultural and recreational dances.

HEALTH RELATED FITNESS:

I	R	M	
_____	_____	_____	Participate in at least one physical fitness test program.
_____	_____	_____	Begin to learn how to measure and evaluate performance and improvement: accuracy, distance, speed, and time.
_____	_____	_____	Perform exercises that will increase strength and power.
_____	_____	_____	Perform exercises that will increase flexibility.
_____	_____	_____	Perform exercises that will increase speed, agility and coordination.
_____	_____	_____	Perform tests that will increase cardiovascular efficiency such as the mile run/walk.
_____	_____	_____	Demonstrate exercises to develop and maintain good posture.
_____	_____	_____	Identify the physical fitness components that are developed by a given exercise.
_____	_____	_____	Recognize realistic personal fitness goals.
_____	_____	_____	Recognize the necessity of warm-ups of body muscles before strenuous exercise.
_____	_____	_____	Recognize the necessity of slow cool down period after strenuous activity.
_____	_____	_____	Understand why breathing rate varies before and after exercise.
_____	_____	_____	Locate pulse.
_____	_____	_____	Observe increase in respiration during exercise and a return during rest.
_____	_____	_____	Know a target heart rate.
_____	_____	_____	Observe increase in body temperature with increase in heart rate.
_____	_____	_____	Recognize that bent knee sit ups strengthen weak abdominal muscles which are a major cause of lower back pain.

I	R	M	
_____	_____	_____	Distinguish body fat and body weight.
_____	_____	_____	Know importance of exercise to good health.
_____	_____	_____	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
_____	_____	_____	Know and observe safety rules related to class.
_____	_____	_____	Wear proper clothes and shoes for physical activities.
_____	_____	_____	Demonstrate cooperation skills necessary for successful participation.
_____	_____	_____	Demonstrate sportsmanship and emotional control.

GAMES/SPORTS (GENERAL):

I	R	M	
_____	_____	_____	Participate in low organizational games.
_____	_____	_____	Learn activities which will be of value in life-long recreational pursuits.
_____	_____	_____	Participate in lead-up and modified games.

GYMNASTICS:

I	R	M	
_____	_____	_____	Perform individual and partner balances.
_____	_____	_____	Perform individual and partner stunts.
_____	_____	_____	Demonstrate the proper positioning of the hands and knees in partner support activities.
_____	_____	_____	Control body balance on increasingly smaller base of support.
_____	_____	_____	Know how to fall safely.
_____	_____	_____	Demonstrate various tumbling positions such as pike, tuck, straddle, etc.
_____	_____	_____	Perform cartwheels and round offs.
_____	_____	_____	Perform handstands.
_____	_____	_____	Perform simple routine with a variety of tumbling stunts.
_____	_____	_____	Describe the proper positioning of the hands and knees in partner support activities.
_____	_____	_____	Demonstrate the proper care and use of mats.

BASKETBALL:

I	R	M	
_____	_____	_____	Know the rules for playing basketball.
_____	_____	_____	Develop skill in dribbling with both right and left hand.
_____	_____	_____	Develop skill in bounce, chest, and overhead passing.

I	R	M	
_____	_____	_____	Develop skill in pivoting.
_____	_____	_____	Develop skill in guarding.
_____	_____	_____	Develop skill in shooting.
_____	_____	_____	Develop skill in lay-up.
_____	_____	_____	Develop skill in set shot.
_____	_____	_____	Develop skill in free throw.
_____	_____	_____	Develop skill in rebounding.

SOCCER:

I	R	M	
_____	_____	_____	Know soccer rules.
_____	_____	_____	Develop ability to kick a stationary ball.
_____	_____	_____	Develop ability to kick a moving ball.
_____	_____	_____	Use right and left instep to kick.
_____	_____	_____	Punt a ball for distance.
_____	_____	_____	Pass a soccer ball to a partner with both right and left foot.
_____	_____	_____	Trap a soccer ball with feet.
_____	_____	_____	Trap a soccer ball with legs.
_____	_____	_____	Trap a soccer ball with chest.
_____	_____	_____	Throw a ball overhead using two hands.
_____	_____	_____	Dribble a soccer ball with the inside of the right and left foot.
_____	_____	_____	Develop skill in heading the ball.
_____	_____	_____	Develop knowledge of offensive and defensive strategies.

SOFTBALL/BASEBALL:

I	R	M	
_____	_____	_____	Know softball/baseball rules.
_____	_____	_____	Demonstrate correct technique in throwing a softball: overhand.
_____	_____	_____	Demonstrate correct technique in throwing a softball: underhand.
_____	_____	_____	Demonstrate proper grip and stance in batting.
_____	_____	_____	Demonstrate correct technique in base running.
_____	_____	_____	Develop knowledge of offensive and defensive strategies.

VOLLEYBALL:

I	R	M	
_____	_____	_____	Know volleyball rules.
_____	_____	_____	Demonstrate at least one volleyball serve such as: underhand, overhand, sidearm.
_____	_____	_____	Develop skill in setting.
_____	_____	_____	Develop skill in bumping
_____	_____	_____	Know offensive and defensive volleyball strategies.

LIFETIME ACTIVITIES (4-8:)

These activities may be added according to local school guidelines and objectives, expertise and available equipment and facilities.

Aerobics	Lacrosse	Handball	Track and Field
Badminton	Orienteering	Hockey	Weight Training
Bowling	Racquet Sports		
Croquet	Speedball		
Flag Football	Swimming		
Frisbee	Team Handball		

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SIXTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTOR:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping, and galloping. |

MANIPULATIVE SKILLS:

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.). |
| ___ | ___ | ___ | Jump a rope turned by two people. |
| ___ | ___ | ___ | Run in, jump, and run out of a turning rope. |
| ___ | ___ | ___ | Run through a turning rope without jumping. |
| ___ | ___ | ___ | Demonstrate various forward jump rope skills such as jogging, running, skipping, speed jump, criss-cross. |

SENDING SKILLS:

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Strike an appropriate object with a racket, paddle, bat, etc. |
| ___ | ___ | ___ | Kick a ball through a goal or at a target. |
| ___ | ___ | ___ | Demonstrate eye-hand coordination by accurately catching and throwing an object at varying distances. |
| ___ | ___ | ___ | Identify sports in which various passes are used. |
| ___ | ___ | ___ | Dribble in general space controlling the ball. |

I	R	M	
_____	_____	_____	Demonstrate a controlled dribble while switching from one hand to the other hand (standing still).
_____	_____	_____	Demonstrate a controlled dribble while switching form one hand to the other hand (moving)
_____	_____	_____	Demonstrate a moving waist high and knee high dribble.
_____	_____	_____	Demonstrate that an object rebounds according to the amount of force applied to it.

RECEIVING SKILLS:

I	R	M	
_____	_____	_____	Absorb force on a catch.

BODY AWARENESS:

I	R	M	
_____	_____	_____	Perform directional movements for verbal commands.
_____	_____	_____	Identify right side and left side.
_____	_____	_____	Apply principles of good body mechanics while standing, sitting, kneeling and lying (prone and supine).
_____	_____	_____	Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into/out of, on/off, on top/underneath, top/bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up.
_____	_____	_____	Demonstrate understanding of directions such as: above/below/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate understanding of relationships between self and others: Face to face, back to back, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/large, wide/narrow/thin, zig zag/straight, curved/flat/straight, graceful/awkward, light/heavy, near/far.
_____	_____	_____	Demonstrate understanding of concepts of force, speed and time: sudden movements, slow movements, exploding, pushing and pulling.
_____	_____	_____	Have basic knowledge of bone and muscle groups.

RHYTHMIC MOVEMENT:

I	R	M	
_____	_____	_____	Perform traditional dance steps in various ethnic, cultural and recreational dances.

HEALTH RELATED FITNESS:

I	R	M	
_____	_____	_____	Participate in at least one physical fitness test program.
_____	_____	_____	Begin to learn how to measure and evaluate performance and improvement: accuracy, distance, speed, and time.
_____	_____	_____	Perform exercises that will increase strength and power.
_____	_____	_____	Perform exercises that will increase flexibility.
_____	_____	_____	Perform exercises that will increase speed, agility and coordination.
_____	_____	_____	Perform tests that will increase cardiovascular efficiency such as the mile run/walk.
_____	_____	_____	Demonstrate exercises to develop and maintain good posture.
_____	_____	_____	Identify the physical fitness components that are developed by a given exercise.
_____	_____	_____	Recognize realistic personal fitness goals.
_____	_____	_____	Recognize the necessity of warm-ups o body muscles before strenuous exercise.
_____	_____	_____	Recognize the necessity of slow cool down period after strenuous activity.
_____	_____	_____	Understand why breathing rate varies before and after exercise.
_____	_____	_____	Locate pulse.
_____	_____	_____	Observe increase in respiration during exercise and a return during rest.
_____	_____	_____	Know a target heart rate.
_____	_____	_____	Observe increase in body temperature with increase in heart rate.
_____	_____	_____	Recognize that bent knee sit ups strengthen weak abdominal muscles which are a major cause of lower back pain.
_____	_____	_____	Distinguish body fat and body weight.
_____	_____	_____	Know importance of exercise to good health.
_____	_____	_____	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
_____	_____	_____	Know and observe safety rules related to class.
_____	_____	_____	Wear proper clothes and shoes for physical activities.
_____	_____	_____	Demonstrate cooperation skills necessary for successful participation.
_____	_____	_____	Demonstrate sportsmanship and emotional control.

GAMES/SPORTS (GENERAL):

I	R	M	
___	___	___	Participate in low organizational games.
___	___	___	Learn activities which will be of value in life-long recreational pursuits.
___	___	___	Participate in lead-up and modified games.

GYMNASTICS:

I	R	M	
___	___	___	Perform individual and partner balances.
___	___	___	Perform individual and partner stunts.
___	___	___	Demonstrate the proper positioning of the hands and knees in partner support activities.
___	___	___	Control body balance on increasingly smaller base of support.
___	___	___	Know how to fall safely.
___	___	___	Demonstrate various tumbling positions such as pike, tuck, straddle, etc.
___	___	___	Perform cartwheels and round offs.
___	___	___	Perform handstands.
___	___	___	Perform simple routine with a variety of tumbling stunts.
___	___	___	Describe the proper positioning of the hands and knees in partner support activities.
___	___	___	Demonstrate the proper care and use of mats.

BASKETBALL:

I	R	M	
___	___	___	Know the rules for playing basketball.
___	___	___	Develop skill in dribbling with both right and left hand.
___	___	___	Develop skill in bounce, chest, and overhead passing.
___	___	___	Develop skill in pivoting.
___	___	___	Develop skill in guarding.
___	___	___	Develop skill in shooting
___	___	___	Develop skill in lay-up.
___	___	___	Develop skill in set shot.
___	___	___	Develop skill in free throw.
___	___	___	Develop skill in rebounding.

SOCCER:

I	R	M	
___	___	___	Know soccer rules.
___	___	___	Develop ability to kick a stationary ball.

I	R	M	
_____	_____	_____	Develop ability to kick a moving ball.
_____	_____	_____	Use right and left instep to kick.
_____	_____	_____	Punt a ball for distance.
_____	_____	_____	Pass a soccer ball to a partner with both right and left foot.
_____	_____	_____	Trap a soccer ball with feet.
_____	_____	_____	Trap a soccer ball with legs.
_____	_____	_____	Trap a soccer ball with chest.
_____	_____	_____	Throw a ball overhead using two hands.
_____	_____	_____	Dribble a soccer ball with the inside of the right and left foot.
_____	_____	_____	Develop skill in heading the ball.
_____	_____	_____	Develop knowledge of offensive and defensive strategies.

SOFTBALL/BASEBALL:

I	R	M	
_____	_____	_____	Know softball/baseball rules.
_____	_____	_____	Demonstrate correct technique in throwing a softball: overhand.
_____	_____	_____	Demonstrate correct technique in throwing a softball: underhand.
_____	_____	_____	Demonstrate proper grip and stance in batting.
_____	_____	_____	Demonstrate correct technique in base running.
_____	_____	_____	Develop knowledge of offensive and defensive strategies.

VOLLEYBALL:

I	R	M	
_____	_____	_____	Know volleyball rules.
_____	_____	_____	Demonstrate at least one volleyball serve such as: underhand, overhand, sidearm.
_____	_____	_____	Develop skill in setting.
_____	_____	_____	Develop skill in bumping.
_____	_____	_____	Develop skill for a dig.
_____	_____	_____	Know technique used in spiking.
_____	_____	_____	Know technique used in blocking.
_____	_____	_____	Know offensive and defensive volleyball strategies.

LIFETIME ACTIVITIES (4-8):

These activities may be added according to local school guidelines and objectives, expertise and available equipment and facilities.

Aerobics	Lacrosse
Badminton	Orienteering
Bowling	Racquet Sports
Croquet	Speedball

Flag Football
Frisbee
Golf
Handball
Hockey

Swimming
Team Handball
Tennis
Track and Field
Weight Training

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SEVENTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTOR:

- | | | | |
|-----|-----|-----|--|
| I | R | M | |
| ___ | ___ | ___ | Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping, and galloping. |

MANIPULATIVE SKILLS:

- | | | | |
|-----|-----|-----|--|
| I | R | M | |
| ___ | ___ | ___ | Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.). |

SENDING SKILLS:

- | | | | |
|-----|-----|-----|---|
| I | R | M | |
| ___ | ___ | ___ | Strike an appropriate object with a racket, paddle, bat, etc. |
| ___ | ___ | ___ | Kick a ball through a goal or at a target. |
| ___ | ___ | ___ | Demonstrate eye-hand coordination by accurately catching and throwing an object at varying distances. |
| ___ | ___ | ___ | Dribble in general space controlling the ball. |
| ___ | ___ | ___ | Demonstrate a controlled dribble while switching from one hand to the other hand |
| ___ | ___ | ___ | Demonstrate a moving waist high and knee high dribble. |

RECEIVING SKILLS:

I	R	M	
_____	_____	_____	Absorb force on a catch.

BODY AWARENESS:

I	R	M	
_____	_____	_____	Perform directional movements for verbal commands.
_____	_____	_____	Identify right side and left side.
_____	_____	_____	Apply principles of good body mechanics while standing, sitting, kneeling and lying (prone and supine).
_____	_____	_____	Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into/out of, on/off, on top/underneath, top/bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up.
_____	_____	_____	Demonstrate understanding of directions such as: above/below/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate understanding of relationships between self and others: Face to face, back to back, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/large, wide/narrow/thin, zig zag/straight, curved/flat/straight, graceful/awkward, light/heavy, near/far.
_____	_____	_____	Demonstrate understanding of concepts of force, speed and time: sudden movements, slow movements, exploding, pushing and pulling.
_____	_____	_____	Demonstrate knowledge of clockwise and counter-clockwise.
_____	_____	_____	Have basic knowledge of bone and muscle groups.

RHYTHMIC MOVEMENT:

I	R	M	
_____	_____	_____	Perform traditional dance steps in various ethnic, cultural and recreational dances.

HEALTH RELATED FITNESS:

I	R	M	
_____	_____	_____	Participate in at least one physical fitness test program.
_____	_____	_____	Begin to learn how to measure and evaluate performance and improvement: accuracy, distance, speed, and time.

I	R	M	
_____	_____	_____	Perform exercises that will increase strength and power.
_____	_____	_____	Perform exercises that will increase flexibility.
_____	_____	_____	Perform exercises that will increase speed, agility and coordination.
_____	_____	_____	Perform tests that will increase cardiovascular efficiency such as the mile run/walk.
_____	_____	_____	Demonstrate exercises to develop and maintain good posture.
_____	_____	_____	Identify the physical fitness components that are developed by a given exercise.
_____	_____	_____	Recognize realistic personal fitness goals.
_____	_____	_____	Recognize the necessity of warm-ups of body muscles before strenuous exercise.
_____	_____	_____	Recognize the necessity of slow cool down period after strenuous activity.
_____	_____	_____	Understand why breathing rate varies before and after exercise.
_____	_____	_____	Locate pulse.
_____	_____	_____	Observe increase in respiration during exercise and a return during rest.
_____	_____	_____	Know a target heart rate.
_____	_____	_____	Observe increase in body temperature with increase in heart rate.
_____	_____	_____	Recognize that bent knee sit ups strengthen weak abdominal muscles which are a major cause of lower back pain.
_____	_____	_____	Distinguish body fat and body weight.
_____	_____	_____	Know importance of exercise to good health.
_____	_____	_____	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
_____	_____	_____	Know and observe safety rules related to class.
_____	_____	_____	Wear proper clothes and shoes for physical activities.
_____	_____	_____	Demonstrate cooperation skills necessary for successful participation.
_____	_____	_____	Demonstrate sportsmanship and emotional control.

GAMES/SPORTS (GENERAL):

I	R	M	
_____	_____	_____	Participate in low organizational games.
_____	_____	_____	Learn activities which will be of value in life-long recreational pursuits.
_____	_____	_____	Participate in lead-up and modified games.

GYMNASTICS:

(Optional depending on equipment and teacher expertise)

BASKETBALL:

I	R	M	
_____	_____	_____	Know the rules for playing basketball.
_____	_____	_____	Develop skill in dribbling with both right and left hand.
_____	_____	_____	Develop skill in bounce, chest, and overhead passing.
_____	_____	_____	Develop skill in pivoting.
_____	_____	_____	Develop skill in guarding.
_____	_____	_____	Develop skill in shooting.
_____	_____	_____	Develop skill in lay-up.
_____	_____	_____	Develop skill in set shot.
_____	_____	_____	Develop skill in free throw.
_____	_____	_____	Develop skill in rebounding.

SOCCER:

I	R	M	
_____	_____	_____	Know soccer rules.
_____	_____	_____	Develop ability to kick a stationary ball.
_____	_____	_____	Develop ability to kick a moving ball.
_____	_____	_____	Use right and left instep to kick.
_____	_____	_____	Punt a ball for distance.
_____	_____	_____	Pass a soccer ball to a partner with both right and left foot.
_____	_____	_____	Trap a soccer ball with feet.
_____	_____	_____	Trap a soccer ball with legs.
_____	_____	_____	Trap a soccer ball with chest.
_____	_____	_____	Throw a ball overhead using two hands
_____	_____	_____	Dribble a soccer ball with the inside of the right and left foot.
_____	_____	_____	Develop skill in heading the ball.
_____	_____	_____	Develop knowledge of offensive and defensive strategies.

SOFTBALL/BASEBALL:

I	R	M	
_____	_____	_____	Know softball/baseball rules.
_____	_____	_____	Demonstrate correct technique in throwing a softball: overhand.
_____	_____	_____	Demonstrate correct technique in throwing a softball: underhand.
_____	_____	_____	Demonstrate proper grip and stance in batting.
_____	_____	_____	Demonstrate correct technique in base running.

_____ _____ _____ Develop knowledge of offensive and defensive strategies.

VOLLEYBALL:

I	R	M	
_____	_____	_____	Know volleyball rules.
_____	_____	_____	Demonstrate at least one volleyball serve such as: underhand, overhand, sidearm.
_____	_____	_____	Develop skill in setting.
_____	_____	_____	Develop skill in bumping.
_____	_____	_____	Develop skill for a dig.
_____	_____	_____	Know technique used for spiking.
_____	_____	_____	Know technique used in blocking.
_____	_____	_____	Know offensive and defensive volleyball strategies.

LIFETIME ACTIVITIES (4-8):

These activities may be added according to local school guidelines and objectives, expertise and available equipment and facilities.

- | | |
|---------------|-----------------|
| Aerobics | Lacrosse |
| Badminton | Orienteering |
| Bowling | Racquet Sports |
| Croquet | Speedball |
| Flag Football | Swimming |
| Frisbee | Team Handball |
| Golf | Tennis |
| Handball | Track and Field |
| Hockey | Weight Training |

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
EIGHTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. The uniqueness and individual differences of each person are respected.
- ___ B. Everyone is gifted with particular skills.
- ___ C. Everyone can do something better than someone else.
- ___ D. God is pleased with our skills.
- ___ E. We realize that every person makes the team a better team.
- ___ F. We are thankful for the skills that each person brings to the team.
- ___ G. God expects that all of us will keep our bodies healthy.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

MOTOR SKILLS

LOCOMOTOR:

- | | | | |
|-----|-----|-----|--|
| I | R | M | |
| ___ | ___ | ___ | Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping, and galloping. |

MANIPULATIVE SKILLS:

- | | | | |
|-----|-----|-----|--|
| I | R | M | |
| ___ | ___ | ___ | Perform various locomotor and non-locomotor skills using a variety of manipulatives (e.g., jump ropes, balls, bean bags, rings, etc.). |

SENDING SKILLS:

- | | | | |
|-----|-----|-----|---|
| I | R | M | |
| ___ | ___ | ___ | Strike an appropriate object with a racket, paddle, bat, etc. |
| ___ | ___ | ___ | Kick a ball through a goal or at a target. |
| ___ | ___ | ___ | Demonstrate eye-hand coordination by accurately catching and throwing an object at varying distances. |
| ___ | ___ | ___ | Dribble in general space controlling the ball. |
| ___ | ___ | ___ | Demonstrate a controlled dribble while switching from one hand to the other hand. |
| ___ | ___ | ___ | Demonstrate a moving waist high and knee high dribble. |

RECEIVING SKILLS:

I	R	M	
_____	_____	_____	Absorb force on a catch.

BODY AWARENESS:

I	R	M	
_____	_____	_____	Perform directional movements for verbal commands.
_____	_____	_____	Identify right side and left side.
_____	_____	_____	Apply principles of good body mechanics while standing, sitting, kneeling and lying (prone and supine).
_____	_____	_____	Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into/out of, on/off, on top/underneath, top/bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up.
_____	_____	_____	Demonstrate understanding of directions such as: above/below/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate understanding of relationships between self and others: Face to face, back to back, to the side of, sideways, inside/outside, between, behind/ahead, before/after.
_____	_____	_____	Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/large, wide/narrow/thin, zig zag/straight, curved/flat/straight, graceful/awkward, light/heavy, near/far.
_____	_____	_____	Demonstrate understanding of concepts of force, speed and time: sudden movements, slow movements, exploding, pushing and pulling.
_____	_____	_____	Have basic knowledge of bone and muscle groups.

RHYTHMIC MOVEMENT:

I	R	M	
_____	_____	_____	Perform traditional dance steps in various ethnic, cultural and recreational dances.

HEALTH RELATED FITNESS:

I	R	M	
_____	_____	_____	Participate in at least one physical fitness test program.
_____	_____	_____	Begin to learn how to measure and evaluate performance and improvement: accuracy, distance, speed, and time.
_____	_____	_____	Perform exercises that will increase strength and power.

I	R	M	
_____	_____	_____	Perform exercises that will increase flexibility.
_____	_____	_____	Perform exercises that will increase speed, agility and coordination.
_____	_____	_____	Perform tests that will increase cardiovascular efficiency such as the mile run/walk.
_____	_____	_____	Demonstrate exercises to develop and maintain good posture.
_____	_____	_____	Identify the physical fitness components that are developed by a given exercise.
_____	_____	_____	Recognize realistic personal fitness goals.
_____	_____	_____	Recognize the necessity of warm-ups of body muscles before strenuous exercise.
_____	_____	_____	Recognize the necessity of slow cool down period after strenuous activity.
_____	_____	_____	Understand why breathing rate varies before and after exercise.
_____	_____	_____	Locate pulse.
_____	_____	_____	Observe increase in respiration during exercise and a return during rest.
_____	_____	_____	Know a target heart rate.
_____	_____	_____	Observe increase in body temperature with increase in heart rate.
_____	_____	_____	Recognize that bent knee sit ups strengthen weak abdominal muscles which are a major cause of lower back pain.
_____	_____	_____	Distinguish body fat and body weight.
_____	_____	_____	Know importance of exercise to good health.
_____	_____	_____	Relate good nutrition and sleep habits to physical fitness.

ATTITUDINAL GROWTH:

I	R	M	
_____	_____	_____	Know and observe safety rules related to class.
_____	_____	_____	Wear proper clothes and shoes for physical activities.
_____	_____	_____	Demonstrate cooperation skills necessary for successful participation.
_____	_____	_____	Demonstrate sportsmanship and emotional control.

GAMES/SPORTS (GENERAL):

I	R	M	
_____	_____	_____	Participate in low organizational games.
_____	_____	_____	Learn activities which will be of value in life-long recreational pursuits.
_____	_____	_____	Participate in lead-up and modified games.

GYMNASTICS:

(Optional depending on equipment and teacher expertise)

BASKETBALL:

I	R	M	
_____	_____	_____	Know the rules for playing basketball.
_____	_____	_____	Develop skill in dribbling with both right and left hand.
_____	_____	_____	Develop skill in bounce, chest, and overhead passing.
_____	_____	_____	Develop skill in pivoting.
_____	_____	_____	Develop skill in guarding.
_____	_____	_____	Develop skill in shooting.
_____	_____	_____	Develop skill in lay-up.
_____	_____	_____	Develop skill in set shot.
_____	_____	_____	Develop skill in free throw.
_____	_____	_____	Develop skill in rebounding

SOCCER:

I	R	M	
_____	_____	_____	Know soccer rules.
_____	_____	_____	Develop ability to kick a stationary ball.
_____	_____	_____	Develop ability to kick a moving ball.
_____	_____	_____	Use right and left instep to kick.
_____	_____	_____	Punt a ball for distance.
_____	_____	_____	Pass a soccer ball to a partner with both right and left foot.
_____	_____	_____	Trap a soccer ball with feet.
_____	_____	_____	Trap a soccer ball with legs.
_____	_____	_____	Trap a soccer ball with chest.
_____	_____	_____	Throw a ball overhead using two hands.
_____	_____	_____	Dribble a soccer ball with the inside of the right and left foot.
_____	_____	_____	Develop skill in heading the ball.
_____	_____	_____	Develop knowledge of offensive and defensive strategies.

SOFTBALL/BASEBALL:

I	R	M	
_____	_____	_____	Know softball/baseball rules.
_____	_____	_____	Demonstrate correct technique in throwing a softball: overhand.
_____	_____	_____	Demonstrate correct technique in throwing a softball: underhand.
_____	_____	_____	Demonstrate proper grip and stance in batting.
_____	_____	_____	Demonstrate correct technique in base running.
_____	_____	_____	Develop knowledge of offensive and defensive strategies.

VOLLEYBALL:

I	R	M	
_____	_____	_____	Know volleyball rules.
_____	_____	_____	Demonstrate at least one volleyball serve such as: underhand, overhand, sidearm.
_____	_____	_____	Develop skill in setting.
_____	_____	_____	Develop skill in bumping.
_____	_____	_____	Develop skill for a dig.
_____	_____	_____	Know technique used for spiking.
_____	_____	_____	Know technique used in blocking.
_____	_____	_____	Know offensive and defensive volleyball strategies.

LIFETIME ACTIVITIES (4-8):

These activities may be added according to local school guidelines and objectives, expertise and available equipment and facilities.

Aerobics	Lacrosse
Badminton	Orienteering
Bowling	Racquet Sports
Croquet	Speedball
Flag Football	Swimming
Frisbee	Team Handball
Golf	Tennis
Handball	Track and Field
Hockey	Weight Training

