PHYSICAL EDUCATION CURRICULUM GUIDELINES

GRADE LEVEL SUBJECT AREA EXPECTATIONS DIOCESE OF FRESNO KINDERGARTEN

| | A. | The uni | queness and individual differences of each person are respected. |
|------|------|----------|--|
| | В. | Everyor | ne is gifted with particular skills. |
| | C. | Everyor | ne can do something better than someone else. |
| | | God is p | pleased with our skills. |
| | | We real | ize that every person makes the team a better team. |
| | | We are t | thankful for the skills that each person brings to the team. |
| | G. | God exp | pects that all of us will keep our bodies healthy. |
| ACA | DEM | IC GRA | DE LEVEL SUBJECT AREA EXPECTATIONS |
| MOT | OR S | SKILLLS | S |
| LOC | OMO | TOR: | |
| 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. |
| | | | |
| | | | |
| | | | Stop on command. |
| | | | |
| | | | closing with the other foot. |
| | | | |
| | | | |
| | | | bend. |
| | | | Move in space without collisions. |
| | | | 1120 (|
| NON- | -LOC | сомот | OR: |
| I | R | M | |
| | | | Use movement to express feelings. |
| | | | Use movement imitatively: animals, personalities, fictitious |
| | | | characters, machines and shapes. |

| MAN | IPULA | TIVE | 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. |
| SENI | OING S | KILLS | S: |
| 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. |
| RECI | EIVIN(| 5 SKII | LLS: |
| I —— | R | M | Demonstrate catching a large rolling ball with two hands. Drop and catch a large ball with two hands. |
| BOD' | Y AWA | RENE | |
| 202 | _ 1_ ,,,,, | | |
| I | R | M | Demonstrate the ability to lead a group or follow a leader. |
| RHY | ГНМІС | C MOV | EMENT: |
| 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. |
|-------|--------|--------|---|
| HEAI | LTH RI | ELATI | ED 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. |
| | | | |
| | | | Viscosi the immentance of exemples to good health |
| | | | Relate good nutrition and sleep habits to physical fitness. |
| ATTI | TUDIN | IAL G | ROWTH: |
| Ţ | 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. |
| GAM | ES/SP(| ORTS (| (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. |
| GYM | NASTI | CS: | |
| | _ | 3.5 | |
| 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. |
| soco | CER: | | |
| I | R | M | Develop ability to kick a stationery ball. |

GRADE LEVEL SUBJECT AREA EXPECTATIONS DIOCESE OF FRESNO FIRST GRADE

| | A. | The union | queness and individual differences of each person are respected. |
|-----|------|-----------|---|
| | В. | Everyon | ne is gifted with particular skills. |
| | C. | Everyon | ne can do something better than someone else. |
| | D. | God is p | bleased with our skills. |
| | E. | We reali | ize that every person makes the team a better team. |
| | | We are t | hankful for the skills that each person brings to the team. |
| | ~ | | pects that all of us will keep our bodies healthy. |
| | | 1 | 1 |
| ACA | DEM | IC GRA | DE LEVEL SUBJECT AREA EXPECTATIONS |
| мот | OR S | SKILLS | |
| LOC | OMO | TOR: | |
| I | R | a 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). |
| | | | YY 1 1 1 1 . |
| | | | |
| | | | Demonstrate a slide by stepping to the side with one foot and |
| | | | closing with the other (right and left). |
| | | | |
| | | | |
| | | | |
| | | | Demonstrate a gallop by stepping with the same foot each time and |
| | | | closing with the other foot. |
| | | | |
| | | | Run with upright body position using the proper knee and arm |
| | | | bend. |
| | | | Move in space without collisions. |
| NON | -LO | СОМОТ | OR: |
| I | R | . M | |
| | | | Use movement to express feelings. |
| | | | |

| | R | | 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. |
|------|-------|-------|---|
| MAN | IPULA | TIVE | SKILLS: |
| | R | | 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. |
| SEND | ING S | KILLS | š: |
| | R | | 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. |

| 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. |
| | | | Catch a ball bounced by a partner. |
| BOD | Y AWA | RENE | ESS: |
| Ι | 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. |
| RHY | ГНМІС | C MOV | VEMENT: |
| I | R | M | |
| | | | Perform traditional dance steps in carious 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. |
| HEAL | LTH R | ELAT | ED 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. |

RECEIVING SKILLS:

| 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. |
| ATTI | TUDIN | IAL G | ROWTH: |
| 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. |
| GAM | ES/SP(| ORTS (| (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. |
| GYM | NASTI | CS: | |
| 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. |
| | | | • • |
| SOCO | CER: | | |
| 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 DIOCESEOF FRESNO SECOND GRADE

| | A. | | queness and individual differences of each person are respected. | | | | |
|-----|--------------|----------|---|--|--|--|--|
| | В. | Everyor | ne is gifted with particular skills. | | | | |
| | C. | Everyo | ne can do something better than someone else. | | | | |
| | D. | God is 1 | pleased with our skills. | | | | |
| | | We real | ize 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 ex | pects that all of us will keep our bodies healthy. | | | | |
| ACA | DEM | IIC GRA | DE LEVEL SUBJECT AREA EXPECTATIONS | | | | |
| МОТ | MOTOR SKILLS | | | | | | |
| LOC | OMO | OTOR: | | | | | |
| I | R | R M | | | | | |
| | | | Walk with proper arm/leg opposition and correct foot alignment. | | | | |
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| | | | closing with the other (right and left). | | | | |
| | | | Change directions smoothly while sliding. | | | | |
| | | | Stop on command. | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | 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. | | | | |
| | | | D ' 11 C 1 1' 1 | | | | |
| | | | | | | | |
| | | | 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- | -LOCO | МОТО | OR: |
| 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. |
| MAN | IPULA | TIVE | 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. |
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| | | | D 11 1 11 11 11 11 11 11 11 11 11 11 11 |
| | | | Roll a ball toward a target |
| | | | |
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| | | | Control a ball with feet while moving around objects. |
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| | | | |
| | | | ball. |
| | | | TT1 1.100 0.0 |
| | | | |
| | | | Keep light weight objects such as a balloon or beach ball going back and forth over a net. |
| | | | back and form over a net. |
| RECI | EIVIN(| 3 SKII | LLS: |
| I | R | M | |
| | | | Demonstrate catching a large ball with two hands. |
| | | | Drop and catch a large ball with two hands. |
| | | | • |
| | | | |
| | | | |
| | | | Catch small objects in a pail, box or scoop, etc. |
| | | | caren similar cojects in a pain, com or secop, etc. |
| BOD | Y AWA | RENE | ESS: |
| I | R | M | |
| | | | Demonstrate the ability to lead a group or follow a leade.r |
| | | | Identify right side and left side. |
| | | | A multi-min sind on of and the decimal business while stonding sitting |
| | | | kneeling and lying (prone and supine). |

| 1 | 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. |
| | | | |
| RHY | ГНМІ(| C MOV | VEMENT: |
| 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 hone. |
| | | | 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 right and neavy movement. Demonstrate stiff and smooth movement. |
| | | | |
| | | | Move to music in basic formations: partners, scattered, line, circle, |
| | | | etc. Personal to changes in notterns and whythmic tempos while |
| | | | Respond to changes in patterns and rhythmic tempos while |
| | | | handling objects, i.e., jump ropes, balls, lumi sticks, etc. |
| HEAI | LTH R | ELAT | ED 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. |
|-------|-------|-------|--|
| ATTI | TUDIN | NAL G | ROWTH: |
| I | R | M | |
| 1 | IX | 171 | Know and observe safety rules related to class. |
| | | | |
| | | | Demonstrate cooperation skills necessary for successful |
| | | | participation. |
| | | | Demonstrate sportsmanship and emotional control. |
| GAM | ES/SP | ORTS | (GENERAL): |
| I | R | M | |
| | | | Participate in low organizational games. |
| | | | |
| | | | pursuits. |
| | | | Participate in lead-up and modified games. |
| GYM | NASTI | ICS: | |
| I | R | M | |
| | | | |
| | | | |
| | | | Demonstrate the proper positioning of the hands and knees in partner support activities. |
| | | | |
| | | | ** |
| | | | Demonstrate the effect of vision on belongs |
| | | | 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. |
| SOCO | CER: | | |
| 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 |
| | | | The or a built or clineau abilig two lianus |

| | | | Dribble a soccer ball with the inside of the right and left foot Develop skill in heading the ball |
|------|------|--------|---|
| SOFT | BALL | /BASEI | BALL: |
| 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 unic | queness and individual differences of each person are respected. |
|------|------|----------|---|
| | B. | Everyon | e is gifted with particular skills. |
| | C. | Everyon | e can do something better than someone else. |
| | D. | God is p | leased with our skills. |
| | E. | _ | ze that every person makes the team a better team. |
| | F. | | hankful for the skills that each person brings to the team. |
| | G. | | pects that all of us will keep our bodies healthy. |
| ACAI | DEM | IC GRAI | DE LEVEL SUBJECT AREA EXPECTATIONS |
| мот | OR S | KILLS | |
| LOC | ОМО | TION: | |
| 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. |
| | | | |
| | | | |
| | | | 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:

| Ι | 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. |
| MAN | IPULA | TIVE S | SKILLS: |
| I | R | M | |
| • | - 11 | 111 | 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. |
| SENI | DING S | KILLS: | |
| 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. |

| 1 | 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. |
| | | | |
| | | | |
| | | | Demonstrate underhand and overhand throws with a playground |
| | | | _ · · · |
| | | | ball. |
| | | | |
| | | | |
| | | | throwing an object at varying distances. |
| | | | |
| | | | 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. |
| | EIVINO | | LLS: |
| | R | | |
| | | | Absorb force on a catch. |
| | | | Move into position to catch a rolling ball. |
| | | | Bounce and catch a small ball with one hand. |
| | | | |
| | | | 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. |
| BOD | Y AWA | RENE | ESS: |
| 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. |
| RHY' | THMIC | C MOV | VEMENT: |
| 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. |
| HEA | LTH R | ELATI | ED 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. |
| | | | |
| | | | |
| | | | 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. |
| | | | |
| ATTI | TUDIN | NAL G | ROWTH: |
| I | R | M | |
| • | 10 | 171 | Know and observe safety rules related to class. |
| | | | Wear manage alothog and shoos for physical activities |
| | | | |
| | | | participation. |
| | | | |
| | | | Show respect for individual differences |
| | | | Show respect for individual differences |
| GAM | ES/SP | ORTS | (GENERAL): |
| I | R | M | |
| 1 | K | 171 | Participate in low organizational games. |
| | | | Learn activities which will be of value in life-long recreational |
| | | | <u> </u> |
| | | | pursuits. Participate in lead up and modified games |
| | | | Participate in lead-up and modified games. |
| GYM | NASTI | ICS: | |
| 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. |
| | | | |
| | | | Perform forward and backward rolls. |
| | | | Demonstrate various tumbling positions such as pike, tuck, |
| | | | straddle, etc. |
| | | | Perform cartwheels and round offs. |

| | R | | 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. |
|-------|-------|-------|---|
| BASK | ETBA | LLL: | |
| | R | | 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. |
| soco | CER: | | |
| | R | | 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. |
| SOFT | BALL | BASE | BALL: |
| 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. |
| VOLI | LEYBA | LL: | |
| I | R | M | Know volleyball rules. |

| I | R | M | |
|---|---|---|---|
| | | | Demonstrate at lease 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

| | 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 | | | | | | |
|-------|---|--------|---|--|--|--|--|
| LOC | OMC | TOR: | | | | | |
| | | R M | 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. | | | | |
| NON- | LOC | COMOTO | OR: | | | | |
| 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. |
| SENI | OING S | KILLS | }: |
| 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. |
| | | | Toto apprior 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. |
| BOD | Y AWA | RENE | ESS: |
| 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. |
| | | | |
| RHY | ГНМІ(| C MOV | VEMENT: |
| 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. |
| | | | |
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| | | | Danamina maliatia mamanal fituara anala |
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| | | | |
| | | | |
| | | | |
| | | | rest. |
| | | | Observe increase in body temperature with increase in heart rate. |
| | | | |
| | | | 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. |
| | | | |
| ATTI | TUDIN | NAL G | ROWTH: |
| 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. |
| GAM | FS/SP(| ORTS | (GENERAL): |
| G21111 | LLDIDI | | (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. |
| | | | |

| GYM | NASTI | CS: | |
|------|-------|-----|---|
| 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. |
| | | | |
| | | | Danfarra has datas da |
| | | | |
| | | | |
| | | | |
| | | | support activities. |
| | | | |
| | | | Demonstrate the proper care and use of mats. |
| BASE | KETBA | LL: | |
| 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 lay-up. |
| | | | Develop skill in set shot. |
| | | | Develop skill in free throw. |
| | | | Develop skill in rebounding. |
| soco | CER: | | |
| 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.

Trap a soccer ball with feet. Trap a soccer ball with legs. Trap a soccer ball with chest.

Pass a soccer ball to a partner with both right and left foot.

Punt a ball for distance.

| 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. |
|-------|-------|--------|---|
| SOFT | BALL | /BASEI | BALL: |
| I | R | M | |
| • | 10 | 171 | 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. |
| VOLI | LEYBA | LL: | |
| 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 EXPECTAITONS DIOCESE OF FRESNO FIFTH GRADE

| | Α. | | queness and individual differences of each person are respected. |
|-----|-------|--------|--|
| | В. | • | ne is gifted with particular skills. |
| | C. | • | ne can do something better than someone else. |
| | D. | | pleased with our skills. |
| | | | ize that every person makes the team a better team. |
| | F. | | thankful for the skills that each person brings to the team. |
| | G. | God ex | pects that all of us will keep our bodies healthy. |
| ACA | DEM | IC GRA | DE LEVEL SUBJECT AREA EXPECTATIONS |
| мот | OR S | SKILLS | |
| LOC | OMO | TOR: | |
| 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 | -LOC | СОМОТ | OR: |
| I | R | M | |
| | | | Distinguish between a non-locomotor movement and a locomotor movement. |
| MAN | NIPUI | LATIVE | 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:

| 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 the other hand (standing still). Demonstrate a controlled dribble while switching form one hand 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 | rough a goal or at a target. Eye-hand coordination by accurately catching and bject at varying distances. | Kick a ball throug Demonstrate eye- |
|--|---|---|
| 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 the other hand (standing still). Demonstrate a controlled dribble while switching form one hand 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 | eye-hand coordination by accurately catching and bject at varying distances. | Demonstrate eye- |
| 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 the other hand (standing still). Demonstrate a controlled dribble while switching form one hand 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 | oject 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 the other hand (standing still) Demonstrate a controlled dribble while switching form one hand 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 | | |
| Dribble in general space controlling the ball. Demonstrate a controlled dribble while switching from one hand the other hand (standing still). Demonstrate a controlled dribble while switching form one hand 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 | in which various passes are used. | |
| Demonstrate a controlled dribble while switching from one hand the other hand (standing still). Demonstrate a controlled dribble while switching form one hand 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 | * | • • |
| the other hand (standing still). Demonstrate a controlled dribble while switching form one hand 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 | | |
| Demonstrate a controlled dribble while switching form one hand 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 | _ | |
| 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 | | |
| 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 | <u> </u> | |
| Demonstrate that an object rebounds according to the amount of force applied to it. RECEIVING SKILLS: I R M | | |
| force applied to it. RECEIVING SKILLS: I R M | | |
| I R M | · · · · · · · · · · · · · · · · · · · | |
| I R M | | ING SKILLS: |
| | | |
| Absorb force on a sotab | | R M |
| | | |
| Move into position to catch a rolling ball. | | - |
| Bounce and catch a small ball with one hand. | tch a small ball with one hand. | Bounce and catch |
| BODY AWARENESS: | | WARENESS: |
| I R M | | R M |
| Perform directional movements for verbal commands. | cional movements for verbal commands. | Perform direction |
| Identify right side and left side. | side and left side. | Identify right side |
| Apply principles of good body mechanics while standing, sitting, | | Apply principles |
| 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, | - | - |
| | 1/.1 1 / 1 / 1 / 1 / 1 / 1 / 1 | upper/lower, arou |
| <u> •</u> | round/through/across, right/left, upside down/rig | . 1.1 |
| <u> </u> | | side up. |
| | understanding of directions such as: | Demonstrate unde |
| | inderstanding of directions such as: along, toward, away, beside, to the side of, sidewa | Demonstrate unde above/below/alon |
| others: Face to face, back to back, to the side of, sideways, | understanding of directions such as: along, toward, away, beside, to the side of, sideway, between, behind/ahead, before/after. | Demonstrate unde above/below/alon inside/outside, be |
| inside/outside, between, behind/ahead, before/after. | anderstanding of directions such as: along, toward, away, beside, to the side of, sideway, between, behind/ahead, before/after. anderstanding of relationships between self and | Demonstrate unde above/below/alon inside/outside, be Demonstrate unde |

| Ι | 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. |
| RHY | THMIC | C MOV | VEMENT: |
| I | R | M | |
| | | | Perform traditional dance steps in various ethnic, cultural and |
| | | | recreational dances. |
| HEA | LTH R | ELAT | ED FITNESS: |
| I | R | M | |
| 1 | IX. | 171 | 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. |
| | | | |
| | | | Observe increase in respiration during exercise and a return during |
| | | | rest. |
| | | | Know a target heart rate. |
| | | | |
| | | | |
| | | | muscles which are a major cause of lower back pain. |

| | R | | Know importance of exercise to good health. |
|------|-------|-------|---|
| ATTI | TUDI | NAL G | ROWTH: |
| 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. |
| GAM | ES/SP | ORTS | (GENERAL): |
| - | _ | | |
| I | R | M | Doutisingto in law augusigational compa |
| | | | Participate in low organizational games. Learn activities which will be of value in life-long recreational |
| | | | pursuits. |
| | | | Participate in lead-up and modified games. |
| GYM | NAST | ICS: | |
| I | R | M | |
| | | | Perform individual and partner balances. |
| | | | Dau Canna da 41-14-1-1 and mantanan dan 4 |
| | | | |
| | | | 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 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. |
| BASK | KETBA | LL: | |
| 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. |

| Ι | 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. |
| | | | Beverop skin in recounding. |
| SOCO | CER: | | |
| 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. |
| | | | |
| SOFT | BALL, | /BASE | BALL: |
| 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. |
| VOL | LEYBA | LL: | |
| 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 DIOCESEOF FRESNO SIXTH GRADE

| ACA | 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 | | | | |
|-------|---|---|--|--|--|
| LOC | OMO | TOR: | | | |
| I | R | M — | Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping, and galloping. | | |
| MAN | IPUI | LATIVE | 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. | | |
| SENI | DING | 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. |
| RECE | EIVING | S SKIL | LLS: |
| I | R | M | |
| | | | Absorb force on a catch. |
| DODA | ., | DENIE | egg. |
| вор | Y AWA | KENE | 255: |
| 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. |

| RHY | RHYTHMIC MOVEMENT: | | | | | |
|-------|--------------------|-------|--|--|--|--|
| I | R | M | Perform traditional dance steps in various ethnic, cultural and recreational dances. | | | |
| TTEAT | TTII D | ET AT | | | | |
| HEAL | LIHK | LLA I | ED 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. | | | |
| | | | | | | |
| | | | | | | |
| | | | 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. | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | Decreased at the decrease of the second seco | | | |
| | | | 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. | | | |
| ATTI | TUDIN | NAL G | ROWTH: | | | |
| _ | _ | | | | | |
| Ι | R | M | Variational absorption and a solute lateral transfer | | | |
| | | | 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. | | | |
| | | | Demonstrate sportsmansing and emotional control. | | | |

| GAM | ES/SP | ORTS | (GENERAL): |
|------|--------|------|--|
| Ţ | R | M | |
| 1 | IX | 171 | Participate in low organizational games. |
| | | | Learn activities which will be of value in life-long recreational |
| | | | pursuits. |
| | | | Participate in lead-up and modified games. |
| GYM | [NAST] | ICS: | |
| I | R | M | |
| | | | |
| | | | |
| | | | Demonstrate the proper positioning of the hands and knees in partner support activities. |
| | | | V |
| | | | |
| | | | Deufenne control calconducerd offe |
| | | | Danfarma han datan da |
| | | | |
| | | | |
| | | | support activities. |
| | | | Demonstrate the proper care and use of mats. |
| BASE | KETBA | LL: | |
| | R | | |
| | | | |
| | | | |
| | | | D 1 1'11' ' ' |
| | | | 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. |
| | | | Develop skin in resounding. |
| SOCO | CER: | | |
| 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. |
|--|----------|--|
| SOFTBA | LL/BASE | BALL: |
| | | 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. |
| VOLLEY | BALL: | |
| I F | | 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. |
| LIFETIM | IE ACTIV | VITIES (4-8): |
| | | be added according to local school guidelines and objectives, ble equipment and facilities. |
| Aerobics Badminto Bowling Croquet | n | Lacrosse Orienteering Racquet Sports Speedball |

Flag Football Swimming
Frisbee Team Handball

Golf Tennis

Handball Track and Field Hockey Weight Training

GRADE LEVEL SUBJECT AREA EXPECTATIONS DIOCESE OF FRESNO SEVENTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

| | A. | The unio | queness and individual differences of each person are respected. | | | | |
|-----|------|---|--|--|--|--|--|
| | B. | Everyon | Everyone is gifted with particular skills. | | | | |
| | C. | Everyone can do something better than someone else. | | | | | |
| | D. | God is pleased with our skills. | | | | | |
| | E. | We reali | We realize that every person makes the team a better team. | | | | |
| | F. | We are t | hankful for the skills that each person brings to the team. | | | | |
| | G. | God exp | pects that all of us will keep our bodies healthy. | | | | |
| ACA | DEM | IIC GRA | DE LEVEL SUBJECT AREA EXPECTATIONS | | | | |
| MOT | OR S | SKILLS | | | | | |
| LOC | OMO | TOR: | | | | | |
| I | R | a M | | | | | |
| | | | Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping, and galloping. | | | | |
| MAN | NIPU | LATIVE | 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.). | | | | |
| SEN | DING | SKILLS | S: | | | | |
| I | R | a 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. | | | | |

| RECI | EIVIN(| G SKII | LLS: |
|-------|--------|--------|---|
| I | R | M | Absorb force on a catch. |
| BOD | Y AWA | RENE | CSS: |
| 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/afte.r |
| | | | 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. |
| RHY' | ГНМІС | C MOV | EMENT: |
| I | R | M | Perform traditional dance steps in various ethnic, cultural and recreational dances. |
| HEAL | LTH R | ELAT] | ED 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. |
| | | | |
| | | | 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. |
| ATTI | ΓUDIN | AL G | ROWTH: |
| 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. |
| GAMI | ES/SPC | ORTS | (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. |
| | | | 1 |

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 clest.

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 | |
|---|---|---|----|
| | | | Kı |

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. |
|------|-------|-----|---|
| VOLI | LEYBA | LL: | |
| 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

Track and Field Handball Hockey Weight Training

GRADE LEVEL SUBJECT AREA EXPECTAITONS DIOCESE OF FRESNO EIGHTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

| | A. | The unio | queness and individual differences of each person are respected. | | | |
|-----|-------|---|---|--|--|--|
| | B. | Everyon | Everyone is gifted with particular skills. | | | |
| | C. | Everyone can do something better than someone else. God is pleased with our skills. | | | | |
| | D. | | | | | |
| | E. | We reali | ze that every person makes the team a better team. | | | |
| | _ | | hankful for the skills that each person brings to the team. | | | |
| | G. | God exp | pects that all of us will keep our bodies healthy. | | | |
| ACA | DEM | IC GRA | DE LEVEL SUBJECT AREA EXPECTATIONS | | | |
| MO | FOR S | SKILLS | | | | |
| LOC | OMO | TOR: | | | | |
| I | R | M | | | | |
| | | | Differentiate and describe the following movements: jumping, hopping, leaping, sliding, skipping, and galloping. | | | |
| MAN | NIPUI | LATIVE | 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.). | | | |
| SEN | DING | SKILLS | S: | | | |
| 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. | | | |

| RECI | EIVIN(| 3 SKII | LLS: |
|-------|--------|--------|---|
| I | R | M | Absorb force on a catch. |
| BODY | Y AWA | RENE | ESS: |
| 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. |
| RHY | ГНМІС | C MOV | VEMENT: |
| I | R | M | Perform traditional dance steps in various ethnic, cultural and recreational dances. |
| HEAI | LTH R | ELAT | ED 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. |
| | | | |
| | | | coordination. |
| | | | Danfarra to to that will in an analysis and a self-size and a |
| | | | the mile run/walk. |
| | | | |
| | | | Identify the physical fitness components that are developed by a |
| | | | given exercise. |
| | | | |
| | | | 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. |
| | | | 77 |
| | | | |
| | | | and the contract of the contra |
| | | | muscles which are a major cause of lower back pain. |
| | | | |
| | | | 77 |
| | | | |
| | | | Relate good nutrition and sleep habits to physical fitness. |
| ATTI | TUDI | NAL G | ROWTH: |
| 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. |
| GAM | ES/SP | ORTS | (GENERAL): |
| I | R | M | |
| | | | Participate in low organizational games. |
| | | | |
| | | | pursuits. |
| | | | Participate in lead-up and modified games. |
| GYM | [NAST] | ICS: | |
| (O :: | 1 . 1 | 1* | |
| (Optio | onai deț | penaing | g on equipment and teacher expertise) |

| BASK | BASKETBALL: | | | |
|-------|-------------|-------|--|--|
| | R | | Develop skill in guarding. Develop skill in shooting. Develop skill in lay-up. | |
| soco | CER: | | | |
| | R | | 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. | |
| SOFT | BALL | /BASE | BALL: | |
| 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