

Health & Fitness Curriculum

Catholic Diocese of Spokane

2011

Purpose

The following Health and Fitness Curriculum guidelines have been developed to assist teachers and administrators in the Diocese of Spokane. It is the expectation that these guidelines will be used to develop a localized Health and Fitness Curriculum to meet the unique needs of the students in each school. The Washington State Essential Academic Learning Requirements, EALR's have been referenced with a corresponding number.

Philosophy

The Catholic Diocese of Spokane promotes the concept that the human body is God's creation and a temple of the Holy Spirit. Regular physical activity and healthy nutritional choices in childhood and adolescence improves the function of body system and mental acuity. As children develop and practice skills, they have the increasing opportunity to find enjoyment and fulfillment as active individuals. On these premises the Diocese provides a quality health and fitness education that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt, develop, and maintain physically active and healthy habits for a lifetime.

Health and Fitness Goals

The implementation of this curriculum will form students who:

- Are competent in motor skills and movement patterns needed to perform a variety of physical activities.
- Achieve and maintain a health-enhancing level of nutrition.
- Participate regularly in physical activity.
- Exhibit responsible personal, social, Christian behaviors that respect self and others in physical activity settings.
- Value physical activity for health, enjoyment, challenge, self-expression, and or social interaction.

Children need time to learn and practice skills necessary to master speed, agility, coordination, dynamic movement, and body awareness. The attainment of the goals allows students to acquire the strength and endurance needed to build healthy bones and muscles, sustain cardiovascular health, maintain optimal body composition, reduce anxiety and stress, and increases self-esteem.

Health and Fitness

According to the Centers for Disease Control and Prevention (CDC), the number of overweight children has tripled over the past three decades and nearly doubled among children 6 to 11 years of age. Insufficient physical activity and excessive calories consumed are well known as critical factors for this alarming increase in overweight and obese adolescents. Because most children spend a substantial portion of their day in school, Physical Education is an essential and integral component of a total educational program.

Quality physical education can assist in academic performance, play a major role in the health-care costs for Washington, as well as provide students with a global perspective through movement and social enrichment.

Physical activity before school, during recess, during school activity breaks and afterschool are also essential. Classes and activities that provide physical activity have important but distinctly different goals than physical education. Any opportunity for students to participate in sustained periods of meaningful physical activity can be valuable for their health and fitness. However, these activities do not provide the content of a comprehensive, standards-based physical education program, and thus should not be allowed to fulfill a physical education requirement.

Health and fitness education contributes to developing good health and safety principles, which can lead to a lifetime of healthy practices.

The Difference between Physical Education and Physical Activity

The terms “physical education” and “physical activity” seem to be used interchangeably by many people; however, they are quite different. To provide just physical activity (which is VERY important) during the day may be based on fitness-oriented activity with limited knowledge on appropriate motor development of children.

Physical Education is defined as a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active and healthy lifestyles. The physical education setting, whether the gym, field, or multipurpose room, is the classroom in which the curriculum of physical education is conducted and is taught by a certified physical education specialist. This class should be treated with the same level of professional concern as other learning environments.

When children learn and have the time to develop and practice skills, they have the increasing opportunity to find enjoyment in sport and physical education which can carry into an active adult lifestyle. To provide quality physical education can assist as a solution for creating active adults.

A positive physical education experience can inspire children about physical activity. An understanding of good health and fitness concepts and practices is essential for all students. The physical education course shall be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge as defined by the EALRs and GLEs.

Physical Activity is defined by the Centers of Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure.

Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels. Exercise is a subset of physical activity that is planned, structured, and repetitive and is done to improve or maintain physical fitness.

Physical activity and exercise is the application of what is learned in physical education class.

Children need time to learn and practice to master basic locomotor skills. Good physical education is to develop (teach) individuals who will have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. As we move forward to assure access to physical education and physical activity, we need to assure the program offerings meet the rigor of quality in all respects.

Kindergarten

Summary: Develop fundamental movement patterns while acquiring skills that keep them safe and healthy. Students learn to work cooperatively in groups and individual movement settings.

Content Standard	EALR	SLE
1. Develop motor skills and movement concepts.	1.1.1	
2. Demonstrate locomotor skills that contribute to movement proficiency (e.g. walk, jog, run, hop, leap, gallop, slide, skip).	1.1.1	
3. Demonstrate non-locomotor skills that contribute to movement proficiency (e.g. bend, twist, stretch, push, pull, turn, swing).	1.1.2	
4. Demonstrate static balance and dynamic balance using a variety of body parts and objects.	1.1.2	
5. Demonstrate the skills roll, bounce, toss, throw, catch/receive, strike, kick, punt, hand/foot dribble in isolation.	1.1.3	
6. Demonstrate static and dynamic balance (e.g. walking on a gym floor line).	1.1.4	
7. Recognize concepts of personal space and general space while moving safely in a variety of activities.	1.1.5	
8. Understand safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.	1.2.1	
9. Apply social skills necessary for effective participation.	1.2.2	
10. Identify basic hygiene techniques to reduce illness.	2.3.1	
11. Apply decision-making skills.	3.5.1	
12. Develop ability to sustain and maintain effort in aerobic activity.		

First Grade

Summary: First graders continue the development of fundamental movement patterns while acquiring skills that keep them safe and healthy. Students learn about body system and basic nutrition. Students work cooperatively with partners, in groups and in individual movement settings.

Content Standard	EALR	SLE
1. Develop motor skills and movement concepts.	1.1.1	
2. Demonstrate locomotor skills that contribute to movement proficiency with balance and control (e.g. walk, jog, run, hop, gallop, slide, skip).	1.1.1	
3. Demonstrate non-locomotor skills with a partner that contributes to movement proficiency (e.g. bend, twist, stretch, push, pull, turn, swing).	1.1.2	
4. Demonstrate static balance and dynamic balance using a variety of simple sequences (e.g. crabwalk, stork stand, bear walk).	1.1.2	
5. Demonstrate skills roll, bounce, toss, throw, catch/receive, strike, kick, punt, hand/foot dribble in isolation.	1.1.3	
6. Demonstrate manipulative skills with a partner (e.g. beanbag, ball, etc.).	1.1.3	
7. Demonstrate static and dynamic balance (e.g. walking on a gym floor line).	1.1.4	
8. Recognize concepts of personal space and general space while moving safely in a variety of partner activities.	1.1.5	
9. Understand safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.	1.2.1	
10. Apply social skills necessary for effective participation.	1.2.2	
11. Demonstrate cooperative behaviors in physical activities.	1.2.2	
12. Demonstrate positive sportsmanship.	1.2.2	
13. Recognize vocabulary and understand the concepts of health related fitness (e.g. cardio respiratory endurance, flexibility, body composition).	1.3.1 1.4.1	
14. Understand that nutritional food provides energy for the body.	1.5.1	
15. Recognize the structure and function of the body systems (e.g. muscular, skeletal, cardiovascular, etc.).	2.2.1	
16. Identify basic hygiene techniques to reduce illness.	2.3.1	
17. Understand daily health and fitness habits.	4.1.1	
18. Develop ability to sustain and maintain effort in aerobic activity.		
19. Demonstrate improvement in muscular endurance and muscle strength activities.		

Second Grade

Summary: Second graders learn to demonstrate key elements of fundamental movement skills, while developing the understanding of benefits of physical activity. They begin to demonstrate social responsibility while participating in group activities.

Content Standard	EALR	SLE
1. Demonstrate mature patterns and smooth transitions from one locomotor skill to another.	1.1.1	
2. Demonstrate a variety of balance and control skills in locomotor activities.	1.1.1	
3. Demonstrate manipulative skills using a variety of objects (e.g. traps a soccer ball, bats off a tee, catches/tosses objects, kicks a ball).	1.1.3	
4. Demonstrate combinations of rhythmic patterns using a variety of locomotor and non-locomotor skills (e.g. jumps in bunny hop, bends in hockey pokey).	1.1.4	
5. Demonstrate concepts of personal space and general space while moving safely in a variety of group activities.	1.1.5	
6. Understand safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.	1.2.1	
7. Demonstrate cooperative behaviors in physical activities.	1.2.2	
8. Demonstrate positive sportsmanship.	1.2.2	
9. Recognize vocabulary and understand the concepts of health related fitness (e.g. cardio respiratory endurance, flexibility, body composition).	1.3.1 1.4.1	
10. Recognize how varied food groups contribute to a healthy body.	1.5.1	
11. Recognize the structure and function of the body systems. (e.g. muscular, skeletal, cardiovascular, etc.).	2.2.1	
12. Recognize heart rate and breathing is affected by exercise.	2.2.1	
13. Understand daily health and fitness habits.	4.1.1	
14. Develop ability to sustain and maintain effort in aerobic activity.		
15. Demonstrate improvement in muscular endurance and muscle strength activities.		

Third Grade

Summary: Third grade students develop fitness knowledge and can relate regular physical activity to health benefits. Students begin to learn game strategies, rules, and etiquette. They learn to compare and contrast healthy and unhealthy practices.

Content Standard	EALR	SLE
1. Demonstrate a variety of balance and control skills in increasingly complex movement and non-movement activities (e.g. swinging a racket, punt kicking a ball, throwing at a target, tag game etc.).	1.1.1	
2. Demonstrate locomotor skills in a variety of activities and lead-up games (e.g. flag tag as lead up game for flag football).	1.1.1	
3. Apply safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment. <ul style="list-style-type: none"> • Rules and etiquette • Recognize personal space of self and others • Space and position in a game/activity • Signals to pause activity • Return/retrieve equipment in a safe manner 	1.2.1	
4. Demonstrate cooperative behaviors in physical activities.	1.2.2	
5. Demonstrate positive sportsmanship.	1.2.2	
6. Identify and apply basic game strategies, rules, and etiquette.		
7. Apply components of skill-related fitness to improve performance in a variety of activities.	1.4.1	
8. Understand how the body's function and composition are affected by food consumption.	1.5.1	
9. Describe major muscles and bones and their role in movement.	2.2.1	
10. Recognize heart rate and breathing are affected by exercise.	2.2.1	
11. Understand daily health and fitness habits.	4.2.1	
12. Develop ability to sustain and maintain effort in aerobic activity.		
13. Demonstrate improvement in muscular endurance and muscle strength activities.		

Fourth Grade

Summary: Fourth grade students make continuous progress across all fundamental movement patterns. Students are progressing in their proficiency of game strategies, rules, and etiquette. They continue learning to compare and contrast healthy and unhealthy practices.

Content Standard	EALR	SLE
1. Demonstrate in group activities: <ul style="list-style-type: none"> • Patterns and smooth transitions motor skills • Balance and control • Stationary and moving targets 	1.1.1	
2. Apply safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment. <ul style="list-style-type: none"> • Rules and etiquette • Recognize personal space of self and others • Space and position in a game/activity • Signals to pause activity • Return/retrieve equipment in a safe manner 	1.2.2	
3. Demonstrate basic strategies in games and activities.	1.2.3	
4. Demonstrate cooperate behaviors in physical activities.	1.2.2	
5. Demonstrate positive sportsmanship.	1.2.2	
6. Identify benefits of physical activity for heart, lungs, muscles, and bones.	1.3.1	
7. Apply components of skill-related fitness to improve performance in a variety of activities.	1.4.1	
8. Understand how the body's function and composition are affected by food consumption.	1.5.1	
14. Describe major muscles and bones and their role in movement.	2.2.1	
15. Recognize heart rate and breathing is affected by exercise.	2.2.1	
16. Understand daily health and fitness habits.	4.2.1	
17. Develop ability to sustain and maintain effort in aerobic activity.		
18. Demonstrate improvement in muscular endurance and muscle strength activities.		

Fifth Grade

Summary: Fifth grade students apply motor skills and movement concept to enhance their movement performance, personal fitness, game strategy and tactics. Fitness assessment is appropriate at this grade level and students can set personal goals based on results. Students can match different types of physical activities to health–related fitness components.

Content Standard	EALR	SLE
1. Demonstrate in group activities: <ul style="list-style-type: none"> • Patterns and smooth transitions (e.g. fields a ground ball and throws to base) • Motor skills, skill combinations (e.g. drops/tosses and strikes a tennis ball) • Balance and control (e.g. handoff with control in relay race) • Manipulative skills (e.g. passes/sets up a volleyball in a three-with-three modified game) • Manipulative skills with stationary and moving targets (e.g. basketball pass/ dribble and pass ball with a partner moving toward goal) • Increasingly complex movement sequences (e.g. jump rope synchronized to music) 	1.1.1	
2. Demonstrate the ability to document practice for physical activity (e.g. muscular strength and endurance, physical activity homework).	1.1.4	
3. Apply safety principles when performing activities <ul style="list-style-type: none"> • Rules and etiquette • Recognize personal space of self and others • Space and position in a game/activity • Signals to pause activity • Return/retrieve equipment in a safe manner 	1.2.1	
4. Demonstrate cooperate behaviors in physical activities.	1.2.2	
5. Demonstrate positive sportsmanship.	1.2.2	
6. Identify rule violations and utilizes resolution strategies.	1.2.2	
7. Identify benefits of physical activity for heart, lungs, muscles and bones.	1.3.1	
9. Apply components of skill-related fitness to improve performance in a variety of activities.	1.4.1	
10. Understand the relationship of nutrition to body composition and physical performance.	1.5	
11. Acquire introductory knowledge, skills, and vocabulary to maintain a healthy lifestyle and reduce health risks.	2	
12. Analyze personal daily health and fitness habits.	4.2.1	
13. Develop ability to sustain and maintain effort in aerobic activity.		
14. Demonstrate improvement in muscular endurance and muscle strength activities.		

Sixth Grade

Summary: Students in sixth grade will combine fundamental skills into more complex movement forms. Cooperative and competitive games are appropriate, emphasis being on developing basic skills, good sportsmanship, and cooperation. Students develop more sophistication in understanding health issues and practicing health skills.

Content Standard	EALR	SLE
1. Demonstrate fundamental motor skills and complex motor skills that contribute to movement proficiency. <ul style="list-style-type: none"> • Mechanics of movement (e.g. throws a ball) • Progressive movement combinations in rhythmic activities (e.g. step patterns) • Critical elements of fundamental motor skills (e.g. dribbling, passing, shooting in basketball) 	1.1.1	
2. Demonstrate the ability to practice independently to improve motor skill levels.	1.1.1	
3. Demonstrate understanding of movement concepts: relationships, effort, spatial awareness, and pathways (e.g. dribbles ball while preventing an opponent from stealing the ball).	1.1.5	
4. Apply movement concepts to refine skills in lead-up games and activities (e.g. use various speeds, levels, directions, and pathways in a hockey game).	1.1.5	
5. Apply safety principles when performing activities <ul style="list-style-type: none"> • Rules and etiquette • Recognize personal space of self and others • Space and position in a game/activity • Signals to pause activity • Return/retrieve equipment in a safe manner 	1.2.1	
6. Demonstrate cooperate behaviors in physical activities.	1.2.2	
7. Demonstrate positive sportsmanship.	1.2.2	
8. Identify rule violations and utilizes resolution strategies.	1.2.2	
8. Identify benefits of physical activity for heart, lungs, muscles, and bones.	1.3.1	
9. Give examples of activities promoting physical fitness in the components of health-related fitness.		
15. Apply components of skill-related fitness to improve performance in a variety of activities.	1.4.1	
16. Understand the relationship of nutrition to body composition and physical performance.	1.5	
17. Obtain knowledge, skills, and vocabulary to maintain a healthy lifestyle and reduce health risks.	2	
18. Analyze personal daily health and fitness habits.	4.2.1	
19. Develop ability to sustain and maintain effort in aerobic activity.		
20. Demonstrate improvement in muscular endurance and muscle strength activities.		

Seventh Grade

Summary: Seventh grades students continue to develop competence in modified version of various games and activities. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students exhibit a healthy life style, interpret health information, and promote good health.

Content Standard	EALR	SLE
1. Demonstrate fundamental motor skills and complex motor skills that contribute to movement proficiency. <ul style="list-style-type: none"> • Mechanics of movement (e.g. kicks a ball with accuracy) • Progressive movement combinations in rhythmic activities (e.g. step patterns) • Proficiency of movement combinations in of fundamental motor skills and complex skills involving individual and team games (e.g. returns a serve in pickeball, receives a fly ball, running, pivoting, catching) 	1.1.1	
2. Demonstrate the ability to practice independently to improve motor skill levels (e.g. logs practice time).	1.1.1	
3. Demonstrate understanding of movement concepts to meet complex skills demands (e.g. receives disc, pivots, throws disc to teammate, repositions disc in game of ultimate Frisbee).	1.1.5	
4. Apply safety principles when performing activities <ul style="list-style-type: none"> • Rules and etiquette • Recognize personal space of self and others • Space and position in a game/activity • Signals to pause activity • Return/retrieve equipment in a safe manner 	1.2.1	
5. Demonstrate cooperate behaviors in physical activities.	1.2.2	
6. Demonstrate positive sportsmanship.	1.2.2	
7. Identify rule violations and utilize resolution strategies.	1.2.2	
10. Identify benefits of physical activity for heart, lungs, muscles, and bones.	1.3.1	
11. Give examples of activities promoting physical fitness in the components of health-related fitness.	1.3.1	
21. Develop a realistic personal fitness goal based on current fitness measurement results. <ul style="list-style-type: none"> • Understands how to track personal fitness using an activity log • Understand the relationship between FITT principle and components of health related fitness • Explains components of health related fitness and their importance as related to lifelong health (e.g. muscular strength is needed for optimal bone health) 	1.3.1	
22. Understand the phases of a workout: warm-up, stretch, physical activity, cool-down.	1.3.2	
23. Apply components of skill-related fitness to improve performance in a variety of activities.	1.4.1	
24. Understand the relationship of nutrition to body composition and physical performance. <ul style="list-style-type: none"> • Portion size relationship to calorie intake • Uses component of a nutrition label to make informed decisions regarding healthy food choices 	1.5	

25. Apply knowledge, skills, and vocabulary to maintain a healthy lifestyle and reduce health risks. <ul style="list-style-type: none"> • Discuss how physical health can be maintained working out 3 to 5 times weekly. • Understands the benefits of maintaining a balance of healthy habits (e.g. sleep, exercise, nutrition, hydration, and stress) 	2	
26. Develop ability to sustain and maintain effort in aerobic activity.		
27. Demonstrate improvement in muscular endurance and muscle strength activities.		

Eighth Grade

Summary: Eight grades students demonstrate competence in skillful movement in game situations and in a variety of activities. Students are able to set goals, track progress, and participate in activities to improve health related fitness. They begin to relate short and long-term consequences of health choices and apply health skills to specific personal health concerns.

Content Standard	EALR	SLE
1. Demonstrate fundamental motor skills and complex motor skills that contribute to movement proficiency. <ul style="list-style-type: none"> • Mechanics of movement (e.g. performs a volleyball serve over the net) • Proficiency of movement combinations in fundamental motor skills and complex skills involving individual and team games (e.g. trapping, dribbling, passing to a partner in a modified soccer game) 	1.1.1	
2. Demonstrate the ability to practice independently to improve motor skill levels (e.g. logs practice time).	1.1.1	
3. Demonstrate understanding of movement concepts to meet complex skill demands (e.g. receives disc, pivots, throws disc to teammate, repositions disc in game of ultimate Frisbee).	1.1.5	
4. Apply safety principles when performing activities <ul style="list-style-type: none"> • Rules and etiquette • Recognize personal space of self and others • Space and position in a game/activity • Signals to pause activity • Return/retrieve equipment in a safe manner • Demonstrate proper use of heart rate monitor (when available). • Ability or organize own games 	1.2.1	
5. Demonstrate cooperate behaviors in physical activities.	1.2.2	
6. Demonstrate positive sportsmanship.	1.2.2	
7. Identify rule violations and utilize resolution strategies.	1.2.2	
8. Identify benefits of physical activity for heart, lungs, muscles, and bones.	1.3.1	
9. Understand the components of health related fitness and interpret information from feedback, evaluation, and self-assessment in order to improve performance.	1.3.1	

10. Develop a realistic personal fitness goal based on current fitness measurement results. <ul style="list-style-type: none"> • Understand how to track personal fitness using an activity log • Understand the relationship between FITT principle and components of health related fitness • Explains components of health related fitness and their importance as related to lifelong health (e.g. muscular strength is needed for optimal bone health) • Perform self-assessment to measure personal fitness of components of health-related fitness • Shows personal benefits for making positive health and fitness improvements (e.g. recognize increased cardio respiratory endurance will decrease cardiovascular disease) 	1.3.1	
11. Understand the phases of a workout: warm-up, stretch, physical activity, cool-down.	1.3.2	
12. Apply components of skill-related fitness to improve performance in a variety of activities.	1.4.1	
13. Understand the relationship of nutrition to body composition and physical performance. <ul style="list-style-type: none"> • Shows relationship between balance food choices, portion size, and hydration (e.g. discovers how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working) • Uses component of a nutrition label to make informed decisions regarding healthy food choices 	1.5	
14. Apply knowledge, skills, and vocabulary to maintain a healthy lifestyle and reduce health risks. <ul style="list-style-type: none"> • Discuss how physical health can be maintained working out 3 to 5 times weekly • Understands the benefits of maintaining a balance of healthy habits (e.g. sleep, exercise, nutrition, hydration, and stress) 	2	
15. Develop ability to sustain and maintain effort in aerobic activity.		
16. Demonstrate improvement in muscular endurance and muscle strength activities.		