



ARCHDIOCESE  
OF PORTLAND  
IN OREGON

CATHOLIC ELEMENTARY AND MIDDLE SCHOOL

**physical**



**education**

**&**

**health**   
**standards**

2016

# Physical Education Philosophy & Rationale

## *Kindergarten through Grade 8*

### **PHILOSOPHY**

Curricula in Catholic schools in the Archdiocese of Portland are rooted in the mission of the Church and are infused with Catholic faith and traditions. It integrates religious, spiritual, moral, and ethical dimensions of learning and is used as a means to deepen, understand, and communicate Catholic values and responsibilities. Catholic education curriculum standards are rigorous, relevant, and research-based with a goal of awakening an ongoing desire to learn. Employing a collaborative, cross-curricular approach to learning, Catholic education provides students with knowledge, understanding, and skills to become reflective, creative, and critical thinkers. Students are led to become moral evaluators, problem solvers, decision makers, and socially responsible, faith-filled global citizens.

### **RATIONALE**

We as Catholic Educators believe that Physical Education develops the human person by nurturing mind, body, and spirit in a community of learners. Through development of physical skills in a positive moral and social setting, students develop respect for individual differences, and confidence in their talents and abilities. The Physical Education department engages students in a variety of cross cultural activities that connect the body with the spirit, and the person with the world. While fostering physical fitness, the program develops in students a lifelong appreciation for a healthy lifestyle and sportsmanship. Students leave the program recognizing how an active lifestyle promotes overall health and peace of the spirit.

Standard 1. The physically educated individual demonstrates competency in a variety of motor skills, non-locomotor skills, and movement patterns and forms.

Standard 2. The physically educated individual recognizes and applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically educated individual participates in physical activity for enjoyment, growth, self-expression and social interaction.

Standard 4. The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.

Standard 5. The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.

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# Physical Education & Health

## *Kindergarten through Grade 8*

The Department of Catholic Schools extends sincere appreciation to the members of the Archdiocesan PE & Health Strands Review Committee who contributed their professional expertise and invested many hours of valuable time bringing these student outcomes into reality. We also express deep gratitude to our principals for the sacrifices made in order to release teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of the new Physical Education Content Standards.

### *Committee Members*

Jeannie Ray-Timoney, Ed.D.

Director of Curriculum, Accreditation, Assessment and Catholic Identity

**Kathy Budnick**

St. Cecilia School  
Beaverton, OR

**John Cimino**

Our Lady of the Lake School  
Lake Oswego, OR

**Melissa Cree**

St. Clare School  
Portland, OR

**Mary Haluska**

St. John the Apostle Catholic School  
Oregon City, OR

**Scott Thomas**

St. Pius X School  
Portland, OR

**Angie Meyer**

O'Hara Catholic School  
Portland, OR

**Ben Harris**

St. Thomas More Catholic School  
Portland, OR

**Kevin Holboke**

Holy Family Catholic School  
Portland, OR

**Sara Miller**

St. John the Baptist Catholic School  
Milwaukie, OR

**Kiley Richeson**

St. Francis of Assisi Catholic School,  
Banks, OR

**Tony Zadan**

St. Therese Catholic School  
Portland, OR

# Physical Education Strands

# ARCHDIOCESAN STANDARDS IN PHYSICAL EDUCATION

## GRADES K-3

Standards:	Benchmarks:
<b>Standard 1:</b>	<b>The physically educated individual demonstrates competency in a variety of motor skills, non-locomotor skills and movement patterns &amp; forms</b>
	1.1 Demonstrate mature form of basic locomotor patterns, walk, run, gallop, slide, horizontal jump, hop, leap and skip.
	1.2 Demonstrate mature form of basic manipulative skills, overhand throw, catching, striking, and kicking.
	1.3 Perform basic non-locomotor movements (e.g., balance poses, shapes, etc.) with sureness.
<b>Standard 2:</b>	<b>The physically educated individual recognizes and applies knowledge of concepts, principals, strategies and tactics related to movement and performance.</b>
	2.1 Identify critical elements (characteristics) of basic skills.
	2.2 Demonstrate concepts of force production and absorption in throwing, catching and striking.
	2.3 Use teacher and self feedback to make adjustments in performance.
<b>Standard 3:</b>	<b>The physically educated individual participates in physical activity for enjoyment, challenge, self-expression and social interaction.</b>
	3.1 Identify a variety of physical activities that are regularly enjoyed.
	3.2 Respond to physical activity with smiles, laughter, and/or other positive verbal/non-verbal responses.
<b>Standard 4</b>	<b>The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.</b>
	4.1 Demonstrate compliance to class expectations (e.g., control self, think safety, try hard, hustle and other incident specific requests).
	4.2 Demonstrate inclusion for all class members (e.g., Follow the “You Can’t Say You Can’t Play” rule).
	4.3 Recognize that equipment and space belong indefinitely to no one person.
	4.4 Explore cultural/ethnic awareness through participation in a variety of international children’s games.
	4.5 Honestly report the results of work (e.g., record own or partners performance accurately and honestly).
<b>Standard 5</b>	<b>The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.</b>
	5.1 Identify a variety of physical activities that are regularly enjoyed.
	5.2 Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increase heart rate, and heavy breathing.)
	5.3 Understand that to be physically active, one needs adequate levels of fitness.
	5.4 Create habits that will lead to a healthy level of activity and fitness.

# ARCHDIOCESAN STANDARDS IN PHYSICAL EDUCATION

## GRADES 4-5

Standards:	Benchmarks:
<b>Standard 1:</b>	<b>The physically educated individual demonstrates competency in a variety of motor skills, non-locomotor skills and movement patterns &amp; forms</b>
1.1	Use beginning skills of a few specialized movement forms (e.g., basketball, volleyball, tennis, gymnastics).
1.2	Balance with control on a variety of objects (e.g., bike, skates).
<b>Standard 2:</b>	<b>The physically educated individual recognizes and applies knowledge of concepts, principals, strategies and tactics related to movement and performance.</b>
2.1	Apply movement concepts that improve quality of performance (e.g., starting to detect, analyze and correct errors in self and others).
<b>Standard 3:</b>	<b>The physically educated individual participates in physical activity for enjoyment, challenge, self-expression and social interaction.</b>
3.1	Make personal decisions to explore participation in physical activities in the community and in the school setting.
3.2	Initiate positive interactions with all class members.
3.3	Express personal satisfaction in physical activity accomplishments.
<b>Standard 4</b>	<b>The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.</b>
4.1	Follow with few reminders activity-specific rules, procedures and etiquette.
4.2	Utilize safety principals in activity situations.
4.3	Accept problem solving ideas from others.
4.4	Recognize the role of games, sports, and dance in getting to know and understand others of different backgrounds.
4.5	Identify the importance of games, sports and dance in own personal heritage.
4.6	Accept the teacher's decision regarding a rule infraction without displaying negative reactions toward others.
<b>Standard 5</b>	<b>The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.</b>
5.1	Identify, perform, measure an activity related to each component of health-related physical fitness (e.g., aerobic, endurance, muscle strength and muscle endurance, flexibility and body composition).
5.1.1	Use beginning skills of a few specialized movement forms (e.g., basketball, volleyball, tennis, gymnastics).
5.1.2	Balance with control on a variety of objects (e.g., bike, skates).
5.2	Begin to develop a strategy for improvement/maintenance of selected fitness components.
5.2.1	Apply movement concepts that improve quality of performance (e.g., starting to detect, analyze and correct errors in self and others).
5.3	Monitor intensity of exercise (e.g., recognizing target heart rate and recover time).

## **ARCHDIOCESAN STANDARDS IN PHYSICAL EDUCATION**

### **GRADES 4-5**

- 5.4 Create habits that will lead to a healthy level of activity and fitness.
- 5.5 Explore the principles of fitness training (e.g., FITT)
- 5.6 Identify the health-related fitness component(s) necessary to pursue selected physical activities.

# ARCHDIOCESAN STANDARDS IN PHYSICAL EDUCATION

## GRADES 6-8

Standards:	Benchmarks:
Standard 1:	<b>The physically educated individual demonstrates competency in a variety of motor skills, non-locomotor skills and movement patterns &amp; forms</b>  1.1 Recognize and use critical elements to refine performance in selected activities.
Standard 2:	<b>The physically educated individual recognizes and applies knowledge of concepts, principals, strategies and tactics related to movement and performance.</b>  2.1 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport.
Standard 3:	<b>The physically educated individual participates in physical activity for enjoyment, challenge, self-expression and social interaction.</b>  3.1 Participate in individualized programs of physical activity and exercise. 3.2 Recognize physical activity as a vehicle of self-expression.
Standard 4	<b>The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.</b>  4.1 Participate in establishing rules, procedures and etiquette that are safe and effective for specific activities/situations. 4.2 Handle conflicts that arise without confrontation. 4.3 Understand the ways that sport and dance currently influence American culture/other cultures. 4.4 Accept and respect the decisions made by game officials whether they are students, teachers or officials outside of school. 4.5 Identify social benefits of participation in physical activity.
Standard 5	<b>The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.</b>  5.1 Practices principles of training and conditioning for specific physical activities. 5.2 Begin to develop and pursue fitness goals independently with some teacher guidance. 5.3 Understand and apply basic principles of training to improve physical fitness (e.g., frequency, intensity, duration and mode of exercise). 5.4 Create habits that will lead to a healthy level of activity and fitness. 5.5 Describe how varying fitness levels can inhibit or enable participation in physical activities.



# HEALTH STRANDS

# Health Education Philosophy & Rationale

## *Kindergarten through Grade 8*

### **PHILOSOPHY**

Curricula in Catholic schools in the Archdiocese of Portland are rooted in the mission of the Church and are infused with Catholic faith and traditions. It integrates religious, spiritual, moral, and ethical dimensions of learning and is used as a means to deepen, understand, and communicate Catholic values and responsibilities. Catholic education curriculum standards are rigorous, relevant, and research-based with a goal of awakening an ongoing desire to learn. Employing a collaborative, cross-curricular approach to learning, Catholic education provides students with knowledge, understanding, and skills to become reflective, creative, and critical thinkers. Students are led to become moral evaluators, problem solvers, decision makers, and socially responsible, faith-filled global citizens.

### **RATIONALE**

The Health Education curriculum of the Archdiocese is grounded in Catholic philosophy and values. The following standards meet the National Health Standards and incorporate the Catholic worldview that all children are created in the image and likeness of God warranting respect and special care. Health education develops understanding of health promotion and disease prevention and offers opportunities for students to develop skills to reduce health risks and maintain and enhance healthy lifestyles as children of God.

In addition, three (3) health related programs, are integrated into the Archdiocesan Health Education program. They are:

1. **Second Step:** A program for building social-emotional skills and bully prevention designed for students PreK-Grade 8 (Committee for Children)
2. **Called to Protect:** A personal safety program designed for students Prek-Grade 8 (Praesidium)
3. **Family Life:** providing children with a wholesome understanding of human sexuality based upon Catholic Church moral principles. Working with their parents, children develop better communication skills, healthy family relationships and a formation in chaste living. (RCL Benzier)

## **Archdiocesan Health Education Standards:**

- Standard 1. Students will demonstrate the ability to identify and apply decision-making skills to enhance health promotion and disease prevention.
- Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors in light of Catholic faith and moral values.
- Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health reflective of Catholic morals and values.
- Standard 4. Students will understand and apply interpersonal communication skills, reflective of Catholic morals and values, to enhance and avoid or reduce health risks.
- Standard 5. Students will demonstrate the ability to use goal-setting skills to enhance health, steeped in a Catholic world-view.
- Standard 6. Students will demonstrate the knowledge of body systems and apply that to health-enhancing behaviors to avoid or reduce health risks.
- Standard 7. Students will demonstrate the ability to advocate for a safe and healthy personal, family and community environment.

# ARCHDIOCESAN STANDARDS IN HEALTH EDUCATION

## GRADES Pre-K-2

Standards:	Benchmarks:
<b>Standard 1:</b>	<b>Students will demonstrate the ability to identify and apply decision-making skills to enhance health promotion and disease prevention.</b> 1.1 Describe ways to prevent communicable diseases. 1.2 List ways to prevent common childhood injuries. 1.3 Describe why it is important to seek health care. 1.4 Identify situations when a health-related decision is needed.
<b>Standard 2:</b>	<b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors in light of Catholic faith and moral values.</b> 2.1 Identify how the family influences personal health practices and behaviors. 2.2 Identify what the school can do to support personal health practices and behaviors. 2.3 Describe how the media can influence health behaviors.
<b>Standard 3:</b>	<b>Students will demonstrate the ability to access valid information, products, and services to enhance health reflective of Catholic morals and values.</b> 3.1 Identify trusted adults and professionals who can help promote health. 3.2 Identify ways to locate school and community health helpers.
<b>Standard 4</b>	<b>Students will understand and apply interpersonal communication skills, reflective of Catholic morals and values, to enhance health and avoid or reduce health risks.</b> 4.1 Demonstrate healthy ways to express needs, wants, and feelings. 4.2 Demonstrate listening skills to enhance health. 4.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. 4.4 Demonstrate ways to tell a trusted adult if threatened or harmed.
<b>Standard 5</b>	<b>Students will demonstrate the ability to use goal-setting skills to enhance health, steeped in a Catholic world-view.</b> 5.1 Identify a short-term personal health goal and take action toward achieving the goal. 5.2 Identify who can help when assistance is needed to achieve a personal health goal.
<b>Standard 6</b>	<b>Students will demonstrate the knowledge of body systems and apply that to health-enhancing-behaviors to avoid or reduce health risks.</b> 6.1 Identify the body systems and their part in keeping one healthy 6.2 Demonstrate healthy practices and behaviors to maintain or improve personal health. 6.3 Demonstrate behaviors that avoid or reduce health risks.

# ARCHDIOCESAN STANDARDS IN HEALTH EDUCATION

## GRADES Pre-K-2

- Standard 7      Students will demonstrate the ability to advocate for a safe and healthy personal, family, church and community environment.
- 7.1      Make requests to promote personal health.
  - 7.2      Encourage peers to make positive health choices to glorify God in their bodies.
  - 7.3      Explain ways in which people can advocate for clean water and air in their community

# ARCHDIOCESAN STANDARDS IN HEALTH EDUCATION

## GRADES 3-5

Standards:	Benchmarks:
<b>Standard 1:</b>	<b>Students will demonstrate the ability to identify and apply decision-making skills to enhance health promotion and disease prevention.</b>
	1.1 Describe the relationship between healthy behaviors and personal health.
	1.2 Identify examples of emotional, intellectual, physical, and social health.
	1.3 Describe ways in which safe and healthy school and community environments can promote personal health.
	1.4 Describe ways to prevent common childhood injuries and health problems.
	1.5 Describe when it is important to seek health care.
	1.6 Predict the potential outcomes of each option when making a health-related decisions.
<b>Standard 2:</b>	<b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors in light of Catholic faith and moral values.</b>
	2.1 Describe how family influences personal health practices and behaviors.
	2.2 Identify the influence of culture on health practices and behaviors.
	2.3 Identify how peers can influence healthy and unhealthy behaviors
	2.4 Describe how the school and community can support personal health practices and behaviors.
	2.5 Explain how media influences thoughts, feelings, and health behaviors.
	2.6 Describe ways that technology can influence personal health.
<b>Standard 3:</b>	<b>Students will demonstrate the ability to access valid information, products, and services to enhance health reflective of Catholic morals and values.</b>
	3.1 Identify characteristics of valid health information, products, and services.
	3.2 Locate resources from home, school, and community that provide valid health information.
<b>Standard 4</b>	<b>Students will understand and apply interpersonal communication skills, reflective of Catholic morals and values, to enhance health and avoid or reduce health risks.</b>
	4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
	4.2 Demonstrate refusal skills that avoid or reduce health risks.
	4.3 Use healthy problem-solving strategies to manage or resolve conflict.
	4.4 Demonstrate ways to self-advocate in different situations.
<b>Standard 5</b>	<b>Students will demonstrate the ability to use goal-setting skills to enhance health, steeped in a Catholic world-view.</b>
	5.1 Identify health-related situations that might require a thoughtful decision.
	5.2 Analyze when assistance is needed in making a health-related decision.
	5.3 List, choose and describe healthy options to health-related issues or problems.
	5.4 Predict the potential outcomes of each option when making a health-related decision.

# ARCHDIOCESAN STANDARDS IN HEALTH EDUCATION

## GRADES 3-5

**Standard 6**      **Students will demonstrate the knowledge of body systems and apply that to health-enhancing behaviors to avoid or reduce health risks.**

- 6.1 Identify responsible personal health behaviors.
- 6.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 6.3 Demonstrate a variety of behaviors to avoid or reduce health risks.
- 6.4 Identify the different systems of the body and how to care for them.

**Standard 7**      **Students will demonstrate the ability to advocate for a safe and healthy personal, family, church and community environment.**

- 7.1 Express opinions and give accurate information about health issues.
- 7.2 Encourage others to make positive health choices to glorify God in their bodies.

# ARCHDIOCESAN STANDARDS IN HEALTH EDUCATION

## GRADES 6-8

Standards:	Benchmarks
<b>Standard 1:</b>	<b>Students will demonstrate the ability to identify and apply decision-making skills to enhance health promotion and disease prevention.</b>
1.1	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.2	Describe how family history can affect personal health.
1.3	Describe ways to reduce or prevent injuries and other adolescent health problems.
1.4	Explain how appropriate health care can promote personal health.
1.5	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.6	Examine and analyze the potential seriousness of injury or illness if engaging in unhealthy behaviors.
1.7	Identify circumstances that can help or hinder healthy decision making.
1.8	Determine when health-related situations require the application of a thoughtful decision-making process.
1.9	Distinguish when individual or collaborative decision making is appropriate.
1.10	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
1.11	Predict the potential short-term impact of each alternative on self and others.
1.12	Choose healthy alternatives over unhealthy alternatives when making a decision.
<b>Standard 2:</b>	<b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors in light of Catholic faith and moral values.</b>
2.1	Examine how the family influences the health of adolescents.
2.2	Describe the influence of culture on spiritual and health beliefs, practices, and behaviors.
2.3	Describe how peers influence healthy and unhealthy behaviors.
2.4	Analyze how the school and community can affect personal health practices and behaviors.
2.5	Analyze how messages from media influence health behaviors.
2.6	Analyze the influence of technology on personal and family health.
2.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.10	Explain how school and public health policies can influence health promotion and disease prevention.
<b>Standard 3:</b>	<b>Students will demonstrate the ability to access valid information, products, and services to enhance health, reflective of Catholic morals and values.</b>
3.1	Analyze the validity of health information, products, and services.
3.2	Access valid health information from home, school, and community.



# ARCHDIOCESAN STANDARDS IN HEALTH EDUCATION

## GRADES 6-8

- 3.3 Determine the accessibility of products that enhance health.
- 3.4 Describe situations that may require professional health services.
- 3.5 Locate valid and reliable health products and services.

**Standard 4**      **Students will understand and apply interpersonal communication skills, reflective of Catholic morals and values, to enhance health and avoid or reduce health risks.**

- 4.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.3 Demonstrate effective conflict management or resolution strategies.
- 4.4 Demonstrate how to ask for assistance to enhance the health of self and others.

**Standard 5**      **Students will demonstrate the ability to use goal-setting skills to enhance health, steeped in a Catholic world-view.**

- 5.1 Assess personal health practices.
- 5.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 5.3 Apply strategies and skills needed to attain a personal health goal.
- 5.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**Standard 6**      **Students will demonstrate the knowledge of body systems and apply that to health-enhancing behaviors to avoid or reduce health risks.**

- 6.1 Explain the importance of assuming responsibility for personal health behaviors.
- 6.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 6.3 Demonstrate behaviors to avoid or reduce health risks to self and others.
- 6.4 Explain how the systems of the body work together.

**Standard 7**      **Students will demonstrate the ability to advocate for a safe and healthy personal, family, church and community environment.**

- 8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.2 Demonstrate how to encourage and support others to make positive health choices.
- 8.3 Work cooperatively to advocate for healthy individuals, families, churches and schools.
- 8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
- 8.5 Demonstrate violence prevention and conflict resolution skills centered in the person of Jesus Christ.