

**Core Curriculum Content Standards
Comprehensive Health and Physical Education
CATCH Sample Curriculum Alignment**

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		A. Personal Growth and Development	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather). <i>CATCH Early Childhood Curriculum It's Fun to Be Healthy; Lesson 4 Let's Make a Salad: Hand washing, vegetable washing</i>
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness. <i>CATCH Go For Health Grade 2; Session 1, Fiber the Amazing Stuff; importance of eating high fiber foods</i>
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness. <i>CATCH Go For Health Grade 2; Session 5, Hear the Beat: Heart biology</i>
4	The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems. <i>CATCH Go For Health Grade 4; Lesson 1, Ready Set Go for Health; Healthy Behaviors and Barriers</i>
6	Staying healthy is a lifelong process that includes all	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness. <i>CATCH Life in the Balance Grade 6, Lesson 5, The Heart is a Muscle;</i>

	dimensions of wellness.		<i>calculate heart rate and relationship between heart rate and physical activity</i>
		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. <i>CATCH Life in the Balance Grade 6, Lesson 5, Weight Bearing Activities; opportunities map</i>
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
8	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness. <i>CATCH Life in the Balance Grade 8, Lesson 4, Breakfast More is Less; nutrition tracking</i>
		2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
		2.1.8.A.3	Relate advances in technology to maintaining and improving personal health. <i>CATCH Life in the Balance Grade 8, Lesson 4, Breakfast More is Less; nutrition tracking</i>
		2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. <i>CATCH Life in the Balance Grade 8, Lesson 2 We Wont't get Fooled Again; media ad techniques</i>

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		B. Nutrition	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing the knowledge and	2.1.P.B.1	Explore foods and food groups (e.g., compare and

	skills necessary to make nutritious food choices promotes healthy habits.		contrast foods representative of various cultures by taste, color, texture, smell, and shape). <i>CATCH Early Childhood Curriculum It's Fun to Be Healthy, Lesson 2, All Aboard the Veggie Train; vegetable identification</i> <i>CATCH Early Childhood Curriculum It's Fun to Be Healthy, Lesson 4 Let's Make a Salad; vegetable identification</i>
		2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings). <i>CATCH Early Childhood Curriculum It's Fun to Be Healthy, Lesson 2, All Aboard the Veggie Train; vegetable identification</i> <i>CATCH Early Childhood Curriculum It's Fun to Be Healthy, Lesson 6 Rabbit, Turtle, and Go Snacks; identify healthy snacks</i> <i>CATCH Early Childhood Curriculum It's Fun to Be Healthy, Lesson 4, Let's Make a Salad; vegetable identification</i>
2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others. <i>CATCH Go For Health Grade 2; Session 1, Fun with Fiber: Session 8 Deceptive Dairy</i>
		2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.
		2.1.2.B.3	Summarize information about food found on product labels. <i>CATCH Go For Health Grade 2; Session 7 Mystery Moo Juice, label reading</i>
4	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. <i>CATCH Go For Health Grade 4, Lesson 2, Go Slow and Whoa Foods; healthful vs unhealthful food content</i> <i>CATCH Go For Health Grade 4, Lesson 6, So Much Sodium; identify healthy and unhealthy amounts of sodium</i>
		2.1.4.B.2	Differentiate between healthy and unhealthy eating practices. <i>CATCH Go For Health Grade 4; Lesson 7, The Whole Truth About Foods; label reading</i>

		2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost. <i>CATCH Go For Health Grade 4, Lesson 7, The Whole Truth About Foods; Label reading</i>
		2.1.4.B.4	Interpret food product labels based on nutritional content. <i>CATCH Go For Health Grade 4, Lesson 7, The Whole Truth About Foods; Label reading</i>
6	Eating patterns are influenced by a variety of factors.	2.1.6.B.1	Determine factors that influence food choices and eating patterns. <i>CATCH Life in the Balance Grade 6, Lesson 3, How Much Sugar is in your Favorite Drink?; identification and access to healthy beverages</i>
		2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns. <i>CATCH Life in the Balance Grade 6, Lesson 3, How Much Sugar is in your Favorite Drink?; health risks of too much sugar</i>
		2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. <i>CATCH Life in the Balance Grade 6, Lesson 2, Build a Meal; identify relationship between food choices and consumption of calories, sodium, sat. fat.</i>
		2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices. <i>CATCH Life in the Balance Grade 6, Lesson 2, Build a Meal; identify relationship between food choices and consumption of calories, sodium, sat. fat.</i> <i>CATCH Life in the Balance Grade 6, Lesson 3, How Much Sugar is in your Favorite Drink?; identification of healthy beverages</i>
8	Eating patterns are influenced by a variety of factors.	2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. <i>CATCH Life in the Balance Grade 8, Lesson 2 We Wont't get Fooled Again; media ad techniques</i>
		2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. <i>CATCH Life in the Balance Grade 8 Lesson 5, Weight Bearing Activities; identify the benefits of doing physical activity</i>

		2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. <i>CATCH Life in the Balance Grade 8, Lesson 4 Breakfast, More is Less; identify nutrition information on food labels</i>
		2.1.8.B.4	Analyze the nutritional values of new products and supplements. <i>CATCH Life in the Balance Grade 8, Lesson 4 Breakfast, More is Less; identify nutrition information on food labels</i>

Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		D. Safety	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used). <i>CATCH Early Childhood Curriculum It's Fun to Be Healthy, Lesson 3 Plants get Thirsty Too; hand and vegetable washing</i>
		2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
		2.1.P.D.4	Know how to dial 911 for help.
2	Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
		2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. <i>CATCH PE Teacher's Guide; Physical Activity Safe and Appropriate</i>

			<i>Tagging Techniques</i>
		2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety. <i>CATCH PE Teacher's Guide; Physical Activity Safety –Mingle Mingle, Automobile Game</i>
4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
		2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
		2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
	Applying first-aid procedures can minimize injury and save lives.	2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
6	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
		2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
		2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
	Applying first-aid procedures can minimize injury and save lives.	2.1.6.D.4	Assess when to use basic first-aid procedures.
8	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
		2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is

			compromised.
		2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system .
	Applying first-aid procedures can minimize injury and save lives.	2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		E. Social and Emotional Health	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.
		2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. <i>CATCH PE Teacher's Guide; Teaching Strategies</i>
		2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children. <i>CATCH PE Teacher's Guide; Teaching Strategies</i>
4	Many factors at home, school, and in the community impact social and emotional health.	2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
		2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.4.E.3	Determine ways to cope with rejection, loss, and separation. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
		2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
6	Social and emotional development impacts all components of	2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.

	wellness.		
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i> <i>CATCH PE 6-8 Cooperative Games 396-407</i>
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8	Social and emotional development impacts all components of wellness.	2.1.8.E.1	Analyze how personal assets , resiliency , and protective factors support healthy social and emotional health.
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. <i>CATCH PE Teacher's Guide; Teaching Strategies</i>
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
		2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Content Area	Comprehensive Health and Physical Education		
Standard	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand	A. Interpersonal Communication		
By the	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

end of grade			
2	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
4	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
6	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i> <i>CATCH PE 6-8 Cooperative Games 396-407</i>
8	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. <i>CATCH PE Teacher's Guide; Physical Activity Safety</i>
	Effective communication is the basis for strengthening interpersonal interactions and	2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

relationships and resolving conflicts.		<i>CATCH PE 6-8, Cooperative Games 396-407</i>
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Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		B. Decision-Making and Goal Setting	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting. <i>CATCH Go For Health Grade 2; Session 8, Deceptive Dairy; encourage/promote eating low fat dairy foods</i>
		2.2.2.B.2	Relate decision-making by self and others to one's health. <i>CATCH Go For Health Grade 2; Session 6, Fast, Faster, Fastest, compare physical activity intensity</i> <i>CATCH Go For Health Grade 2; Session 7, Mystery Moo Juice; label reading</i>
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions. <i>CATCH Go For Health Grade 2; Session 11, Freddie's Fast Food; healthy alternatives in fast food restaurants</i>
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important. <i>CATCH Go For Health Grade 2; Session 12, Go for the Goal, healthy eating challenge</i>
4	Many health-related situations require the application of a thoughtful decision-making process.	2.2.4.B.1	Use the decision-making process when addressing health-related issues. <i>CATCH Go For Health Grade 4, Lesson 3, Physical Activity Means GO; identify activities as healthful and fun, identify body cues</i>
		2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others. <i>CATCH Go For Health Grade 4, Lesson 2, Go Slow Whoa Foods; family</i>

			<i>education segment</i>
		2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. <i>CATCH Go For Health Grade 4, Lesson 2, Go Slow Whoa Foods; family education segment</i>
		2.2.4.B.4	Develop a personal health goal and track progress. <i>CATCH Go For Health Grade 4, Lesson 13, Taking Off; set long term goals to do physical activity and eat healthful foods</i>
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies. <i>CATCH Life in the Balance Grade 6, Lesson 2, Build a Meal; identify relationship between food choices and consumption of calories, sodium, sat. fat</i> <i>CATCH Life in the Balance Grade 6, Lesson 3, How Much Sugar is in your Favorite Drink?; health risks of too much sugar</i>
		2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
		2.2.6.B.3	Determine how conflicting interests may influence one's decisions. <i>CATCH Life in the Balance Grade 6, Lesson 4, Choose it or Lose It; compare menu options in a fast food restaurant</i> <i>CATCH Life in the Balance Grade 6, Lesson 3, How Much Sugar is in your Favorite Drink?; health risks of too much sugar</i>
		2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals. <i>CATCH Life in the Balance Grade 6, Lesson 5, The Heart is a Muscle; goal setting target heart rate</i>
8	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills. <i>CATCH Life in the Balance Grade 8 Lesson 2, We Wont be Fooled Again; identify media ad techniques and project</i>
		2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate. <i>CATCH Life in the Balance Grade 8 Lesson 2, We Wont be Fooled Again; identify media ad techniques and project</i>

	2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages. <i>CATCH Life in the Balance Grade 8 Lesson 5, Weight Bearing Activities; identify the benefits of doing physical activity</i>
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Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		C. Character Development	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. <i>CATCH PE K-2 ; Teaching Strategies; Adapted PE Section</i>
4	Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. <i>CATCH PE 3-5; Teaching Strategies</i>
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. <i>CATCH PE 3-5; Teaching Strategies, Adapted PE Section</i>
6	Personal core ethical values impact the behavior of oneself and others.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations. <i>CATCH PE 3-5; Teaching Strategies</i>
	Character building is influenced by many factors both positive and	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values. <i>CATCH PE 6-8; Teaching Strategies</i>

	negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities. <i>CATCH PE 6-8; Teaching Strategies, Adapted PE Section</i>
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities. <i>CATCH PE 6-8; Teaching Strategies, Cooperative Games 396-407</i>
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		A. Movement Skills and Concepts	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). <i>CATCH Early Childhood Physical Activity; Go Activity Tab – Locomotor and Non Locomotor 263-289; Go Activity Tab - Body Management 244-263</i>
		2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner). <i>CATCH Early Childhood Physical Activity; Go Activity Tab – Striking 334-346; Go Activity Tab – Dribbling and Kicking 347-358</i>
		2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).

			<i>CATCH Early Childhood Physical Activity; Go Activity Tab – Striking 334-346; Go Activity Tab – Dribbling and Kicking 347-358</i>
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). <i>CATCH PE K-2 On the Go Task Cards 26-47, CATCH em Quick Activities 48-91, Aerobic Games 92-122, Dribbling and Kicking 201-215, Striking and Volleying 346-361</i>
		2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. <i>CATCH PE K-2 On the Go Task Cards 26-47, CATCH em Quick Activities 48-91, Aerobic Games 92-122, Dribbling and Kicking 201-215, Striking and Volleying 346-361</i>
		2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style. <i>CATCH PE K-2 Rhythm 333-345</i>
		2.5.2.A.4	Correct movement errors in response to feedback. <i>CATCH PE K-2 Teachers Guide</i>
4	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). <i>CATCH PE 3-5 Warm Up and Cool Down 2-20, Go Fitness Aerobic Rhythms 107-146, Go Activity (Basketball, Floor Hockey, Softball)</i>
		2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. <i>CATCH PE 3-5 Warm Up and Cool Down 2-20, Movement Task Cards 82-105, Go Fitness Aerobic Rhythms 107-146, Go Activity (Basketball, Floor Hockey, Softball)</i>
		2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. <i>CATCH PE 3-5 Aerobic Rhythms 107-146</i>

	Ongoing feedback impacts improvement and effectiveness of movement actions.	2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance. <i>CATCH PE 3-5, Assessment Tips</i>
6	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). <i>CATCH PE 6-8 Go Activity Grids, Basketball, Floor Hockey, Soccer</i>
		2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. <i>CATCH PE 6-8 Rhythm and Dance 103-129, Aerobic Games, Bench Aerobics 135-149</i>
		2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). <i>CATCH PE 6-8 Partner Challenges 288-295, Rhythm and Dance 103-129</i>
	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.	2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance. <i>CATCH PE 6-8, Fitness Challenges 329-344</i>
8	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). <i>CATCH PE 6-8 Go Activities 348-515 (Basketball, Cooperative Games, Soccer)</i>
		2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. <i>CATCH PE 6-8, Muscular Strength and Endurance Tasks</i>

		2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). <i>CATCH PE 6-8, Aerobic Rhythms and Dance 90-102, Partner Challenges 288-295</i>
		2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills . <i>CATCH PE 6-8 Partner Challenges 288-295</i>

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		B. Strategy	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. <i>CATCH PE K-2 Teacher's Guide</i>
		2.5.2.B.2	Explain the difference between offense and defense. <i>CATCH PE K-2 Teacher's Guide</i>
		2.5.2.B.3	Determine how attitude impacts physical performance. <i>CATCH PE K-2 Teacher's Guide</i>
		2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals. <i>CATCH PE K-2 Parachute Activity</i>
4	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). <i>CATCH PE 3-5 Go Activity Section (Team Games) 363-601</i>
		2.5.4.B.2	Acknowledge the contributions of team members and

			choose appropriate ways to motivate and celebrate accomplishments. <i>CATCH PE 3-5 Go Activity Section (Team Games) 363-601, Go Activity Basketball, Football, Flying Disk</i>
6	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. <i>CATCH PE 6-8 Go Activities 348-515 (Basketball, Cooperative Games, Soccer)</i>
		2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. <i>CATCH PE 6-8, Parachute Activity Cards 80-90 Partner Challenges 288-295, Fitness Challenges 329-344</i>
8	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. <i>CATCH PE 6-8 Go Activities 348-515 (Basketball, Cooperative Games, Soccer)</i>
		2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance. <i>CATCH PE 6-8 Partner Challenges 288-295, Fitness Challenges 329-344</i>
		2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. <i>CATCH PE 6-8 Partner Challenges 288-295, Fitness Challenges 329-344</i>
Content Area	Comprehensive Health and Physical Education		
Standard	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand	C. Sportsmanship, Rules, and Safety		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events	2.5.2.C.1	Explain what it means to demonstrate good sportsmanship. <i>CATCH PE K-2, Teacher's Manual</i>
		2.5.2.C.2	Demonstrate basic activity and safety rules and explain

	contributes to enjoyment of the event.		how they contribute to moving in a safe environment. <i>CATCH PE K-2, Teacher's Manual</i>
4	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. <i>CATCH PE 3-5 Teacher's Manual</i>
		2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. <i>CATCH PE 3-5 Teacher's Manual</i>
6	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. <i>CATCH PE 6-8 Teacher's Manual</i>
		2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. <i>CATCH PE 6-8 Teacher's Manual</i>
	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
8	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. <i>CATCH PE 6-8 Teacher's Manual</i>
		2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. <i>CATCH PE 6-8 Teacher's Manual</i>
	Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.

Content Area	Comprehensive Health and Physical Education
Standard	2.6 Fitness: All students will apply health-related and skill-related fitness concepts and

		skills to develop and maintain a healthy, active lifestyle.	
Strand		A. Fitness and Physical Activity	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.6.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). <i>CATCH Early Childhood Physical Activity; Go Activity Tab – Locomotor and Non Locomotor 263-289; Go Activity Tab - Body Management 244-263</i>
		2.6.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner). <i>CATCH Early Childhood Physical Activity; Throwing and Catching 306-333, Striking 334-346, Dribbling and Kicking 347-358</i>
2	Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health. <i>CATCH Go For Health Grade 2; Session 5, Hear the Beat: Heart biology</i>
		2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. <i>CATCH PE K-2, Teacher’s Guide CATCH Go For Health Grade 2; Session 6, Fast, Faster, Fastest; compare physical activities by intensity</i>
		2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal. <i>CATCH Go For Health Grade 2; Session 12, Go for the Goal</i>
4	Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity. <i>CATCH PE 3-5 Go Fitness Intro Cards CATCH Go For Health Grade 4; Lesson 9, On your Mark Get Set Go; identify Go activities</i>
		2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u> .

			<p><i>CATCH PE 3-5 Go Fitness</i> <i>CATCH Go For Health Grade 4; Lesson 9, On your Mark Get Set Go; identify Go activities</i></p>
		2.6.4.A.3	<p>Develop a health-related fitness goal and track progress using health/fitness indicators. <i>CATCH PE 3-5</i> <i>CATCH Go For Health Grade 4; Session 13 Taking off; goal setting physical activities and eating healthful foods</i></p>
		2.6.4.A.4	<p>Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. <i>CATCH PE 3-5</i> <i>CATCH Go For Health Grade 4; Session 12 Snacks for Party GO-ers; planning healthful party snacks</i></p>
6	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1	<p>Analyze the social emotional, and health benefits of selected physical experiences. <i>CATCH Life in the Balance Grade 6; Session 5, The Heart is a Muscle; identify relationship between heart rate and physical activity</i></p>
		2.6.6.A.2	<p>Determine to what extent various activities improve skill-related fitness versus health-related fitness. <i>CATCH PE 6-8; Flexibility Activities 298-326, Muscular Strength and Endurance 220-268</i></p>
		2.6.6.A.3	<p>Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. <i>CATCH PE 6-8 Fitness Challenges 329-344</i></p>
		2.6.6.A.4	<p>Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. <i>CATCH Life in the Balance Grade 6; Lesson 8, There’s More to Life than Screens; impact of too much screen time</i></p>
		2.6.6.A.5	<p>Relate physical activity, healthy eating, and body composition to personal fitness and health. <i>CATCH Life in the Balance Grade 6; Lesson 4, Choose it or Lose It; identify healthy menu options and importance of energy balance</i></p>

			<i>CATCH Life in the Balance Grade 6; Lesson 7, GO for Breakfast; identify healthier breakfast choices</i>
		2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
		2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
8	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. <i>CATCH Life in the Balance Grade 8 Lesson 5, Weight Bearing Activities; identify the benefits of doing physical activity</i>
		2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. <i>CATCH Life in the Balance Grade 8 Lesson 5, Weight Bearing Activities; identify the benefits of doing physical activity, WBA activity cards</i>
		2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
		2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. <i>CATCH Life in the Balance Grade 8 Lesson 4, Breakfast More is Less; reading labels to determine healthy breakfast</i> <i>CATCH Life in the Balance Grade 8 Lesson 5, Weight Bearing Activities; identify the benefits of doing physical activity</i>
		2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
		2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.