

FITNESS CURRICULUM

We teach fitness with the same principles and philosophy to that of math and reading. By aligning with the benchmarks of nationally recognized education, peer-reviewed journals and national associations, the CatholicFIT fitness program contains the latest in where our students must be to optimally develop now along with learning lifelong skills to continuing thriving for a lifetime.

The next section outlines specific standards and desired outcomes set forth by SHAPE America and the International Youth Conditioning Association. After the following explanation of the outcomes and benchmarks, you will find specific grade level specifics in tables for grades 3rd, 6th and 9th.

The final fitness curriculum section covers the Movement Skills each student will learn.

Standards & Grade-Level Outcomes

All CatholicFIT fitness lessons align with three primary standards and benchmarks:

1. SHAPE America National Standards & Grade-Level Outcomes
2. IYCA - International Youth Conditioning Association Guidelines
3. Other - a collection of physical therapy, exercise and medical experts as found in the works cited section

SHAPE America

From ShapeAmerica.com: *SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.*

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

International Youth Conditioning Association

Established in 2003, now with over 2500 members, this group of fitness pioneers and visionaries have united and advanced the knowledge base and practical skills of trainers, teachers, coaches and allied health care professionals across the globe. Their theories and application are the result of peer-reviewed research and decades of anecdotal evidence.

Other References and Works Cited

As seen in the Works Cited Section, all recommended benchmarks and applications are derived from authors, researchers, therapists and fitness experts who have collaborated to develop a universal language for assessing and coaching fitness and human movement.

Curriculum Benchmarks & Application: 3rd Grade

Benchmarks	3 rd Grade	Application
SHAPE: Elementary School = Foundational skills, knowledge and values		
S1	Hops, skips, leaps with mature pattern; knows sprinting versus running; jumps and lands in vert/horiz planes; can transition from one skill to another; i.e. sequence of locomotor skills; transfers weight from feet to hands momentarily; gymnastics moves; jump rope skills	Agility exercises; Catholic Calisthenics stretching sequence; crawling and animal exercises; rope jumping at every workshop
S2	Recognizes locomotor skills specific to a wide variety of physical activities; combines movement concepts (direction, levels, force, time) with skills as directed by teacher or coach	Examples include: deadlift = picking up groceries, squat = getting up from chair; concepts covered in weekly lessons (force, direction, levels, time)
S3	Charts participation in physical activities; engages in activities of PE class without the teacher prompting; concept of fitness defined; knows importance of warm up and cool down; demo's health-related components; identifies foods that are beneficial for before/after activity	CatholicFIT journal and tracking during the program; most C-FIT exercises are a part of the warm up; food is touched on during "Food & Fasting" Principle week; other health-related topics are covered: water, food, sleep, movement lifestyle
S4	Personal responsibility; praises others for their success in movement performance	Covered in "Service: Helping Others" Pillar - all about service, praising others, paying it forward, taking responsibility for your own health so you can serve others
S5	Discusses the relationship between physical activity and good health; reflects on reasons for enjoying exercise; describes the positive social interactions that come when engaged with others in exercise	Entire program is this, along with where faith comes into play with this; "Family & Community" Principle covers this
IYCA: "Children are not little adults"		
5-9 yrs 1 st -4 th grade	<i>"Guided Discovery"</i> Emphasize improvement over performance, & long term development vs early sports specialization; remediation may be easier here due to kids being unaware of deficiencies relative to peers; effort = success, fun and engaging is key; this is NOT the time for highly technical instruction	The "journey" is emphasized for both faith and fitness; not about running the fastest, but enjoying running and learning to run well. Effort = success is emphasized through the metaphor of sin = missing the mark and trying again; outcome based coaching with all exercises
Other Contributors: "Movement over muscles", "Health = Healing, Fitness = Adaptability"		
Lower elementary as they relate to adult movement patterns	Understand that our bodies are (potentially) healing machines; fitness is task-related; movement over muscles is understood	"Sleep, Rest & Recovery" principle emphasizes healing and restoration; movement-based curriculum focuses on total body movements; all exercises are correlated to specific, daily tasks with examples

Curriculum Benchmarks & Applications: 6th Grade

Benchmarks	6 th Grade	Applications
SHAPE: Middle School = Application of skills, knowledge and values		
S1	Sports skills & strategies (offensive, defensive, striking, throwing, catching, balance and weight distribution)	Any encouragement and participation in sports; most exercises, specifically lunging and single leg moves incorporate balance and weight distribution
S2	Creating space with movement, both locomotor (waling, running, jumping) and combination movements (change of speed, direction or pace);	Agility and locomotion exercises; line drills; change of pace and direction; when lines and spacing is incorporated, “creating space” is learned; positional games and strategies also apply
S3	Describes how being physically active leads to a healthy body; participates in self selected activity outside of PE class, participates in variety of lifetime re team sports, outdoor pursuits or dance activities; identifies the components of skill-related fitness; differentiates b/t aerobic and anaerobic; strength & endurance; identifies positive and negative results of stress and appropriate ways to dealing with each; employs correct techniques for stretching and movement patterns	Fitness and “movement lifestyle” theme helps students realize how this leads to a healthy body; “homework” offered with options leads to “self selecting” exercises at home; prayer and reflection are encouraged to deal with stress; exercise is also a great and necessary stress; each week emphasizes a specific stretch and/or movement pattern
S4	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk; identifies the rules and etiquette for physical activities; uses physical activity and fitness equipment appropriately and safely with teacher’s guidance	Especially at workshops, prayer and reflection incorporate mindfulness, and the use of exercise equipment are taught
S5		
IYCA: “Children are not little adults.” Early Specialization vs Long Term Athletic Development		
10-13 yrs 5 th -7 th grade	<p>“<i>Learning Exploration</i>”</p> Positive relationship between fundamental movement skills and aspects of physical fitness strengthens over time; knee injury prevention can begin here, esp with females; Be aware of overtraining and consider student-athlete’s TOTAL training stimulus; multi-joint exercises best; “earn the right to use external resistance”	Knee injury prevention: deceleration, dynamic/eccentric control; agility and change of direction skills help with injury prevention and durability; all exercises are multi-joint, and body weight exercises are emphasized so students earn the right to use resistance
Other: “Movement over muscles”, “Health = Healing, Fitness = Adaptability”		
Lower elementary as they begin to learn lifelong health and fitness strategies	Understand that our bodies are (potentially) healing machines; fitness is task-related, therefore carry purpose; movement over muscles - all muscles and joints influence one another; other influencers are stress, sleep, water, mood, hormones	“Sleep, Rest & Recovery” principle emphasizes healing and restoration; movement-based curriculum focuses on total body movements; all exercises are correlated to specific, daily tasks with examples; pillars of Food & Fasting, Water