

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



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**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for Health and Physical Education
in grades K-12**

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**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for **Health** and **Physical Education**
in grades **K-12****

Program Goal

Health and physical education is an instructional program in which students learn to develop healthy lifestyles that promote and maintain spiritual, mental, social, and physical health. The planned curriculum of skills and concepts promotes optimal development of wellness among youth – with emphasis on understanding of Catholic teachings in relation to the respect, health, and wellbeing of self and others. The curriculum includes discussion and reflection of students’ quality of life, positive self-esteem, healthy relationships, and moral development. Health education is an integral part of the Catholic school total education program, is taught by qualified personnel, and complements other curricular areas, such as theology and the sciences.

Kindergarten through Fifth Grade Physical Education Curriculum Standards

Students who demonstrate understanding of grade-level Physical Education are able to --

	Full Standard	Report Card Wording
K-5.PE.1	<p>Demonstrate competency in a variety of motor skills and movement patterns.</p> <p><i>Students will demonstrate humility by knowing that good health is a gift from God that is to be nurtured, and students will demonstrate responsibility by recognizing the body as a temple of the Holy Spirit.</i></p>	Use variety of motor skills/movement patterns.
K-5.PE.2	<p>Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p><i>Students will demonstrate docility and circumspection while applying knowledge to one's physical health.</i></p>	Apply knowledge of concepts to movement/performance.
K-5.PE.3	<p>Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>Students will understand that their own general health is a reflection of good judgment, self-control and moderation.</i></p>	Demonstrate knowledge/skills to achieve/maintain physical activity/fitness.
K-5.PE.4	<p>Exhibit responsible personal and social behavior that respects self and others.</p> <p><i>Students will demonstrate respect, modesty, self-control, and sound judgment for self and while working with others.</i></p>	Exhibit responsible personal/social behavior that respects self/others.
K-5.PE.5	<p>Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><i>Students will demonstrate gratitude for God's gift of physical health.</i></p>	Recognize value of physical activity.

Sixth through Eighth Grade Physical Education Curriculum Standards

Students who demonstrate understanding of grade-level Physical Education are able to --

	Full Standard	Report Card Wording
6-8.PE.1	Demonstrate competency in a variety of motor skills and movement patterns. <i>Students will demonstrate humility by knowing that good health is a gift from God that is to be nurtured, and students will demonstrate responsibility by recognizing the body as a temple of God.</i>	Use variety of motor skills/movement patterns.
6-8.PE.2	Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. <i>Students will demonstrate docility and circumspection while applying knowledge to one's physical health.</i>	Apply knowledge of concepts/strategies to movement/performance.
6-8.PE.3	Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <i>Students will understand that their own general health is a reflection of good judgment, self-control and moderation.</i>	Demonstrate knowledge/skills to achieve/maintain physical activity/fitness.
6-8.PE.4	Exhibit responsible personal and social behavior that respects self and others. <i>Students will demonstrate respect, modesty, self-control, and sound judgment for self and while working with others.</i>	Exhibit responsible personal/social behavior that respects self/others.
6-8.PE.5	Recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. <i>Students will demonstrate gratitude for God's gift of physical health, and will demonstrate the importance our health brings to our vocations in society.</i>	Recognize value of physical activity.
6-8.PE.6	Demonstrate the ability to use goal-setting skills to enhance health. <i>Students will use foresight when making health decisions and setting goals, and use</i>	Use goal-setting skills to enhance health.

	<i>perseverance while carrying out the goals.</i>	
6-8.PE.7	<p>Comprehend concepts related to health promotion and disease prevention.</p> <p><i>Students will demonstrate gratitude for God's gift of physical health by demonstrating responsibility, self-control, and moderation.</i></p>	Comprehend concepts of health promotion/disease prevention.
6-8.PE.8	<p>Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><i>Students will exercise prudence in decision making with regard to outside influences that impact personal health and well-being.</i></p>	Analyze influences on health behaviors.
6-8.PE.9	<p>Demonstrate the ability to advocate for personal, family, and community health.</p> <p><i>Students will use sincerity and authenticity while using their voices and knowledge to benefit society.</i></p>	Advocate for personal, family, community health.

Health Curriculum Standards

Students who demonstrate understanding of high school health are able to --

HS.Health.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
HS.Health.2	Value the human body as the temple of the Holy Spirit.
Develop a Long-Range Nutritional Plan	
HS.Health.N.1	Describe the significance of essential nutrients in their proper amounts.
HS.Health.N.2	Evaluate nutrition of food products and analyze food-related research.
HS.Health.N.3	Explain the consequences of excessive fat, sugar, sodium, and caffeine.
HS.Health.N.4	Identify the characteristics of the major food groups.
HS.Health.N.5	Explain the short and long term effects of fad diets, dieting, and athletic weight loss.
HS.Health.N.6	Describe the differences in nutritional needs for special populations (active teens, pregnant women, older populations, etc.).
HS.Health.N.7	Explain the benefits and consequences of using dietary supplements or excessive nutrients to maintain nutritional adequacy.
HS.Health.N.8	Understand the decision-making process for choosing healthy meals and snacks both at school and away, including restaurants, fast food influences, and home preparation of meals.
Understand God's Gift of Sexuality	
HS.Health.S.1	Know the advantages of abstinence from sexual intercourse outside of marriage.

HS.Health.S.2	Read and understand the teachings of the Catholic Church in relation to abstinence, contraception, and the vocation to chastity.
HS.Health.S.3	Understand the reproductive process and stages of pregnancy from fertilization to birth and the general process of natural family planning.
HS.Health.S.4	Explain the risk factors of inappropriate sexual behavior and understand the consequences for such behavior.
HS.Health.S.5	Describe the effects of teen pregnancy on teenagers, their children, their parents, and society.
Maintain Emotional Health	
HS.Health.E.1	Know the importance of faith, family, peers, media, and community in developing a healthy lifestyle.
HS.Health.E.2	Understand the importance of good self-esteem, including positive body image, in relation to a healthy lifestyle.
HS.Health.E.3	Make effective decisions, solve problems, and resolve conflicts in order to sustain healthy relationships.
HS.Health.E.4	Recognize how to identify and manage stress in order to foster a healthy lifestyle.
HS.Health.E.5	Understand the influences that commercial media and social media have on our sense of self and society.
HS.Health.E.6	Recognize the symptoms and signs of depression, anxiety, stress, and their relationships to suicide.
HS.Health.E.7	Know strategies for solving interpersonal conflicts without harming self or others.
HS.Health.E.8	Recognize signs and behaviors of bullying in adolescent and adult settings.
Maintain Physical Health	
HS.Health.P.1	Demonstrate basic first aid practices and emergency procedures.
HS.Health.P.2	Recognize symptoms and strategies which minimize chances of contracting a disease such as diabetes, cancer, and heart disease.

HS.Health.P.3	Know symptoms of and treatments for commonly contracted infectious diseases.
HS.Health.P.4	Understand the choices and explain the consequences related to the use and abuse of alcohol, tobacco, and drugs.
HS.Health.P.5	Identify risk factors and signs of eating disorders and understand the short-term and long-term effects of eating disorders.
HS.Health.P.6	Explain how disease can be caused by heredity, environment and/or pathogens.
Understand Community Resources	
HS.Health.C.1	Identify various organizations for counseling and other services and understand how to use them.
HS.Health.C.2	Know how local, state, federal, and private agencies protect and/or inform the individual and to what extent.
HS.Health.C.3	Identify the intended audiences and motives of various community resources, as displayed by their media presence and advertising campaigns.
HS.Health.C.4	Determine which community resources are aligned with our Catholic teachings.
HS.Health.C.5	Understand how to advocate for personal health and the health of others.

Physical Education Curriculum Standards

Students who demonstrate understanding of high school physical education are able to--

HS.Health.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
HS.Health.2	Value the human body as a temple of the Holy Spirit.
HS.PE.1	Take reasonable care of life and physical health, as precious gifts entrusted to us by God, taking into account the needs of others and the common good.
HS.PE.2	Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
HS.PE.3	Describe the value of physical activity for health, personal challenge, spirituality, and social interaction.
HS.PE.4	Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
HS.PE.5	Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
HS.PE.6	Engage in various experiences of physical activity, including health-related fitness and activities categorized by: nets/walls, targets, invasions, striking/fielding, outdoor pursuits, and rhythm.
HS.PE.7	Self-assess and evaluate health-related fitness for muscular strength, endurance, flexibility, and body composition.
HS.PE.8	Apply the principles of training (frequency, intensity, type, time, overload, specificity).
HS.PE.9	Analyze and evaluate the effects of physical activity and nutrition on the body.
HS.PE.10	Use self-directed and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

HS.PE.11	Participate in physical activities that are vigorous in intensity level.
HS.PE.12	Understand lifelong options for participating regularly in physical activity.
HS.PE.13	Develop and implement a plan for improving or maintaining lifelong physical fitness.

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Curriculum Standards
for Health and Physical Education
in grades 9-12**

Acknowledgements

The Diocese of Grand Rapids Office of Catholic Schools Curriculum Standards for Health and Physical Education were created in reflection of

Catholic Church. *Catechism of the Catholic Church*. 1995.

Centers for Disease Control and Prevention. *National Health Education Standards*. 1995.

Diocese of Phoenix Catholic Schools. *Secondary Health Curriculum Standards*. 2015.

Diocese of Phoenix Catholic Schools. *Elementary Physical Education Curriculum Standards*. 2015.

Dominican Sisters of Mary, Mother of the Eucharist. *Education in Virtue*. 2013.

Diocese of Phoenix Catholic Schools. *Elementary Health Curriculum Standards*. 2015.

Michigan Department of Education. *K-12 Physical Education Standards*. 2016.

Michigan Department of Education. *Michigan Merit Curriculum, Credit Guidelines, Health Education*. 2007.

SHAPE America – Society of Health and Physical Educators. *National Standards for K-12 Physical Education*. 2013.

Note on Shared-Time Teachers

Shared-time teachers employed by local public school districts must comply with the curriculum guidelines of the local public school districts. Each is a Michigan public school as those terms are defined within the 1998 Public Act 339. The curriculum provided in those programs shall comply with all regulations required by Public Act 339.