

2021-2022 Triennial Assessment of Compliance With Local School Wellness Policy

1. School Wellness Policy Leadership

A school wellness committee meeting was digitally held May 16, 2022, and the Local School Wellness Policy Compliance Checklist was completed and signed May 30, 2022, and reported to the Principal.

All school fundraising activity takes place outside the school campus and is not a competitive food fundraiser.

2. Nutrition Promotion

The school website <https://www.guardiancatholic.com>, the digital Weekly Eagle Update communication to parents, and the school cafeteria, regularly promote healthy eating information for students and families. No competitive snacks are served at school.

3. Nutrition Education

See the attached diocesan physical education curriculum promoting healthy activity and eating. Students participate in field trips to destinations including Connors A-Maizing Acres and the Museum of Science and History. Students also plant and maintain an onsite vegetable garden to learn about growing healthy foods.

4. Physical Activity

All students receive the required minutes of instructionally relevant physical education (see attached schedule) and have opportunities to participate in some form of physical activity including daily recess for lower grades, competitive basketball, cheerleading, soccer, and cross country. The school also has plans to construct a donor-funded outdoor walking track as a part of a future outdoor STEM construction project.

Teachers voluntarily participate in a measured walking program and post their results in the teacher room.

5. Other School-Based Activities

General Guidelines

The school is a drugs, weapons, alcohol, and tobacco-free facility with signage noting such throughout the school.

The following school-based wellness activities were promoted during the current school year:

Boys and girls basketball, cross country, soccer, and cheerleading teams

NSLP sponsored breakfast, lunch, and snacks daily

Vision Screening 01.23.22

Nutrition Workshop for Parents 01.27.22

SOS Life Skills 01.31.22 - 02.01.22

8. Evaluation and Measurement of the Implementation of the Wellness Policy

Guardian Catholic School assesses its compliance with its wellness policy as evidenced by its Local School Wellness Policy Compliance Checklist, most recently dated 06.01.22 and this triennial assessment.

9. Informing the Public

The Guardian Catholic School Local School Wellness Policy is posted to the school website at <https://www.guardiancatholic.com/> for access by all stakeholders and has been updated as of 05.30.22. Any updates to the policy are posted to the school website for access by the public including school students and families.

10. Community Involvement

Guardian Catholic School is committed to being responsive to community input concerning its Wellness Policy and will continue to involve its students, teachers, parents, and administrators in its development and modification.

Families have the ability to provide input concerning the Guardian Catholic School Local School Wellness Policy through the Wellness Committee meetings, Home and School organization, School Improvement Plan Parent Committees, Triennial Wellness Plan surveys, or by providing comments directly to the school principal. Families and students also have the ability to provide feedback concerning menus and foodservice by contacting the school's NSLP Director at the contact information provided on the school's lunchroom page.

Guardian Catholic School Wellness Plan Review Survey 2022

1. 1. Choose one option for creating more interest in mealtime fruit consumption.

Mark only one oval.

- Offer at least two varieties of fresh fruit.
- Offer sliced or cut fruit.
- Display fresh fruits in an attractive bowl or basket.
- Offer a fruit "taste test" at least once per year.
- Identify a featured "fruit of the day" with a creative descriptive name at the point of selection.
- Other: _____

2. 2. Choose one option for creating more interest in mealtime vegetable consumption.

Mark only one oval.

- Offer raw cut vegetables with low fat dip, hummus, or salsa.
- Self-serve spices and seasonings are available to add flavor to vegetables.
- Offer a vegetable "taste test" at least once per year.
- Identify a featured "vegetable of the day" with a creative descriptive name at the point of selection.

3. 3. Choose an option for creating more interest in fresh salad consumption.

Mark only one oval.

- Provide a variety of pre-packaged salads for all students.
- Pre-packaged salads are labeled with creative and descriptive names which are displayed next to each choice.
- Offer croutons or other non-vegetable salad toppings.

4. 4. Choose an option for creating more interest in entree consumption

Mark only one oval.

- Identify a featured "entree of the day" with a creative descriptive name at the point of selection.
- Creative and descriptive names are used for menu items.
- The featured entree of the day is displayed on a tray or in a photograph in the serving line.
- Students are offered a taste test of an entree at least once per year.
- Signs show students how to select a complete NSLP meal.

5. 5. Choose an option for increasing student involvement.

Mark only one oval.

- Display student artwork in the cafe or service line area.
- Students announce the daily menu in morning announcements.
- Involve students in the development of creative and descriptive names for menu items.
- Students provide informal or formal feedback for menu development.
- Students have the opportunity to volunteer in the cafe.

6. 6. Choose an option for increasing school or community involvement.

Mark only one oval.

- Incorporate nutrition information in the school day.
- Students grow food on campus.
- The school participates in NSLP food promotion programs such as Farm to School.
- The school continues to partner with Feeding Northeast Florida and Catholic Charities to assist school families with food insecurity.

7. 7. Choose an option for increasing student, family, and staff physical activity.

Mark only one oval.

- Offer regular use of the sports field for walking.
- Offer additional sports options for students during the school year.
- Offer a summer intramural sports program for students.
- Offer or partner with community organizations to offer year-round physical activities for families.

This content is neither created nor endorsed by Google.

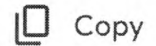
Google Forms

Guardian Catholic School Wellness Plan Review Survey 2022

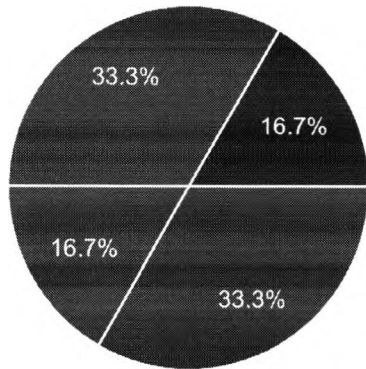
6 responses

Publish analytics

1. Choose one option for creating more interest in mealtime fruit consumption.

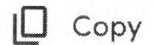


6 responses

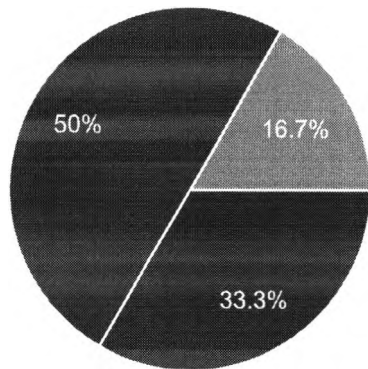


- Offer at least two varieties of fresh fruit.
- Offer sliced or cut fruit.
- Display fresh fruits in an attractive bowl or basket.
- Offer a fruit "taste test" at least once per year.
- Identify a featured "fruit of the day" with a creative descriptive name at the point of selection.

2. Choose one option for creating more interest in mealtime vegetable consumption.



6 responses



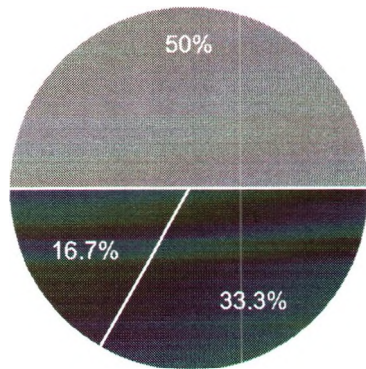
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- Identify a featured "vegetable of the day" with a creative descriptive name at the point...



3. Choose an option for creating more interest in fresh salad consumption.



responses

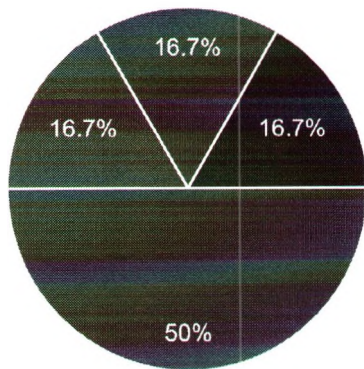


- Provide a variety of pre-packaged salads for all students.
- Pre-packaged salads are labeled with creative and descriptive names which are displayed next to each choice.
- Offer croutons or other non-vegetable salad toppings.

4. Choose an option for creating more interest in entree consumption



responses

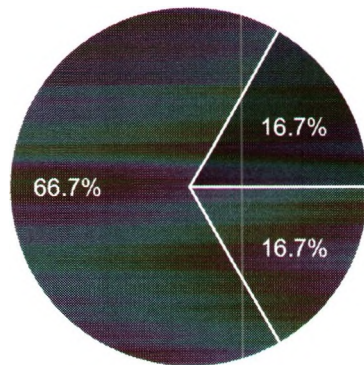


- Identify a featured "entree of the day" with a creative descriptive name.
- Creative and descriptive names are used for menu items.
- The featured entree of the day is displayed on a tray or in a picture.
- Students are offered a taste test of an entree at least once per week.
- Signs show students how to select a complete NSLP meal.

5. Choose an option for increasing student involvement.



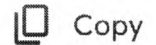
responses



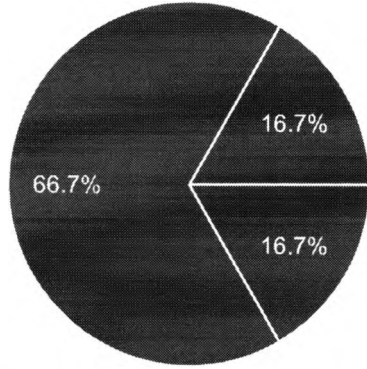
- Display student artwork in the cafe or service line area.
- Students announce the daily menu in morning announcements.
- Involve students in the development of creative and descriptive names for menu items.
- Students provide informal or formal feedback for menu development.
- Students have the opportunity to volunteer in the cafe.



6. Choose an option for increasing school or community involvement.

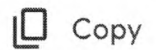


responses

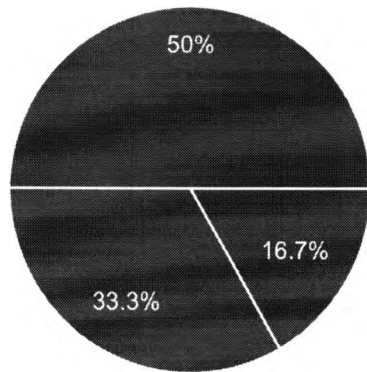


- Incorporate nutrition information in the school day.
- Students grow food on campus.
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- The school continues to partner with Feeding Northeast Florida and Catholic Charities to assist school families with food inse...

7. Choose an option for increasing student, family, and staff physical activity.



responses



- Offer regular use of the sports field for walking.
- Offer additional sports options for students during the school year.
- Offer a summer intramural sports program for students.
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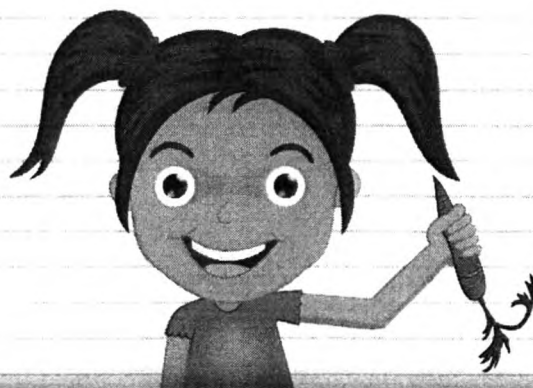
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Google Forms





Eat Well + Move



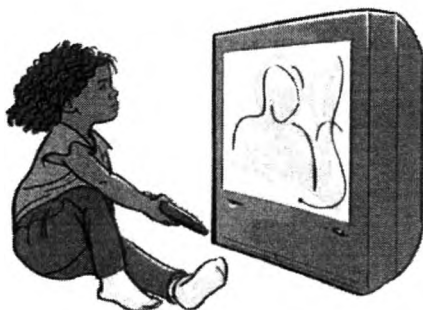
Name or ID

Harmony

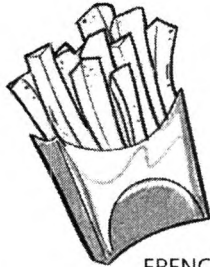
Date

5/1/22

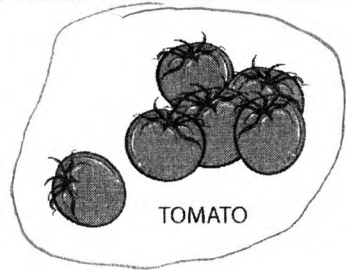
1. Circle kids being active.



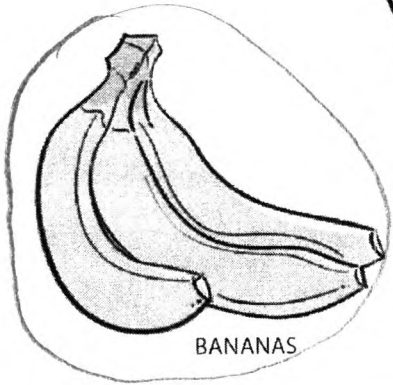
2. Circle healthy snacks.



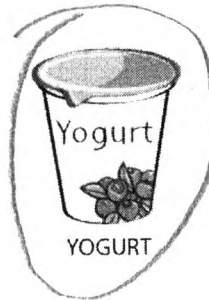
FRENCH FRIES



TOMATO



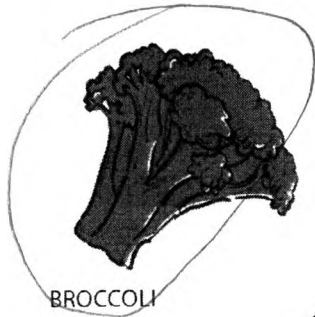
BANANAS



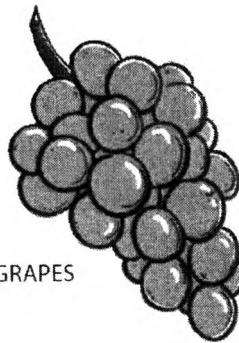
YOGURT

4

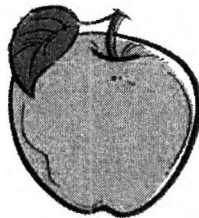
3. Circle vegetables.



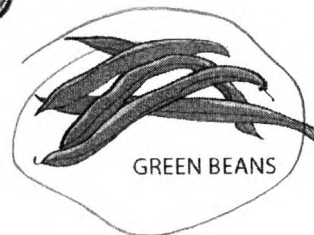
BROCCOLI



GRAPES



APPLE



GREEN BEANS

4

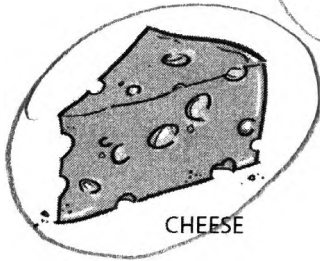
4. Circle dairy foods.



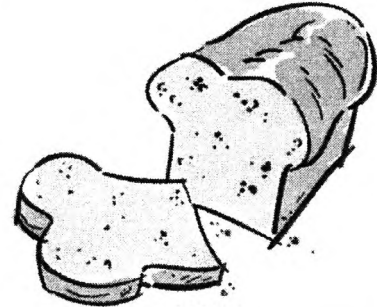
EGG



MILK



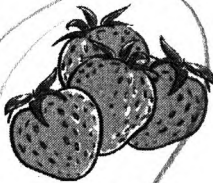
CHEESE



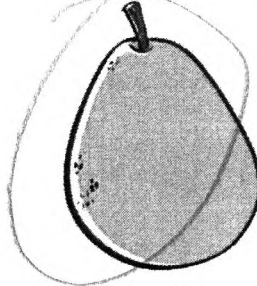
BREAD

4

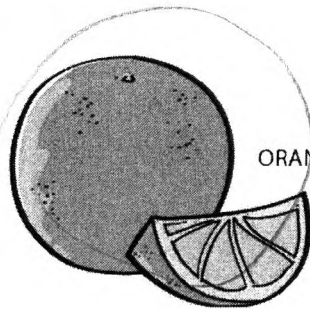
5. Circle fruits.



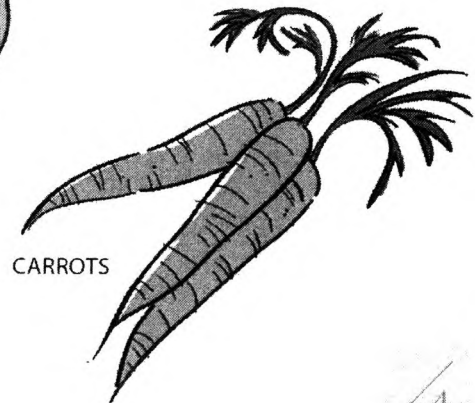
STRAWBERRIES



PEAR



ORANGE



CARROTS

4

6. Circle kids who should wash their hands before eating.



4

For Staff

This tool is for students in kindergarten, 1st or 2nd grade.

Curriculum

Grade

School

Teacher



UC | University of California
CE | Agriculture and Natural Resources

MICHIGAN STATE | Extension
UNIVERSITY

This work is/was supported by the U.S. Department of Agriculture (USDA), National Institute of Food and Agriculture, the Expanded Food and Nutrition Education Program. Any opinions, findings, conclusions or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the view of the USDA.

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FRUIT and VEGETABLE INVENTORY

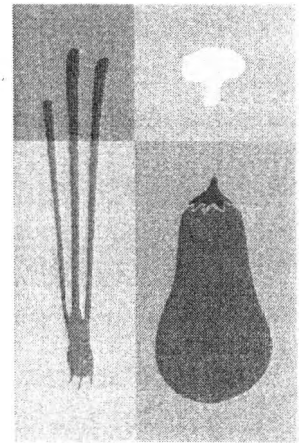
These questions ask about fruits and vegetables. There are no right or wrong answers.
As you read each item, think about how you usually feel now.

Date ____/____/____

Pre-test
Post-test

- | | Agree | Agree or Disagree | Disagree | | |
|---|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
| 1. I feel that I am helping my body by eating more fruits and vegetables. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 2. I may develop health problems if I do not eat fruit and vegetables. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | | |
| | Agree | Agree or Disagree | Disagree | | |
| 3. I feel that I can eat fruit or vegetables as snacks. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 4. buy more vegetables the next time I shop. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | | |
| 5. plan meals or snacks with more fruit during the next week. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | | |
| 6. eat two or more servings of vegetables at dinner. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | |
| 7. plan meals with more vegetables during the next week. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | |
| 8. add extra vegetables to casseroles and stews. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | | |
| | Excellent | Very good | Good | Fair | Poor |
| 9. How would you describe your diet? | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | I am | Shared decision | Other person |
|---|-----------------------|----------------------------------|----------------------------------|
| 10. In your household, who is in charge of what foods to buy? | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 11. In your household, who is in charge of how to prepare the food? | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |



Choose the one best statement that fits your preferences.

12. I am not thinking about eating more fruit.
- I am thinking about eating more fruit ... planning to start within 6 months.
- I am definitely planning to eat more fruit in the next month.
- I am trying to eat more fruit now.
- I am already eating 3 or more servings of fruit a day.
13. I am not thinking about eating more vegetables.
- I am thinking about eating more vegetables ... planning to start within 6 months.
- I am definitely planning to eat more vegetables in the next month.
- I am trying to eat vegetables now.
- I am already eating 3 or more servings of vegetables a day.

- Funding provided by the Food and Nutrition Service, USDA, Grant #59-3198-6-046.
- Authors: Marilyn Townsend and Lucia Kaiser. Graphic Designer: Lynn-Kai Chao. Nutrition Department, University of California Davis. This evaluation tool contains 13 psychosocial items shown to be related to fruit and vegetable intakes. The 6 constructs are perceived benefits, perceived control, self-efficacy for eating fruit & vegetables, readiness to eat more fruit, readiness to eat more vegetables, and perceived diet quality.
- References
 - Townsend MS, Kaiser LL. Development of an evaluation tool to assess psychosocial indicators of fruit and vegetable intake for two federal programs. *J Nutrition Education & Behavior* 2005;37:170-184.
 - Townsend MS, Kaiser LL. Brief psychosocial fruit and vegetable tool is sensitive for United States Department of Agriculture's nutrition education programs. *J Amer Dietetic Assoc* 2007;107:2120-2124.
- Use this tool with a valid assessment of fruit and vegetable related behaviors such as the Fruit and Vegetable Checklist available at <http://townsendlab.ucdavis.edu/> Instruction Guide is available for both tools at the same website.

**This checklist may be used to determine if a wellness policy meets all of the requirements listed in USDA's
Local School Wellness Policy Implementation under the HHFKA of 2010 Final Rule and
Florida's K-20 Education Code 1003.453**

Florida Department of Agriculture and Consumer Services
Division of Food, Nutrition and Wellness

LOCAL SCHOOL WELLNESS POLICY (LSWP) COMPLIANCE CHECKLIST

Guardian Catholic School 586

Yes	No	Established Requirements
✓		1. Does the policy designate (must list the position title) one or more LEA or school officials to ensure that each school under its jurisdiction complies with the LSWP?
✓		2. Does the policy indicate goals that are measurable for nutrition promotion ?
✓		3. Does the policy indicate goals that are measurable for nutrition education ?
✓		4. Does the policy indicate goals that are measurable for physical activity ?
✓		5. Does the policy indicate goals that are measurable for other school-based activities ?
✓		6. Does the policy state that the LEA will review and consider evidence-based strategies in establishing goals for nutrition promotion and education, physical activity and other school based activities that promote student wellness to (at a minimum) include a review of the Smarter Lunchroom tools and techniques?
✓		7. Does the policy provide nutrition guidelines for all food and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and the Smart Snacks in School nutrition standards?
✓		8. Does the policy include standards for other non-sold food and beverages that are made available on the school campus during the school day (i.e. foods provided for classroom parties and school celebrations)?
✓		9. Does the policy state that in-school marketing of food and beverages will meet competitive food (Smart Snack) standards ?
✓		10. Does the policy provide a plan for the annual review of the wellness policy (<i>as required by K-20 Education Code 1003.453</i>) to evaluate and measure its implementation?
✓		11. Does the policy provide a plan for conducting the triennial progress assessments and making appropriate updates or modifications to the policy based on the following? <ul style="list-style-type: none"> • The extent to which each school under the jurisdiction of the LEA is in compliance with the local school wellness policy; • The extent to which the sponsor's local school wellness policy compares to model local school wellness policies; and • A description of the progress made in attaining the goals of the local school wellness policy.
✓		12. Does the policy indicate how the results of the most recent triennial progress assessment will be available to the public in an accessible and easily understood manner at all times (i.e. on the district and/or individual school's website)?

✓	13. Does the policy list how the LEA or school will annually inform and update the public (including parents, students, and others in the community) about the content/ implementation of and any updates to the LSWP?
✓	14. Does the policy state that the LEA or school will update and make modifications to the wellness policy as appropriate or based on the results of the annual review and triennial assessments and/or as local priorities change, community needs change, wellness goals are met, new health information and technology emerges and new federal or state guidance or standards are issued?
✓	15. Does the policy include a description of the manner in which all stakeholders (i.e. parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public) are provided an opportunity to participate in the development, implementation, periodic review and update of the LSWP?

Sponsors must maintain the following documentation to demonstrate compliance with the LSWP recordkeeping requirements:

Upon the FDACS administrative review, the sponsor will be responsible for providing the following:

- The written local school wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as consistent with the section on informing and updating the public; and
- Documentation of the triennial assessment of the local school wellness policy for each school under the LEA's jurisdiction.

Jrancy M. Geary
06.01.22

Subject: 2023 School Wellness Policy Review

From: Nancy M. Geary <ngeary@guardiancatholic.com>

Sr. Cynthia Shaffer <cshaffer@guardiancatholic.com>, Janice Hice <jhice@guardiancatholic.com>, Jenna Chapman <j.chapman@slamgmt.com>, Anaideth DeLeon <a.deleon@slamgmt.com>, Marygrace Ruiz <mruiz@guardiancatholic.com>, Jenny Jones <jjones@guardiancatholic.com>, Janice Mannino RN

To: <jmannino@guardiancatholic.com>, Jennifer Churchill <jchurchill@guardiancatholic.com>, Yolanda Richmond <yrichmond@guardiancatholic.com>, Veronica Olesen <volesen@guardiancatholic.com>, Allura Laubert <alluralaubert@gmail.com>, Ashley Doyle <adoyle@guardiancatholic.com>, Diane DeCarlo <ddecarlo@guardiancatholic.com>

Date: Friday, 06/23/2023 5:07 PM

attachment: ¹ [Revised School Wellness Policy June 2022 \(2\).docx](#) 356 KB

Welcome Guardian Catholic School Wellness Committee Members!

Thank you for participating as a member of the Guardian Catholic School Wellness Committee. It is time to consider ways to enhance the wellness of our students, families, faculty, and staff. Take a look at the attached Guardian Catholic School Wellness Policy then consider making your recommendations for strategies to improve school wellness. Our approach will encompass the whole school, whole community, whole child model including review and feedback from the physical education, health, counseling, physical environment, community, family, employee wellness, and social emotional perspectives of our committee members.

We will communicate digitally so please email your recommendations through me and I will distribute recommendations to consider to all members. Our committee is composed of students, staff, parents, faculty, and school partners so email is the most efficient communication platform for communicating as a group to accomplish our tasks.

It is important that we hear from everyone on the committee. I look forward to receiving your recommendations by **June 30th**. Please let me know if you have any questions concerning this Wellness Policy review.

Nancy M. Geary
Operations Manager
Guardian Catholic School
4920 Brentwood Avenue
Jacksonville, FL 32206
904 765-6522

Subject: Wellness Policy Review 2022

From: (none)

To: (Recipient List <Suppressed>@guardiancatholic.com>

Date: Thursday, 06/29/2023 10:58 AM

Welcome Guardian Catholic School Wellness Committee Members!

Thank you for participating as a member of the Guardian Catholic School Wellness Committee. It is time to consider ways to enhance the wellness of our students, families, faculty, and staff. Take a look at the attached Guardian Catholic School Wellness Policy and complete the Wellness Policy Evaluation Survey at

<https://docs.google.com/forms/d/1MaSNxQrgqhXLtpvW5MqGkCpulNVmb-OoK-c8zcMwPek/edit>

then consider making your recommendations for strategies to improve school wellness. Our approach will encompass the whole school, whole community, whole child model including review and feedback from the physical education, health, counseling, physical environment, community, family, employee wellness, and social emotional perspectives of our committee members.

In this time of COVID, we will communicate digitally so please email your recommendations through me and I will distribute recommendations to consider to all members. Our committee is composed of students, staff, parents, faculty, and school partners so email is the most efficient communication platform for communicating as a group to accomplish our tasks. It is possible that some of the approved recommendations may need to be implemented at a later date due to COVID.

It is important that we hear from everyone on the committee. I look forward to receiving your recommendations by **May 20th**. Please let me know if you have any questions concerning this Wellness Policy review.

Nancy M. Geary
Operations Manager

Guardian Catholic School
4920 Brentwood Avenue
Jacksonville, FL 32206
904 765-6522

Monday, August 1, 2022

PE-Coach Schell					
	Monday	Tuesday	Wednesday	Thursday	Fr
7:30-8:00	PLANNING				
8:10-8:40	4A	4A	4A	4A	
8:45-9:15	KF	KF	KF	KF	
9:20-9:50	KS	KS	KS	KS	
9:55-10:25	1D	1D	1D	1D	
10:55-11:25	3C	3C	3C	3C	
11:25-11:50	PLANNING				
12:00-12:30	LUNCH				
12:35-1:05	1G	1G	1G	1G	
1:15-1:45	PLANNING				
1:50-2:20	2S	2S	2S	2S	
2:20-2:50	2C	2C	2C	2C	

PE-Coach Blaylock					
	Monday	Tuesday	Wednesday	Thursday	Frid
7:30-7:50	Middle School Breakfast Duty				
8:10-8:45	4M	4M	4M	4M	4M
8:55-9:40	8B	PLAN	8B	8B	Ma
9:40-10:25	PLAN	6C	6C	6C	6V
10:25-11:10	5L		5L	5L	5A
11:10-11:40	LUNCH				
11:45-12:15	3M	3M	3M	3M	3M
12:35-1:20		6T	6T		6T
1:20-2:05	5V		5V	5B	5V
2:05-2:45			7S	7S	7S
2:55-3:30	Carline	Carline	Carline	carline	carli

Physical Education Syllabus

PK – 8

Revised 2011-2012

PHYSICAL EDUCATION SYLLABUS

DIOCESE OF ST. AUGUSTINE
(Revised 2011-2012)

The primary objective of the physical education program of the Diocese of St. Augustine is to provide opportunities in which each student will develop optimal levels of spiritual, mental, social, and physical wellness.

Through a sequential program, physical education focuses on exploration, formation of concepts, problem solving processes, creativity, and the application of these acquired skills as related to the health and wellness of each student both during the formative years and adulthood. Physical education will enable each student to establish a positive self-image, confidence, and appreciation of God's gift of life.

GOALS:

- A. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.
- B. The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.
- C. The student analyzes the benefits of regular participation in physical activity.
- D. The student achieves and maintains a health-enhancing level of physical fitness.
- E. The student demonstrates responsible personal and social behavior in physical activity.
- F. The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.
- G. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

Physical Education Syllabus, Grades PK-2
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
			TEACHING NOTE: Students should complete the following objectives by the end of grade 2. Please refer to Philosophy, Goals, and Categories sheet for Skill/Category explanations.		
			The student will:		
1.1.7	A 1.1.1	1	Combine shapes, levels, directions, pathways, and ranges into simple sequences to demonstrate concepts of space movement.		
1.1.3	A 1.1.2	2	Kick stationary and rolled balls with strong force while maintaining balance.		
2.1.3	A 1.1.4	3	Chase, flee, and dodge to avoid or catch others and maneuver around obstacles, and identify general and personal space.		
1.1.3	A 1.1.5	4	Consistently strike lightweight objects with body parts and with lightweight implements.		

Physical Education Syllabus, Grades PK-2
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
1.1.5	A 1.1.6	5	Demonstrate the ability to manage body weight in a variety of situations (e.g., hang, climb, balance, and tumble).		
1.1.1	A 1.1.7	6	Demonstrate basic locomotor skills (e.g., hop, walk, run, jump, leap, gallop, skip, and slide).		
1.1.2	A 1.1.9	7	Show various techniques for catching thrown objects using two hands.		
1.1.6	A 2.1.2	8	Show ways to establish bases of support using various body parts and principles of balance.		
1.1.5	A 2.1.3	9	Demonstrate various techniques for landing safely.		
1.1.1	A 2.1.5	10	Use basic locomotor skills under control without bumping into others or falling, and become aware of personal space.		
1.1.3	A 2.1.6	11	Demonstrate the characteristics of a mature, grade-appropriate throw using underhand and overhand motion.		
3.1.1	A 3.1.1	12	Identify changes in the body during physical activity.		
2.1.3	A 2.1.5	13	Apply basic movement concepts to games, dance and/or gymnastics.		
1.1.7	A 1.1.1	14	Demonstrate various movement patterns to music.		

Physical Education Syllabus, Grades PK-2
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
4.1.3	B 1.1.2	15	Recognize the changes that occur in respiration during vigorous activity.		
3.1.1	B 1.1.3	16	Participate in various warm-up and cool-down exercises and stretches.		
5.1.2	B 2.1.1	17	Understand the importance of being aware of one's surroundings and special awareness for safety.		
5.1.1	B 2.1.2	18	Follow directions given by instructor or group leader.		
5.1.6	B 2.1.4	19	Identify appropriate behaviors for participating with others in physical activity settings.		
5.1.3	C 1.1.2	20	Explain the importance of modifying games for students with special needs, and demonstrate respect for those students.		
5.1.4	C 2.1.1	21	Identify the feelings resulting from challenges, successes, and failures in physical activities.		
5.1.5	C 2.1.3	22	Teach the importance of cooperation, sharing, and treating others with respect during play.		

Physical Education Syllabus, Grades 3-5
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
			TEACHING NOTE: Students should complete the following objectives by the end of grade 5. Please refer to Philosophy, Goals, and Categories sheet for Skill/Category explanations.		
			The student will:		
1.2.2	A 1.2.1	1	Show various techniques for throwing or catching different objects.		
1.2.3	A 1.2.2	2	Design and modify sequences that show changes in direction and speed in a specific sport or game (e.g., Basketball: dribbling ball in and out of cones; Football: running with a football).		
1.2.1	A 1.2.3	3	Demonstrate correct mechanics in striking, dribbling, volleying, throwing, and catching during age appropriate games.		
5.3.1	A 1.2.4	4	List game components: people, boundaries, equipment, purpose, and rules.		

Physical Education Syllabus, Grades 3-5
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
1.2.5	A 1.2.5	5	Identify basic offensive and defensive tactics in a specific sport or age appropriate game.		
1.2.3	A 2.2.2	6	Apply basic movement concepts to games, dance, and/or gymnastics (e.g., Presidents Physical Fitness Test and A.A.U. Fitness Test).		
4.2.4	A 3.2.1	7	Describe healthful benefits that result from regular participation in vigorous physical activity and opportunity for positive social and group interaction.		
3.2.2	A 3.2.2	8	Explain how a healthy body contributes to positive self-concept.		
3.2.1	A 3.2.3	9	Research and discuss available opportunities for school and community members that allow for regular participation in physical activity (e.g., PAL and YMCA, intramural and school teams).		
2.2.2	A 2.2.3	10	Explain that appropriate practice leads to increased skill levels, and choose practice skills for which improvement is needed.		
4.2.1	B 1.2.1	11	Participate in continuous timed aerobic activities to improve cardiovascular fitness levels.		
3.2.4	B 1.2.2	12	List and perform activities that promote a faster heart rate through specific sports and games.		
4.2.3	B 1.2.3	13	Demonstrate proper stretching techniques and exercises that increase flexibility.		

Physical Education Syllabus, Grades 3-5
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
2.2.3	B 1.2.3	14	Explain why it is important to maintain flexibility and to prevent injuries.		
4.2.2	B 1.2.5	15	Explain how to increase muscular strength and endurance, and identify the muscle or muscle groups being strengthened during a specific physical activity.		
3.2.5	B 2.2.1	16	Understand the importance of safety in all physical activities.		
5.2.1	B 2.2.2	17	Apply and follow rules while playing sports and games.		
5.2.4	B 2.2.2	18	Recognize the modification of games for students with special needs and demonstrate respect for those students.		
3.2.2	C 1.2.1	19	Recognize the differences and similarities in the physical activity choices of others.		
1.2.3	A 2.2.2	20	Participate in basic movement patterns to music.		

Physical Education Syllabus, Grades 6-8
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
			TEACHING NOTE: Students should complete the following objectives by the end of grade 8. Please refer to Philosophy, Goals, and Categories sheet for Skill/Category explanations.		
			The student will:		
1.3.1	A 1.3.1	1	Demonstrate a degree of competency that enables students to perform age appropriate skills in team sports (e.g., throwing, catching, kicking, punting, trapping, dribbling, volleying).		
2.3.3	A 1.3.2	2	Use basic offensive and defensive positioning while playing a modified version of a sport.		
5.3.1	A 1.3.4	3	Demonstrate basic skills and safety procedures to participate in various sports.		
2.4.1	A 2.3.1	4	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.		

Physical Education Syllabus, Grades 6-8
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
1.3.2	A 2.3.4	5	Demonstrate the ability to move to music using various movement patterns.		
3.3.1	A 3.3.1	6	Explain potential fitness benefits of various activities.		
3.2.1	A 3.3.3	7	Identify the in-school and community opportunities for participation in team sports, outdoor pursuits, and aquatics.		
4.3.1	B 1.3.1	8	Sustain an aerobic activity and maintain target heart rate for cardiovascular benefits.		
2.3.1	B 1.3.2	9	Describe and apply the principles of sport specific training and conditioning (e.g., basketball: sprinting; soccer: aerobic endurance).		
2.2.3	B 1.3.3	10	Explain and demonstrate reason for proper stretching, warm-up conditioning, and cool-down techniques.		
3.3.1	B 1.3.4	11	Explain the difference between muscular strength and muscular endurance.		
4.3.2	B 1.3.4	12	List and participate in activities conducive to the improvements of strength and endurance (e.g., President's Physical Fitness Test and A.A.U. Fitness Test).		

Physical Education Syllabus, Grades 6-8
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
4.3.4	B 1.3.5	13	Explain the difference between aerobic activity and anaerobic activity.		
4.3.3	B 1.3.7	14	Demonstrate various ways to promote mobility in each joint through stretching and exercise.		
4.3.8	B 1.3.8	15	Determine recovery heart rate after exercise.		
4.3.2	B 1.3.9	16	Participate in a fitness program that incorporates cardiovascular endurance, muscular strength, muscular endurance, and flexibility (e.g., President's Physical Fitness Test, A.A.U. Fitness Test).		
4.3.7	B 1.3.11	17	Analyze the results of fitness assessments to guide changes in a personal fitness program.		
4.3.7	B 1.3.10	18	Select an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.		
5.1.6	B 2.3.4	19	Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.		

Physical Education Syllabus, Grades 6-8
Diocese of St. Augustine

NAT'L	SSS	OBJ.#	OBJECTIVE:	PROPOSED	COMPLETED
4.2.7	B 1.3.6	20	Explains the effects of proper nutrition on personal health and performance in physical activities.		
5.3.3	C 1.3.1	21	Understand and modify games and activities to allow for participation of students with special needs, and demonstrate respect for those students.		
3.3.2	C 2.3.3	22	Explain how selecting a variety of physical activities and commitment to a wellness plan enhances the quality of life.		
3.3.1	C 2.3.4	23	Know the long-term physiological, psychological, and cultural benefits that result from regular participation in physical activity or performance (e.g., being physically fit can lead to a longer life).		
3.3.1	C 2.3.5	24	Explain ways in which exercise assists in improving physical ability and performance.		
4.2.7	B 1.3.6	25	Understand the benefits of practicing and maintaining an active lifestyle into adulthood.		

