

**Van Buren Intermediate School District
Physical Education Curriculum
Fifth Grade
2008**

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

Michigan Physical Education Content Standards (2007)

A physically educated person:

- 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M)
- 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K)
- 3 Participates regularly in lifelong physical activity. (M)
- 4 Achieves and maintains a health-enhancing level of physical fitness. (A)
- 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B)
- 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B)

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand. Grade Level Content Expectations are expressed as follows: M.MC.03.01. This would be interpreted as:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 03** - Third Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

| Strands | | | |
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| <u>M</u> otor Skills and Movement Patterns (M) | Content <u>K</u> nowledge (K) | Fitness and Physical <u>A</u> ctivity (A) | Personal/Social <u>B</u> ehaviors and Values (B) |
| (Standard 1) | (Standard 2) | (Standards 3, 4) | (Standards 5, 6) |
| Domains | | | |
| <ul style="list-style-type: none"> - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) | <ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) | <ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) | <ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) |

It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District
Unified Physical Education Program**

Mission Statement

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

Abbreviated Mission Statement

Developmentally appropriate physical education today:
Healthy, active lifestyles tomorrow.

Outcomes

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social

Grades 3-5 Content

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| Soccer | Softball | Cooperative Games |
| Line dancing | Folk Dance | Health Related Fitness |
| Basketball | Volleyball | Track & Field |
| Football | Floor Hockey | Basic Nutrition |
| Jump Rope | Rhythmic Activity | Health-Related Fitness |
| Tumbling | | |

The content has been developed into units that feature instructional sequences, task analyses for each physical skill, developmentally appropriate games, psychomotor, cognitive and personal-social instructional objectives, cognitive activities such word search and health related fitness concepts and assessment materials. This information is posted on a website for quick reference. For the purpose of this document, selected components that match the Michigan Department of Education Grade Level Content Expectations are offered to demonstrate the articulation between the curriculum and the state guidelines.

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| <p>M.MC.05.04 Demonstrate mature form and function of all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature forms of selected fundamental motor skills in controlled settings.</p> <p>M.MC.05.05 demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings.</p> | <p>Soccer</p> <p>Volleyball Floor Hockey</p> | <p>Students will perform soccer dribble (TA form) moving in straight, curved and zig zag pathways around the gym without collision for 45 seconds 2/3 times.</p> <p>Student will execute an underhand serve (TA Form) from varying locations near and far from the net wall 4 of 5 times.</p> <p>Student will execute a floor hockey push pass (TA Form) into large and small targets from close and far positions 4 or 5 times.</p> |
| <p>Effort</p> <p>M.MC.05.06 Demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of fundamental motor skills in controlled settings.</p> <p>M.MC.05.07 Demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.</p> | <p>Floor Hockey</p> <p>Basketball Floor Hockey</p> | <p>Students will demonstrate puck handling (TA) while maintaining a position on a polydot and moving the puck at varying speeds for 30 seconds 2/3 trials.</p> <p>While dribbling a soccer ball, student will execute a sole trap (TA Form) demonstrating effort movement concepts on the command of the teacher 4 of 5 times.</p> <p>Student will demonstrate a dribble (TA Form) with the dominant hand for 45 seconds controlling the ball with varying efforts during 2 of 3 attempts.</p> <p>Student will demonstrate</p> |

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| <p>M.MC.05.08 Demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.</p> | <p>Line Dance Double Dutch Jump Rope</p> | <p>effort concepts while executing a floor hockey push pass in response to close and far locations from the target 4 of 5 times.</p> <p>Student will demonstrate four movements in sequence and rhythm required in various line dances during two of three repetitions.</p> <p>Student will demonstrate capacity to enter a two turning ropes and jump 3 times in the center while partners turn the rope on 2 of 3 attempts.</p> |
| <p>Relationships M.MC.05.09 Demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.</p> <p>M.MC.05.10 Demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of fundamental motor skills in controlled settings.</p> | <p>Tumbling</p> <p>Cooperative Games</p> <p>Obstacle Course</p> <p>Octopus Tag</p> | <p>Student will execute a bridge (TA form) maintaining body control during 4 of 5 attempts.</p> <p>Student will execute stunts such as the Stork Stand, Grapevine, Coffee Grinder, Seal Walk as directed by the instructor on consecutive class days.</p> <p>Student will execute non-locomotor activities such as the Human Knot, Caterpillar, Group Balance during selected class sessions.</p> <p>Student will execute combinations of various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) while completing an obstacle course during 2 of 3 trials.</p> <p>Student will execute various locomotor movements such as</p> |

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| <p>M.MC.05.11 Demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of fundamental motor skills in controlled settings.</p> | <p>Jump Rope Line Dance</p> | <p>walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) participating in a game of Octopus Tag without collision with others during 2 of 3 trials.</p> <p>Student will execute jump rope skills while working with a partner who will mirror the activities of the lead student for 15 seconds during 2 of 3 trials.</p> <p>Following the lead of the teacher, student will mimic rhythmic movements to perform aerobic dance activities for 30 seconds on 2 of 3 trials.</p> |
| <p>Motor Skills Non-Locomotor M.MS.05.01 demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.</p> | <p>Tumbling Cooperative Games</p> | <p>Student will execute a bridge (TA form) for three seconds maintaining body control during 4 of 5 attempts.</p> <p>Student will execute stunts such as the Stork Stand, Grapevine, Coffee Grinder, Seal Walk as directed by the instructor on consecutive class days.</p> <p>Student will execute non-locomotor activities such as the Human Knot, Caterpillar, Group Balance during selected class sessions.</p> |
| <p>Locomotor M.MS.05.02 demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement</p> | <p>Obstacle Course Sharks and Minnows</p> | <p>Student will execute combinations of various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) while completing an</p> |

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| <p>concepts in controlled settings.</p> | | <p>obstacle course during 2 of 3 trials.</p> <p>Student will execute various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) participating in a game of Sharks and Minnows without collision with others during 2 of 3 trials.</p> |
| <p>Manipulative M.MS.05.03 demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw using selected movement concepts in controlled settings.</p> <p>M.MS.05.04 demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short and long handled implements in isolated settings.</p> | <p>Football</p> <p>Softball</p> <p>Soccer Softball Football Volleyball</p> | <p>Student will execute an overhand throw (TA Form) using a nerf football to a partner 30 feet away 4 of 5 trials.</p> <p>Student will execute an underhand throw (TA Form) using a gator ball to a partner 30 feet away during 4 of 5 trials.</p> <p>Student will execute an underhand roll (TA Form) to a partner 30 feet away during 4 of 5 trials.</p> <p>Student will dribble a soccer ball (TA Form) through a maze of cones set 3 feet apart to complete a 40 foot challenge two of three times.</p> <p>Student will execute overhead and below the waist catch (TA Form) while working with a partner 20 feet away 4 of five times.</p> <p>Student will execute an underhand serve (TA Form) while standing 30 feet from a</p> |

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| <p>M.MS.05.05 Demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley (e.g., forearm pass, overhead set), and punt in isolated settings.</p> | <p>Volleyball</p> | <p>net 4 of five times.</p> <p>Student will execute a stationary kick off a “T” (TA Form) 30 feet 4 of five times.</p> <p>Student will execute a basketball dribble (TA Form) with the dominant hand for 45 seconds during 2 of 3 attempts.</p> <p>Student will strike (TA Form) a gator ball from a stationary T 15 feet 4 of 4 times.</p> <p>Student will execute a overhead pass (TA Form) to a partner who tosses the ball from 15 feet 2 of 3 attempts.</p> |
| <p>M.MS.05.06 Perform a three-element movement sequence</p> | <p>Basketball</p> <p>Tumbling</p> | <p>Student will execute a basketball dribble (TA Form) with the dominant hand for 45 seconds during 2 of 3 attempts.</p> <p>Students will perform a chest pass (TA form) 15 feet to a 4 x 4 target four of five times.</p> <p>Students will perform a bounce pass (TA form) 15 feet to a 4 x 4 target four of five times.</p> <p>Student will execute a three movement routine demonstrating balance,</p> |

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| <p>(e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.</p> | <p>Basketball Handling</p> | <p>flexibility and roll movements during selected class periods.</p> <p>Student will execute three ball handling skills in sequence to a slow cadence during 4 of 5 repetitions.</p> |
| <p>Pools are not available in all 12 of the districts in the county. Only one district includes aquatics as part of the physical education program at the elementary level. While not mandated, the MDE suggests that land drills be used to teach aquatics concepts.</p> | | |
| <p>Aquatics</p> <p>M.AQ.05.01 Demonstrate mature form for the basic aquatic skills of front float, back float, glide, and recovery in isolated settings.</p> <p>M.AQ.05.02 Demonstrate safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings.</p> <p>M.AQ.05.03 Demonstrate above water arm recovery and continuous kick with face in the water, breathing consistently to the side to swim 15 yards in the water in isolated settings.</p> <p>M.AQ.05.04 Demonstrate locomotion, in a supine position, using rudimentary body roll, above water arm recovery, arms enter at or</p> | <p>Front Float Back Float Front Glide</p> <p>Feet First Jump</p> <p>Modified American Crawl</p> <p>Modified Elementary Backstroke</p> | <p>Student execute a front float (TA Form) for ten seconds without assistance for ten seconds during 4 of 5 trials.</p> <p>Student will execute back float (TA Form) without assistance for 20 seconds during 4 of 5 trials.</p> <p>Student will perform a front glide moving 20 feet in the water 4 of 5 trials.</p> <p>Student will jump feet first into water, recover without touch bottom, move 15 feet to a ladder and exit the pool without assistance 4 of 5 trials.</p> <p>Student will execute a modified American Crawl demonstrating above water arm recovery and rudimentary kick with face in the water, breathing to the side to swim 15 yards during 4 of 5 trials.</p> <p>Student will execute a modified elementary backstroke using above water arm recovery, with arms entering at or above shoulder</p> |

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| <p>above shoulder level with continuous kick 15 yards in the water in isolated settings.</p> <p>M.AQ.05.06 Demonstrate jumping or stepping from the side while wearing a life jacket, demonstrate HELP and Huddle positions for one minute, and locomote to a position of safety in controlled settings.</p> | <p>Life Saving Drill</p> | <p>level with continuous kick 15 yards during 4 of 5 trials.</p> <p>Student will jump, feet first while wearing a life jacket into water and move to a Huddle position maintaining position for one minute 4 of 5 times.</p> |
| <p>Outdoor Pursuits</p> <p>M.OP.05.01 Demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings with external feedback.</p> <p>M.OP.05.02 Demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.</p> <p>M.OP.05.03 Demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.</p> <p>M.OP.05.04 Demonstrate ability to safely manipulate or use equipment in outdoor pursuits in isolated settings.</p> | <p>Outdoor Obstacle Course</p> | <p>Student will demonstrate movement concepts, locomotor and non-locomotor skills while completing an outdoor obstacle course attired with a light backpack during selected class sessions.</p> <p>Student will demonstrate the capacity to put on and take off a light backpack following class guidelines during selected class periods.</p> |
| <p>Target Games</p> <p>M.TG.05.01 Demonstrate selected use of strategies for tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.</p> | <p>Cooperative Games</p> | <p>Working with a partner, student will execute underhand bean bag toss to a target from varying distances on numbered target areas to accumulate a specific number points for a team on selected</p> |

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| | | <p>class days.</p> <p>Student will roll a playground ball to strike varying configured pins during 4 of 5 trials.</p> |
| <p>Invasion Games M.IG.05.01 demonstrate selected use of both on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).</p> | <p>Basketball Floor Hockey Football</p> | <p>During two on two basketball or floor hockey games, student will demonstrate the capacity to move to oppose an open area to deter a pass from a teammate to an opponent on 2 of 3 trials.</p> <p>During a three on three drill, student will execute a kick off from a t stand directed away from opponents 2 of 3 trials.</p> |
| <p>Net/Wall Games M.NG.05.01 Demonstrate selected solutions to tactical problems, such as maintaining a rally, setting up an attack, (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.</p> | <p>Volleyball</p> | <p>Student will determine appropriate body position to execute successive overhead passes (TA Form) during a Keep It UP volleyball drill to sustain ball movement in the drill during 4 of 5 trials.</p> |
| <p>Striking/Fielding Games M.SG.05.01 Demonstrate use of selected on-the-object tactical movements of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, stationary object, 5 vs. 5).</p> | <p>Softball</p> | <p>Student will determine appropriate body position to successfully execute a below the waist catch, step on base and throw while working with a partner rolling a ball to various locations during 4 of 5 trials.</p> |
| <p>Rhythmic Activities M.RA.05.01 Demonstrate a sequence of rhythmic patterns traveling along pathways (i.e.,</p> | <p>Line Dance</p> | <p>Following the lead of a teacher, student will demonstrate selected locomotor patterns to perform</p> |

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| circle, zigzag, straight line). | | the “Pink Panther Walk” during 4 of 5 repetitions. |
| Strand 2- Grade Level Content Expectation Knowledge | Content | Objective |
| Feedback K.FB.05.01 Distinguish how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in isolated settings. | Task Analysis Cues | Student will demonstrate comprehension of motor skills, fitness activities and movement concepts by verbally identifying cues used by the instructor when randomly questioned. |
| Movement Concepts K.MC.05.15 apply limited knowledge of movement concepts while performing non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings. | Softball Football | Student will apply knowledge of movement concepts while performing overhand, underhand throws and rolling skills (TA Form) during softball, football and obstacle course activities |
| Non-Locomotor K.MS.05.01 apply knowledge of movement concepts while performing non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings. | Tumbling Cooperative Games | Student will apply knowledge of the critical elements of non-locomotor skills to execute a headstand (TA Form) during 4 of 5 attempts. Student will apply knowledge of the critical elements of non-locomotor skills to execute stunts such as the Stork Stand, Grapevine, Coffee Grinder, Seal Walk as directed by the instructor on consecutive class days. Student will apply knowledge of the critical elements of non-locomotor skills to execute non-locomotor activities such as the Human Knot, Caterpillar, Group Balance during selected class sessions. |

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| <p>Locomotor K.MS.05.02 Apply knowledge of movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.</p> | <p>Football</p> <p>Softball</p> | <p>Student will execute an overhand throw (TA Form) using a nerf football to a partner 30 feet away 4 of 5 trials.</p> <p>Student will execute an underhand throw (TA Form) using a gator ball to a partner 30 feet away during 4 of 5 trials.</p> <p>Student will execute an underhand roll (TA Form) to a partner 30 feet away during 4 of 5 trials.</p> |
| <p>Manipulative K.MS.05.03 Apply knowledge of the critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in controlled settings.</p> | <p>Softball</p> <p>Football</p> | <p>Student will apply knowledge of the critical elements of movement concepts while executing overhead and below the waist catch (TA Form) while working with a partner 30 feet away 4 of five times.</p> <p>Student will apply knowledge of the critical elements of movement concepts while executing a roll, underhand or overhand throws (TA Form) during class activities.</p> |
| <p>K.MS.05.04 Apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.</p> | <p>Soccer</p> <p>Softball</p> <p>Football</p> <p>Volleyball</p> <p>Football</p> <p>Basketball</p> | <p>Student will apply knowledge of the critical elements of movement concepts while dribbling a soccer ball (TA Form) through a maze of cones set 3 feet apart to complete a 40 foot challenge two of three times.</p> <p>Student will apply knowledge</p> |

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| | | <p>of the critical elements of movement concepts while executing an underhand serve (TA Form) while standing 30 feet from a net 4 of five times.</p> <p>Student will apply knowledge of the critical elements of movement concepts while executing a stationary kick off a “T” (TA Form) 30 feet 4 of five times.</p> <p>Student will apply knowledge of the critical elements of movement concepts while executing a basketball dribble (TA Form) with the dominant hand for 45 seconds during 2 of 3 attempts.</p> <p>Student will apply knowledge of the critical elements of movement concepts while striking (TA Form) a gator ball from a stationary T 15 feet 4 of 5 times.</p> <p>Student will apply knowledge of the critical elements of movement concepts while punting (TA Form) a gator football from a stationary 15 feet 4 of 5 times.</p> <p>Student will apply knowledge of the critical elements of movement concepts while executing an overhead pass (TA Form) to a partner who tosses the ball from 15 feet 2 of 3 attempts.</p> <p>Student will apply knowledge of the critical elements of movement concepts while</p> |
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| <p>K.MS.05.05 Apply knowledge of movement concepts and skills to design a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.</p> | <p>Tumbling</p> <p>Basketball Handling</p> | <p>executing a basketball dribble (TA Form) with the dominant hand for 45 seconds during 2 of 3 attempts.</p> <p>Students will apply knowledge of the critical elements of movement concepts while executing a chest pass (TA form) 15 feet to a 4 x 4 target four of five times.</p> <p>Students will apply knowledge of the critical elements of movement concepts while performing a bounce pass (TA form) 15 feet to a 4 x 4 target four of five times.</p> <p>Student will apply knowledge of the critical elements of movement concepts while executing a three movement routine demonstrating balance, flexibility and roll movements during selected class periods.</p> <p>Student will apply knowledge of the critical elements of movement concepts while executing three ball handling skills in sequence to a slow cadence during 4 of 5 repetitions.</p> |
| <p>Aquatics K.AQ.05.01 Distinguish between the critical elements of selected aquatic skills: front float, back float, glide, and recovery.</p> | <p>Front Float Back Float Front Glide</p> | <p>Student will distinguish among the critical elements of selected aquatic skills while executing a front float (TA Form) for ten seconds without assistance for ten seconds during 4 of 5 trials.</p> <p>Student will distinguish among the critical elements of selected aquatic skills while executing a execute back float</p> |

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| <p>K.AQ.05.02 Distinguish between all critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving).</p> <p>K.AQ.05.04 Distinguish between all critical elements of basic selected aquatic safety rules (e.g., swim with a buddy, wear a life jacket, <i>Reach or Throw, Don't Go</i>, follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle).</p> <p>K.AQ.05.05 Distinguish between all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).</p> <p>K.AQ.05.06 Distinguish between all critical elements of how to get help in simulated emergency practice.</p> | <p>Feet First Jump</p> <p>Class Discussion</p> <p>Class Discussion</p> <p>Class Discussion</p> | <p>(TA Form)without assistance for 20 seconds during 4 of 5 trials.</p> <p>Student will distinguish among the critical elements of selected aquatic skills while performing a front glide moving 20 feet in the water 4 of 5 trials.</p> <p>Student will distinguish among the critical elements of selected aquatic skills while executing a jump feet first into water, recover without touch bottom, move 15 feet to a ladder and exit the pool without assistance 4 of 5 trials.</p> <p>When randomly called on by the instructor, student will explain the critical elements of basic aquatic safety rules during selected class sessions.</p> <p>When randomly called on by the instructor, student will explain the critical elements associated with putting and removing a life jacket during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the steps necessary to summon assistance during emergencies during selected class sessions.</p> |
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| <p>Outdoor Pursuits</p> <p>K.OP.05.01 Apply knowledge of elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.</p> <p>K.OP.05.03 Describe the function of clothing and equipment associated with selected outdoor pursuits.</p> <p>K.OP.05.04 Describe selected safety features of outdoor pursuits.</p> <p>K.OP.05.07 Describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in isolated settings.</p> | <p>Class Discussion</p> | <p>When randomly called on by the instructor, student will identify the critical elements of Leave No Trace during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the function of protective clothing while participating in outdoor activities during selected class sessions.</p> <p>When randomly called on by the instructor, student will identify the function of safety equipment including sun block when participating in outdoor activities during selected class sessions.</p> |
| <p>Target Games</p> <p>K.TG.05.01 Identify tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.</p> | <p>Cooperative Games</p> | <p>Working with a partner, student will identify tactical problems necessary to execute underhand bean bag toss to a target from varying distances on numbered target areas to accumulate a specific number points for a team on selected class days.</p> <p>Student will identify tactical problems to roll a playground ball to strike varying configured pins during 4 of 5 trials.</p> |
| <p>Invasion Games</p> <p>K.IG.05.01 Identify elements of tactical problems for both on-the-ball and off-the-ball</p> | <p>Basketball Floor Hockey</p> | <p>During two on two basketball or floor hockey games, student will identify tactical problems that facilitate student's the capacity to move to oppose an open area to deter a pass</p> |

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| <p>movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).</p> | Football | <p>from a teammate to an opponent on 2 of 3 trials.</p> <p>During a three on three drill, student will identify tactical problems that facilitate the execution of a kick off from a t stand directed away from opponents 2 of 3 trials.</p> |
| <p>Net/Wall Games K.NG.05.01 Identify tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.</p> | Volleyball | <p>Student will determine appropriate body position to execute successive overhead passes (TA Form) during a Keep It UP volleyball drill to sustain ball movement in the drill during 4 of 5 trials.</p> |
| <p>Striking/Fielding Games K.SG.05.01 Identify tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, 5 vs. 5).</p> | Softball | <p>Student will determine appropriate body position to successfully execute a below the waist catch, step on base and throw while working with a partner rolling a ball to various locations during 4 of 5 trials.</p> |
| <p>Rhythmic Activities K.RA.05.01 Integrate basic rhythmic formations, positions, and steps into a rhythmic activity.</p> | Line Dance | <p>Following the lead of a teacher, student will apply the demonstrated locomotor patterns to perform the “Pink Panther Walk” during 4 of 5 repetitions.</p> |
| <p>Participation Inside/Outside Physical Education K.PA.05.01 Explain the effects and benefits of physical activity.</p> | Class Discussion | <p>When randomly called on by the instructor, student will explain the effects and benefits of physical activity.</p> |
| <p>Health-Related Fitness K.HR.05.02 Predict results for the criterion-referenced cardiorespiratory health-</p> | PACER | <p>Given initial PACER performance information in the fall semester, student will predict personal score on</p> |

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| <p>related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>K.HR.05.03 Predict results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p>K.HR.05.04 Predict results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p>K.HR.05.05 Predict results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> | <p>Curl-ups</p> <p>Push-ups</p> <p>Sit and Reach</p> <p>Height</p> <p>Weight</p> <p>Body Mass Index</p> | <p>PACER for second attempt</p> <p>Given initial Curl-up performance information in the fall semester, student will predict personal score on Curl-up Test for second attempt.</p> <p>Given initial Push-up performance information in the fall semester, student will predict personal score on the Push-up Test for second attempt.</p> <p>Given initial Sit and Reach performance information in the fall semester, student will predict personal score on the Sit and Reach Test for second attempt.</p> <p>Given height and weight measurements in the fall, student will predict Body Mass Index that will be recorded during second measurement.</p> |
| <p>Physical Activity and Nutrition</p> <p>K.AN.05.01 Describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces</p> | <p>Class Discussion</p> <p>Station Work</p> | <p>Given a worksheet, student will identify basic food groups and chart intake of food and exercise for one week.</p> <p>Given a worksheet, student will match exercise patterns and healthy food choices.</p> |

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| <p>the risk of low bone mass).</p> <p>K.AN.05.02 Measure the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in controlled settings.</p> <p>K.AN.05.03 Evaluate how supporting body weight, while participating in activities, improves physical fitness.</p> <p>K.AN.05.04 Evaluate how non-manipulative activities promote healthy joint flexibility.</p> | <p>Pedometers Target Heart Rate</p> <p>Class Discussion Worksheet Stations</p> <p>Class Discussion Worksheet Stations</p> | <p>Student will track the number of steps taken during selected exercises and compare personal performance during varying activities.</p> <p>Student will palpate carotid or radial artery for six seconds and add a zero to determine heart rate during selected physical activities and compare personal performance during varying activities.</p> <p>Given a worksheet, student will identify activities requiring weight bearing and, when randomly called on by the instructor, explain how sufficient strength improves physical fitness.</p> <p>Given a worksheet, student will identify activities requiring flexibility and, when randomly called on by the instructor, explain how sufficient strength improves physical fitness.</p> |
| <p>Personal/Social Behaviors</p> <p>K.PS.05.01 Distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.</p> <p>K.PS.05.02 Distinguish between key behaviors which exemplify each of the personal/social character traits</p> | <p>Class and School Rules Class Discussion</p> <p>Class and School Rules Class Discussion</p> | <p>When randomly called upon by the instructor, student will give examples of responsibility, best effort, cooperation, and compassion that occur during physical activity.</p> <p>When randomly called upon by the instructor, student will give examples of constructive</p> |

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| K.FE.05.01 Identify emotions related to how individuals feel while regularly participating in physical activity. | | by the instructor, the student will identify emotions felt during participation in physical activities. |
| Strand 3- Grade Level Content Expectation Fitness and Physical Activity | Content | Objective |
| Participation During Physical Education A.PE.05.01 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 65% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills. | Health-Related Fitness Stations Cooperative Games Volleyball Basketball Floor Hockey Track and Field Soccer Line Dance Football Jump Rope Tumbling Softball Rhythmic Activities | Student will track the number of steps taken using a pedometer during selected class periods. Student will monitor intensity of participation by palpating the carotid and determining physiological effort when directed to do so by the instructor during selected class sessions. |
| Participation Outside of Physical Education A.PA.05.01 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 65% of target heart rate) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education. | Fitness Calendar | Student will track participation in physical activity outside class on a fitness calendar during selected weeks of the school year. |
| Health-Related Fitness | | |

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| <p>A.HR.05.02 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>A.HR.05.03 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p>A.HR.05.04 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p>A.HR.05.05 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> | <p>PACER</p> <p>Curl-up</p> <p>Push-up</p> <p>Sit and Reach</p> <p>Body Mass Index</p> | <p>Student will demonstrate capacity to attain the healthy target zone for cardiovascular endurance by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for curl-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for push-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for flexibility by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone specified for body mass index by the end of the school year.</p> |
| <p>Physical Activity and Nutrition</p> <p>A.AN.05.01 Describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> | <p>Class Discussion</p> | <p>Student will identify the basic food groups illustrated on the MyPyramid food chart when randomly called on by the instructor.</p> <p>Student will describe the impact of consuming various food items and the participation in regular physical activity on the efficient function of the body</p> |

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| <p>A.AN.05.02 Support body weight while participating in activities that improve physical fitness.</p> <p>A.AN.05.03 Participate in non-locomotor activities that promote healthy joint flexibility.</p> <p>A.AN.05.04 Utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in controlled settings.</p> | <p>Health-Related Fitness Stations</p> <p>Health-Related Fitness Stations</p> <p>Health-Related Fitness Stations</p> | <p>when randomly called on by the instructor.</p> <p>Student will execute curl-ups, planks, push-ups, isometric exercises during selected class activities.</p> <p>Student will execute flexibility exercises to improve personal levels of flexibility during selected class activities.</p> <p>Student will palpate the carotid artery to determine pulse count (six seconds plus zero) after participating in selected activities.</p> <p>Student will explain the concept of target heart rate zones when randomly called on by the instructor.</p> |
| <p>Strand 4- Grade Level Content Expectation Personal Social Behaviors and Values</p> | <p>Content</p> | <p>Objective</p> |
| <p>Feedback B.FB.05.01 Distinguish how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.</p> | <p>Teacher- Peer Interactions</p> | <p>Student will use cues offered by the teachers and peers to modify the quality of performance during physical education classes.</p> |
| <p>Personal/Social Behaviors B.PS.05.01 Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.</p> <p>B.PS.05.02 Apply behaviors</p> | <p>Class Rules</p> <p>Class Rules</p> | <p>Student will demonstrate responsibility, best effort, cooperation and compassion as outlined and posted in the class rules during each session.</p> <p>Student will demonstrate</p> |

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| which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings. | | constructive competitiveness, initiative and leadership as outlined and posted in the class rules during each session. |
| <p>Regular Participation B.RP.05.01 Identify positive feelings associated with regular participation in physical activities in controlled settings.</p> <p>B.RP.05.02 Choose to regularly practice skills for which improvement is needed in controlled settings.</p> | <p>Class Discussion</p> <p>Class Participation</p> | <p>When randomly called on by the instructor, the student will identify positive feelings associated regular participation in physical activities.</p> <p>Student will demonstrate responsibility by practicing during the time allocated for this purpose during class sessions.</p> |
| <p>Social Benefits B.SB.05.01 Identify benefits of social interaction as part of participation in physical activities in controlled settings.</p> | Class Discussion | When randomly called on by the instructor, student will identify the benefits of social interaction as part of participation in physical activities |
| <p>Individual Differences B.ID.05.01 Participate alone or with other students of varying skill and fitness levels in controlled settings.</p> <p>B.ID.05.02 Identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.</p> | <p>Fitness Calendar</p> <p>Class Discussion</p> | <p>Student will track physical activity participation and note who was present for a three week period.</p> <p>When randomly called on by the instructor, student will cite differences between media images and personal performance.</p> |
| <p>Feelings B.FE.05.01 Identify emotions related to how individuals feel while regularly participating in physical activity in controlled settings.</p> | Class Discussion | When randomly called upon by the instructor, the student will identify emotions felt during participation in physical activities. |

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Assessment Plan

Students enrolled in grades three through five will not be graded using the traditional methods that result in one letter grade. Their progress toward the attainment of the physical skills, fitness levels, knowledge and personal social behavior that will prepare them to pursue healthy, active lifestyles will be documented through progress reports. Time prevents extensive assessment in the elementary schools. Thus, selected indicators of performance will be reported to inform students and parents of the accomplishments that occur in the gymnasium. Progress reports will be prepared twice a year using two software packages: Tri-Fit for physical fitness and PE Manager for physical skills, knowledge and personal social behavior. Rubrics based on the process by which students perform skills will be used to indicate student performance.

The fitness assessment will take place in fall and late spring using the protocols from the FitnessGram Test Battery. Items on the assessment battery include: PACER Test (a progressively timed shuttle walk/run to measure cardio-vascular endurance); Curl-ups (abdominal strength); Push-ups (upper body strength); Back Saver Sit and Reach (trunk extant flexibility) and Body Mass Index (based on the height and weight of the child). The Tri-Fit software package allows teachers to prepare reports that indicate the parameters of the child's performance compared to national norms developed by the Cooper's Aerobic Institute. The performance measures reported will indicate whether the child is in the healthy fitness zone, achieving beyond or below the healthy fitness zone. The tests are explained in the print-outs sent home to the parents and recommendations are made based on the fitness levels accomplished. This data is provided as information, only and will not be graded or compared to other students in any local classes. Group data will be used by teachers and administrators to adjust the curriculum to better serve the needs of the students.

Selected physical skills, knowledge and personal social behavior will be reported using rubrics that focus on the process of performance. Each skill included has been task analyzed and performance of the student will be compared to the items on the rubric. For example, an underhand throw will be assessed by the teacher who will observe and report whether the child transfers weight, uses a pendulum swing, releases an object between the knees and waist during delivery and follow through occurs toward the target. Cognitive performance will be reported by the indication that worksheets, calendars, etc. are submitted to specification. Personal social behavior will be reported by noting the child's adherence to class rules. The following will be assessed in either the first or second semester:

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| 5 th Grade | |
| Health-Related Fitness- | Tri-Fit Report |
| Cooperative Games- | Participation |
| Volleyball- | Overhead Set |
| Basketball - | Bounce Pass |
| Floor Hockey- | Push Pass |
| Track and Field- | Relay Pass |

Soccer-
Rhythmic Activities/Line Dance-
Football-
Jump Rope-
Tumbling-
Softball-
Rhythmic Activities

Passing
Tinikling Step
Punt
Long Rope Entry and Jump
Bridge
Overhead Catch
See above