

## STANDARD #1

### Health and Fitness

Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design a personal fitness program to improve cardiorespiratory and cardiovascular endurance, flexibility, muscular strength, endurance, and body composition.

### Grade Level 4-5

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> <li>Participate in physical activities which develop physical fitness skills through practice and effort and provide conditioning in each fitness area.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in moderate to vigorous physical activity in a variety of settings.</li> <li>Do additional push-ups each day to improve upper body strength, additional stretches to improve flexibility.</li> <li>Run increased distances in given time periods to develop cardiorespiratory/ cardiovascular fitness.</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Jump rope, circuit training, aerobics, obstacle course</li> <li>Rhythms/dance</li> <li>Vocabulary: flexibility, endurance, strength, speed, etc.</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>aerobic routine</li> <li>observation</li> <li>written test</li> <li>jump rope for heart</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate outstanding level of fundamental locomotor, non-locomotor, and manipulative skills, and understand the fundamental principles of movement.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate basic locomotor skills, manipulative skills, and non-locomotor skills using mature movement patterns.</li> <li>Apply the concepts and principles of human movement to the development of new skills, i.e., opposition, weight transfer, follow through, etc.</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Games: lead up games (see Appendix for Resources)</li> <li>Rhythms/dance</li> <li>Manipulative games, i.e., tag games, target games, etc.</li> <li>Language: Movement vocabulary, spatial awareness</li> </ul>

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> <li>Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness, i.e., cardiovascular, muscle strength, muscle endurance, flexibility and body composition.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in physical activity and be able to monitor pulse rate in order to understand the concept of cardiovascular functions.</li> <li>Set a personal physical activity goal and track progress toward its achievement.</li> <li>Identify community recreational facilities, i.e., parks, pool, trails, YMCA, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Team sports, individual sports, i.e., soccer, tennis, track, etc.</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>PEQ folder (portfolio)</li> <li>Observation</li> <li>Performance, routine</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Wellness Unit: Fitness/conditioning, i.e., monitoring heart rate, proper nutrition</li> <li>Lifetime activities, i.e., golf, bowling, swimming, hiking, biking, canoeing, etc.</li> <li>Utilize community resources</li> <li>Student project, i.e., wall charts, journals</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate and assess fitness by performing exercises or activities related to each health-related fitness component and establish personal goals to improve fitness.</li> </ul>	<ul style="list-style-type: none"> <li>Do additional repetitions or activities to improve upper body strength, flexibility, cardiovascular and respiratory fitness, i.e., push ups, stretches, running.</li> <li>Set a personal physical activity goal and track progress toward its achievement.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>Class discussion</li> <li>Observation</li> <li>Collage, i.e., four basic food groups</li> <li>Assignments, i.e., identify available community resources</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Rhythms</li> <li>Wellness unit: fitness/conditioning unit, i.e., circuit training, obstacle course</li> <li>Aerobics</li> <li>Jump Rope for Heart, Run for the Gold, etc.</li> <li>Student project, i.e., track distance between school and a destination</li> </ul>

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> <li>• Recognize the relationship between physical activity and individual well-being.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the benefits derived from regular physical activity.</li> <li>➤ Perform appropriate warm-up and cool-down exercises or activities to avoid muscle injury.</li> <li>➤ Identify several moderate to vigorous physical activities that promote personal fitness/wellness.</li> </ul>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>✓ Perform rhythmic/aerobic activity</li> <li>✓ Observation</li> <li>✓ Participation in special events</li> <li>✓ Continual progress on project</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>✓ Wellness Unit, i.e., nutrition, exercise, stress management, etc.</li> <li>✓ Appropriate warm-up and cool-down activities</li> <li>✓ Lifetime activities, i.e., orienteering, golf, hiking, biking, etc.</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>✓ Student project, i.e., identify in writing or verbally lifetime activities</li> <li>✓ Observation</li> <li>✓ Written report</li> </ul>

**STANDARD #2**

**A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Grade Level 4-5**

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. Students will be able to identify safety hazards and react effectively to insure a safe and positive experience for all participants.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> <li>Contribute to a safe and healthy environment by observing safe conditions during games, recreation, and outdoor activities.</li> </ul>	<ul style="list-style-type: none"> <li>Help to establish rules, procedures, and etiquette that lead to safe activity situations.</li> <li>Handle equipment safely.</li> <li>Follow directions.</li> <li>Exhibit proper behavior towards teacher, classmates and self.</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>✓ Distinguishes between acts of "courage" and reckless acts, i.e., climbs a rope to a safe height and comes down correctly</li> <li>✓ Helps to plan a safe environment for activities, i.e., gymnastics, striking activities</li> <li>✓ Wears proper attire and protective gear as necessary</li> <li>✓ Manipulative activities, i.e., hockey stick handling, golf - proper grip</li> <li>✓ Tumbling/Gymnastics -- proper safety techniques, spotting</li> <li>✓ Games: tag games, relays</li> <li>✓ Outdoor activities: orienteering, cross country skiing, hiking, biking</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>✓ Observational record, i.e., students stay on task, help others, resolve conflicts, support group members</li> </ul>

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> <li>Demonstrate appropriate participant and spectator behaviors to produce a safe and positive environment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate self-control and the ability to cope with success and failure in all situations.</li> <li>Demonstrate responsible personal and social behavior while engaged in physical activities and as a spectator.</li> <li>Accept activity outcomes with proper attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor on/off task activities in physically active situations</li> <li>Written test: i.e., procedures, safety rules</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Works cooperatively and productively with a partner or small group, i.e., cooperative activities, design a routine/dance, group games</li> <li>Practice positive vocabulary in all situations (win-lose), i.e., good try, nice job, keep it up, terrific</li> <li>Teachable moment - i.e., student acknowledgment</li> <li>Practice being a good spectator, i.e., clap, cheer or sit quietly</li> <li>Accept decisions of officials, leaders, or teachers</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Written test matching or fill-in the blank for appropriate/inappropriate behaviors</li> <li>Teacher observational record</li> <li>Debriefing</li> </ul> <p><b>Student Project</b></p> <ul style="list-style-type: none"> <li>Record examples seen in class, in play group or at games - positive behaviors</li> <li>Point system, i.e., behavior</li> <li>Peer observation</li> </ul>

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> <li>Demonstrate understanding and respect for differences among people in physical activity settings</li> </ul>	<ul style="list-style-type: none"> <li>Develop multicultural awareness through participation in physical activity.</li> <li>Cooperate with physically- or developmentally-challenged peers and those of different gender or ethnicity.</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Performance of multicultural dances</li> <li>Participation in games of other cultures</li> <li>Play a wheelchair basketball game</li> <li>Work with a partner in trust situations, i.e., cooperative activities</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Peer evaluation/class debriefing</li> <li>Role playing</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate care, consideration and respect for self and others during physical activity for the <i>spirit of the game</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate self-control during physical activity.</li> <li>Accept teammates regardless of ability or gender, and treat others with respect and courtesy.</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Constructive/positive comments</li> <li>Sportsmanship, playing by the rules</li> <li>Playing for fun and enjoyment</li> <li>Coed teams</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>Debriefing</li> <li>Observation by teacher and peers</li> <li>Questionnaire</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate how injuries from physical activity can be prevented and treated.</li> </ul>	<ul style="list-style-type: none"> <li>Wear proper attire and gear pertaining to activity.</li> <li>Demonstrate appropriate skill in fundamental movement activity or task, i.e., spotting, lifting, carrying, climbing.</li> <li>Follow directions to perform safely and correctly.</li> <li>Proper use of facilities with attention to safety hazards.</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>Tumbling, i.e., spotting, proper equipment (shin guards, goggles, face mask, helmets)</li> <li>Proper technique while using equipment, i.e., hockey softball</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Written test (gymnastics, sports)</li> <li>Check list</li> </ul>

**STANDARD #3****Resource Management**

Students will understand and be able to manage personal and community resources.

**Grade Level 4-5**

Students will be aware of and able to access opportunities available to them within their community in order to engage in physical activity. They will begin to develop the ability to evaluate community facilities and programs. Students will be exposed to some career options in the field of physical education and sport.

<b>Performance Indicators</b>	<b>Performance Tasks</b>	<b>Suggested Activities / Assessment</b>
<ul style="list-style-type: none"> <li>• Recognize that resources are available at home and within the community for participation in physical activities during leisure time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify community facilities for recreational activities, i.e., parks, swimming pools, recreational centers, skating rinks, hiking trails and skiing resources.</li> <li>➤ Encourage families to become physically active as a unit, i.e., walks, bike rides, and hiking.</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>✓ Take walking trips to community facilities designed for physical activity</li> <li>✓ Bring in guest speakers to explain their programs</li> <li>✓ Have a family night which is both participatory and informationally directed, i.e., games, dances, community displays and/or speakers</li> <li>✓ Introduce inline skating, orienteering, canoeing, hiking, biking, skating, cross-country skiing as possible family activities</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>✓ Student journals recording information gained from field trips</li> <li>✓ Parent questionnaire at family night, i.e., what physical activities family participates in, awareness of community resources</li> <li>✓ Brochure library</li> </ul>

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> <li>Become discriminating individuals concerning fitness information and health-related fitness activities in their communities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify community programs such as YMCA/YWCA, Boys/Girls Clubs, sport camps, youth sports leagues.</li> <li>Identify community agencies that advocate wellness</li> </ul>	<ul style="list-style-type: none"> <li>✓ Drawings of activities most enjoyed by students</li> <li>✓ Bring in copies of community programs attended</li> <li>✓ Chart activities in which they participated</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>✓ Visit community centers, i.e., Y's, climbing wall centers, skating rinks</li> <li>✓ Hold an activity awareness fair, i.e., bring in representatives from Y, sports camps, youth leagues, etc.</li> <li>✓ Take a class to a Y pool.</li> <li>✓ Fitness nutrition workshop</li> <li>✓ Newspaper articles relating to available community facilities</li> </ul> <p><b>Student Project</b></p> <ul style="list-style-type: none"> <li>✓ After-school fitness plan</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>✓ Class bar graphs of available facilities</li> <li>✓ Mural of community activities students most enjoy</li> <li>✓ Family journal of community activities</li> </ul>



Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> <li>Demonstrate the ability to apply the decision-making process to physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make positive choices that will encourage lifelong fitness, i.e., proper nutrition, sleep, benefits of regular exercise.</li> <li>➤ Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</li> <li>➤ Participates in activities according to skill level.</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>✓ Fitness fair of community agencies, i.e., orienteering, inline skating, rock climbing</li> <li>✓ Prepare nutritional snacks/lunches</li> <li>✓ Intramurals, clubs, Boy/Girl Scouts</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>✓ Participation and attendance</li> <li>✓ Written test on nutrition</li> <li>✓ List physical activities most enjoyed by students</li> </ul>