

WGSD Curriculum – Rhythmic Activities and Dance/Physical Education/Fourth Grade-Fifth Grade
DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to demonstrate rhythmic routines and patterns using fundamental movement skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- creating simple rhythmic routines using fundamental skills individually or with others.
- demonstrating basic rhythmic skills in sequence with the music.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary such as beat, rhythm, coordination.
- performing processes such as: describing how to perform basic rhythmic skills individually or with others.

1: Student demonstrates limited understanding or skill with the learning goal.

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Learning Targets

Rhythmic manipulative: jump rope, Lummi stick, juggling, cup stacking
Simple line dances: cha-cha slide, electric slide
Independent dance- freeze dance

WGSD Curriculum – Fitness Concepts/Physical Education/Third Grade- Fourth Grade-Fifth Grade
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High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Learning Goal

Students will be able to describe basic principals of a healthy lifestyle.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- understanding how the circulatory and respiratory systems relate to physical activity.
- understanding the benefits of fitness testing and goal setting.
- demonstrating an understanding of Choose My Plate and a healthy life style choices.

2: Student demonstrates he/she is nearing proficiency by: recognizing and recalling specific vocabulary, specific to Choose My Plate, the circulatory system, the respiratory system, and fitness.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Fitness Concepts/Physical Education/Third Grade- Fourth Grade-Fifth Grade
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Learning Targets

Choose My Plate

Nutrition

Exercise

Fitness Concepts

Warm up

Cool down

WGSD Curriculum – Manipulative Skills/Physical Education/Third Grade- Fourth Grade- Fifth Grade DRAFT 3

High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness.

<http://dese.mo.gov/standards/healthed.html>

Department of Elementary and Secondary Education Grade Level Expectations Physical Education

Efficiency of Human Movement and Performance 1C Fourth Grade (HM1C4)

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-pe-gle-0507.pdf>

Learning Goal

Students will be able to perform a variety of manipulative skills.

Proficiency Scale

4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- applying gross manipulative skills using equipment during games and activities.

2: Student demonstrates he/she is nearing proficiency by:

- recognizing and recalling specific vocabulary specific to the manipulative skill.
 - recalling the proper steps needed to complete a specific manipulative skill.
 - demonstrating locomotor and non locomotor manipulative skills without consistency.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – Manipulative Skills/Physical Education/Third Grade- Fourth Grade- Fifth Grade
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Learning Targets

- Rolling
- Overhand Throw
- Catching
- Kicking
- Juggling
- Drop Kick
- Bumping
- Setting
- Serving
- Bounce pass
- Chest pass
- Dribble (basketball)
- Dribble (soccer)
- Beanbags
- Wands
- Hula-hoops
- Scoops

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Third Grade- Fourth Grade-Fifth Grade

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High Priority Standards

National Association for Sport and Physical Education National Standards and Grade-Level Outcomes

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

National Standard 5: The physically literate individual recognizes the value of Physical Education for health, enjoyment, self-expression, or social interaction.

<http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm>

Show-Me Standards for Health and Physical Education

State Standard 4: Principles of movement and physical fitness

<http://dese.mo.gov/standards/healthed.html>

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to participate in a variety of games while demonstrating cooperation, sportsmanship, and fair play.</p>	<p>4: In addition to score 3.0 performance, student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • using supportive words and actions during games and activities. • communicating with teammates to accomplish an objective during games and activities. • accepting individual skill differences. • demonstrating good sportsmanship through being a “good winner” and a “good loser”. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • recognizing and recalling specific vocabulary such as sportsmanship, teamwork, supportive, communicate. • performing processes such as: describing what cooperation, teamwork and sportsmanship look like during a game setting. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Cooperative and Developmental Games/Physical Education/Third Grade- Fourth Grade-Fifth Grade

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Learning Targets

Small sided games

Tag games

Low organized games

Team building activities

Lead up games

Sport specific skills