

## Physical Education –Fifth Grade

**Description** The Appleton Area School District K-12 physical education program will provide a wide range of opportunities to develop motor learning, physical skill, a healthy lifestyle, a healthy fitness level, respectful behavior, and understanding of diversity, physical activity, and well being.

**Minutes per Week** 90 minutes per week

### Textbooks/Resources

**Required Assessments** District-wide, standards-based assessments & Fitnessgram

**Board Approved** October, 2005  
**Revised**

### AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

## AASD Physical Education Standards for Grades 3-6 Students

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| I. Leading an Active Lifestyle                     | <ul style="list-style-type: none"> <li>A. Throws overhand with mature form and can hit a moving target.</li> <li>B. Catches a fly ball using a mature form.</li> <li>C. Strikes an object using feet, hands, or implement to a target (e.g., volleyball, soccer, golf, rackets).</li> <li>D. Balances with control on a variety of objects.</li> <li>E. Performs a combination of movement, sport, or leisure skills (e.g., dribble, pass, receive, shoot, jump rope, etc.).</li> </ul>   |
| II. Physical Skill Development                     | <ul style="list-style-type: none"> <li>A. Locates heart rate and describes how it is used to monitor exercise intensity.</li> <li>B. Identifies and demonstrates key elements of skill being taught.</li> <li>C. Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student.</li> <li>D. Corrects movement errors in response to corrective feedback given by teacher or peer.</li> <li>E. Explains how appropriate practice improves performance.</li> </ul>  |
| III. Learning Skills                               | <ul style="list-style-type: none"> <li>A. Identifies physical and psychological benefits that result from long-term participation in physical education.</li> <li>B. Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.</li> <li>C. Chooses to participate in structured and purposeful activity.</li> <li>D. Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.</li> <li>E. Identifies two personal fitness goals to improve personal fitness.</li> </ul>   |
| IV. Understanding Physical Activity and Well Being | <ul style="list-style-type: none"> <li>A. Participates in selected activities that develop and maintain each component of physical fitness.</li> <li>B. Recognizes that physiological response to exercise is associated with own levels of fitness.</li> <li>C. Describes the five health-related fitness components, what they measure, and at least one benefit of each.</li> <li>D. Meets age- and gender-specific health-related fitness standards.</li> <li>E. Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests.</li> </ul> |
| V. Health Enhancing Fitness                        | <ul style="list-style-type: none"> <li>A. Follows class, activity, or game rules respectfully.</li> <li>B. Assesses and takes responsibility for own behavior without blaming others.</li> <li>C. Works productively with a partner to improve performance.</li> <li>D. Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.</li> <li>E. Regularly encourages others and refrains from negative statements.</li> </ul>   |

## **AASD Physical Education Standards for Grades 3-6 Students**

### **VI. Respectful Behavior**

- A. Identifies positive feelings associated with participation in physical activities.
- B. Selects and practices a skill on which improvement is needed.
- C. Explains that skill competency leads to enjoyment of movement and physical activity.
- D. Interacts with others by helping with their physical activity challenges.
- E. Chooses to participate in group physical activities.

<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>1. Demonstrate progress toward skill adaptation in increasingly more complex situations.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. adapts basic skills to the dynamic, changing environment of a game.</li> <li>b. applies concepts of invasion games to activities.</li> <li>c. experiences a variety of outdoor pursuits.</li> <li>d. understands how to traverse a horizontal (bouldering) wall using a variety of movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Performance tasks</li> <li>• Rubrics</li> <li>• Physical tests</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		
<p><b>2. Recognize and apply concepts that affect the quality of increasingly complex movement performance.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands strategies for net games.</li> <li>b. applies game concepts, including offensive and defensive strategies.</li> <li>c. adapts to a dynamic environment while performing movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Performance tasks</li> <li>• Rubrics</li> <li>• Physical tests</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>3. Identify opportunities in school and the community for regular participation in physical activity.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>participates in individual and/or team activities in and out of school.</li> <li>tracks health fitness activities to determine health status.</li> <li>identifies various aerobic activities that provide entertainment (e.g. biking, jogging, walking, rollerblading, etc.)</li> <li>identifies health related components and chooses activities to improve areas that are low as measured by fitness tests.</li> <li>understands how to set a personal fitness goal.</li> <li>understands how healthy behaviors affect activity.</li> <li>understands target heart rate zones.</li> <li>understands how nutrition affects physical performance.</li> <li>associates proper nutrition with feeling good.</li> </ol>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Performance tasks</li> <li>• Rubrics</li> <li>• Physical tests</li> <li>• Web bases assessments</li> <li>• Heart rate monitors</li> <li>• Pedometers</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> II, III IV, VI</p>		
<p><b>4. Participate in vigorous physical activity for short periods of time and can identify physiological signs.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ol style="list-style-type: none"> <li>completes a mile run in 12 minutes or less or is in a healthy fit category in a timed run (e.g. Fitnessgram).</li> <li>identifies how to find heart rate or pulse for 6 seconds.</li> <li>identifies five components of health-related fitness, cardiovascular endurance, muscular strength, and flexibility.</li> <li>identifies what activities affect health related components.</li> <li>demonstrates four different flexibility stretches.</li> </ol>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Performance tasks</li> <li>• Rubrics</li> <li>• Physical tests</li> <li>• Web based assessments</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> II, III, IV</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>5. Follow activity-specific rules, procedures, and etiquette.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. shares an appropriate rule during a game creation activity.</li> <li>b. completes task in a specific time.</li> <li>c. watches a peer and accurately completes a skill log or movement checklist.</li> <li>d. understands and acknowledges that rules are necessary.</li> <li>e. works with others regardless of gender, ethnicity, or ability.</li> <li>f. follows directions.</li> <li>g. applies adventure skills to develop communication and trust.</li> <li>h. participates in a variety of adventure concepts to work together.</li> <li>i. applies full value contract of play hard, play fair, play safe.</li> <li>j. transitions easily between groups.</li> <li>k. applies levels of responsibilities and conflict resolution skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Performance tasks</li> <li>• Rubrics</li> <li>• Physical tests</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> II, V</p>		
<p><b>6. Use new movement activities and skills while engaging in physical activity.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. actively participates by choice in the physical education classroom.</li> <li>b. shows appreciation for skillful performance using objective criteria.</li> <li>c. identifies elements of his/her own movement skill that are improving.</li> <li>d. integrates newly learned skills into activity.</li> <li>e. quickly and willingly forms working partners/groups in class.</li> <li>f. recognizes and expresses feelings associated with success and failure appropriately.</li> <li>g. identifies activities outside of class that provide enjoyment.</li> <li>h. continues to participate in competition for its own sake regardless of win or loss.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Performance tasks</li> <li>• Rubrics</li> <li>• Physical tests</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III, V</p>		