

**Physical Education
Fourth and Fifth Grade**

CONTENT AREA I: Gymnastics and Tumbling

Goal 1. The student will demonstrate the ability to achieve competency in many movement forms and proficiency in a few movement forms while applying movement concepts and principles to the development of motor skills in gymnastics and tumbling.

Movement Objectives – The student will be able to:

- a. Explain and apply to a variety of physical activities, Newton’s Laws of Motion to the concept of force generation and absorption.
- b. Conduct an investigation to examine the factors that influence dynamic balance in a variety of physical activities.
- c. Demonstrate and apply the principles of practice, progression, and variability to personal skill development.
- d. Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.
- e. Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed.)
- f. Apply the principles of rotation to a variety of movements.
- g. Predict skill proficiency in a variety of tasks based on an individual’s experience, capabilities, and physical development.
- h. Demonstrate the ability to analyze, evaluate, and correct another’s performance using preset criteria for skillful movement.
- i. Identify and monitor the effectiveness of specific sources of feedback for one’s skill development.

Goal 2. The student will demonstrate the ability to achieve a physically active lifestyle and maintain a health-enhancing level of physical fitness.

Fitness Objectives – The student will be able to:

- a. Complete a health-related personal fitness test and work towards achieving fitness scores at an acceptable level.
- b. Name the benefits derived from participation in a physical fitness program in relationship to the response and adaptation of the muscular, skeletal, nervous and cardiovascular systems to exercise.
- c. Compare the health-related fitness components; select and perform physical activities that enhance each component.
- d. Investigate the physical, emotional, and cognitive benefits resulting from physical activity.
- e. Design and participate in appropriate strength and muscular endurance activities involving manipulation or control of own body weight.
- f. Design and perform safe and appropriate warm-up and cool-down activities.

- g. Investigate the relationship between nutrition, physical activity, and energy use.
- h. Design strategies to address factors that promote or limit physical activity environmental barriers (modification of activity, alternate physical environments.)
- i. Explain why some regular stretching is appropriate to increases the length of muscles and connective tissues and to improve range of joint motion.
- j. Design and adhere to an appropriate flexibility program and demonstrate the ability to identify safe and contraindicated flexibility exercises.

Goal 3. The student will demonstrate the ability to show responsible personal and social behavior in physical activity settings, understand and respect differences among people in physical activity settings, and conclude that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

Attitude Objectives – The student will be able to:

- a. Develop strategies and skills to maintain self control in challenging settings.
- b. Describe and use a variety of ways to communicate empathy, care, consideration, and respect for self and others.
- c. Use asking, listening, resistance, refusal and conflict resolution skills to build and maintain healthy relationships.
- d. Predict the outcomes of alternative strategies to solve barriers to achieving personal goals and implement the best solution.
- e. Chart performance over time in a variety of physical activities to evaluate the relationship between effort and skill development.
- f. Design a realistic long-term personal goal that includes a monitoring plan and an action plan of specific strategies and steps.
- g. Develop a time management plan to allow completion of a series of tasks within a specified amount of time.

CONTENT AREA II: Rhythms and Dance

Goal 1. The student will demonstrate the ability to achieve competency in many movement forms and proficiency in a few movement forms while applying movement concepts and principles to the development of motor skills in rhythms and dance.

Movement Objectives – The students will be able to:

- a. Conduct an investigation to examine the factors that influence dynamic balance in a variety of physical activities.
- b. Demonstrate and apply the principles of practice, progression, and variability to personal skill development.
- c. Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formation; create educational dances, combine shapes, levels, pathways, and locomotor patterns which have an apparent beginning, middle and end.)

- d. Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills.
- e. Use creative movement to design performance sequences that express ideas.
- f. Predict skill proficiency in a variety of tasks based on an individual's experience, capabilities, physical development, and quality of instruction.
- g. Demonstrate the ability to analyze, evaluate, and correct another's performance using preset criteria for skillful movement.
- h. Identify and monitor the effectiveness of specific sources of feedback for one's skill development.
- i. Create and perform different types of rhythms/dance sequences.

Goal 2. The student will demonstrate the ability to achieve a physically active lifestyle and maintain a health-enhancing level of physical fitness.

Fitness Objectives – The student will be able to:

- a. Name the benefits derived from participation in a physical fitness program in relationship to the response and adaptation of the muscular, skeletal, nervous, and cardiovascular systems to exercise.
- b. Compare the health-related fitness components; select and perform physical activities that enhance each component.
- c. Investigate the physical, emotional, and cognitive benefits resulting from physical activity.
- d. Explain why intermittent involvement in aerobic activities (short bouts followed by rest) is appropriate and preferred by elementary aged children.
- e. Design and perform safe and appropriate warm-up and cool-down activities.
- f. Vary the components of the FITT principle to understand their impact on improving personal fitness.
- g. Investigate the relationship between nutrition, physical activity, and energy use.
- h. Design strategies to address factors that promote or limit physical activity environmental barriers (modification of activity, alternative physical environments.)
- i. Explain why some regular stretching is appropriate to increase the length of muscles and connective tissues and to improve range of joint motion.
- j. Design and adhere to an appropriate flexibility program and demonstrate the ability to identify safe and contraindicated flexibility exercises.
- k. Evaluate the contribution of non-school activities to the development of healthy fitness levels.

Goal 3. The student will demonstrate the ability to show responsible personal and social behavior in physical activity settings, understand and respect differences among people in physical activity setting, and conclude that physical activity provides the opportunity for enjoyment, challenges, self-expression and social interaction.

Attitude Objectives – The student will be able to:

- a. Develop strategies and skills to maintain self control in challenging settings.
- b. Describe and use a variety of ways to communicate empathy, care, consideration, and respect for self and others.
- c. Use asking, listening, resistance, refusal, and conflict resolution skills to build and maintain healthy relationships.
- d. Predict the outcomes of alternative strategies to solve barriers to achieving personal goals and implement the best solution.
- e. Chart performance over time in a variety of physical activities to evaluate the relationship between effort and skill development.
- f. Design a realistic long-term personal goal that includes a monitoring plan and an action plan of specific strategies and steps.
- g. Develop a time management plan to allow completion of a series of tasks within a specified amount of time.

CONTENT AREA III: Games and Sports

Goal 1. The student will demonstrate the ability to achieve competency in many movement forms while applying movement concepts and principles to the development of motor skills in games and sports.

Movement Objectives – The student will be able to:

- a. Explain and apply to a variety of physical activities, Newton's Law of Motion, to the concept of force generation or absorption.
- b. Investigate the variables related to external forces that affect motion of the body and objects.
- c. Conduct and investigate to examine the factors that influence dynamic balance in a variety of physical activities.
- d. Apply the principles of rotation to a variety of movements.
- e. Apply principles of learning progressions to learning stages.
- f. Demonstrate and apply the principles of practice, progression and variability to personal skill development.
- g. Predict skill proficiency in a variety of tasks based on an individual's experience, capabilities, physical development, and quality of instruction.
- h. Demonstrate the ability to analyze, evaluate, and correct another's performance using preset criteria for skillful movement.
- i. Identify and monitor the effectiveness of specific sources of feedback to one's skill development.
- j. Demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skills combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch.)
- k. Demonstrate the forehand and backhand striking skills in dual and individual sports.
- l. Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed.)

- m. Apply principles of accuracy, force, and follow through when projecting objects.
- n. Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, change of direction, guarding.)
- o. Observe and record skillful movement in daily life experiences exhibited over a designated period.

Goal 2. The student will demonstrate the ability to achieve a physically active lifestyle and maintain a health-enhancing level of physical fitness.

Fitness Objectives – The student will be able to:

- a. Complete a health-related personal fitness test and work toward achieving fitness scores at an acceptable level.
- b. Name the benefits derived from participation in a physical fitness program in relationship to the response and adaptation of the muscular, skeletal, nervous, and cardiovascular systems to exercise.
- c. Vary the components of the FITT principles to understand their impact on improving personal fitness.
- d. Compare the health-related fitness components and select and perform physical activities that enhance each component.
- e. Investigate the physical, emotional and cognitive benefits resulting from physical activity.
- f. Investigate the relationship between nutrition, physical activity, and energy use.
- g. Design strategies to address factors that promote or limit physical activity environmental barriers (modification of activity, alternate physical environment.)
- h. Analyze culture and media messages to determine bias to physical activity.
- i. Explain why intermittent involvement in aerobic activities (short bouts followed by rest) is appropriate for elementary aged children.
- j. Design and monitor a fitness program using intermittent aerobic activities lasting 10-15 minutes or more, as well as strength and flexibility exercises.
- k. Design and participate in appropriate strength and muscular endurance activities involving manipulation or control of own body weight.
- l. Explain why some regular stretching is appropriate to increase the length of muscles and connective tissue and to improve range of joint motion.
- m. Design and adhere to an appropriate flexibility program and demonstrate the ability to identify safe and appropriate warm-up and cool-down activities.
- n. Design and adhere to an appropriate flexibility program and demonstrate the ability to identify safe and contraindicated flexibility exercises.
- o. Evaluate the contribution of non-school activities to the development of healthy fitness levels.

Goal 3. The student will demonstrate the ability to show responsible personal and social behavior in a physical activity setting, understand and respect differences among people in a physical activity setting, and conclude that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

Attitude Objectives – The student will be able to:

- a. Develop strategies and skills to maintain self-control in challenging settings.
- b. Describe and use a variety of ways to communicate empathy, care, consideration, and respect for others.
- c. Use asking, listening, resistance, refusal and conflict resolution skills to build and maintain healthy relationships.
- d. Predict the outcomes of alternative strategies to solve barriers to achieving personal goal and implement the best solution.
- e. Chart performance over time in a variety of physical activities to evaluate the relationship between effort and skill development.
- f. Design a realistic long-term personal goal that includes a monitoring plan and an action plan of specific strategies and steps.
- g. Develop a time management plan to allow completion of a series of tasks within a specified amount of time.