

Fifth and Sixth Grade PE students at St. Patrick’s will develop physical education skills and concepts. As an important part of the elementary school program that uniquely contributes to the school’s overall goals, physical education emphasizes the total development of the child (i.e., physical, motor, cognitive, social, and emotional development). It is critical at the elementary level that students be guided through a series of developmentally appropriate experiences and activities that promote a desire to engage in physical activities, promote a sense of self worth, encourage cooperation and self-control, and lead to choices that promote a healthy life style.

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
1.1 Motor Skills	a. Throw a variety of objects demonstrating both accuracy and form (e.g., basketballs, footballs, Frisbees). b. Hand dribble and foot dribble while preventing an opponent from stealing the ball. c. Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow. d. Keep object going continuously with a partner using a striking pattern. e. Place the ball away from an opponent in a racket sport activity.	One-on-one in basketball or soccer Target throwing from different distances using a variety of objects Routine development and performance Observation/assessment of a classmate’s skills/performance Challenging self to volley an object as many times as possible	Tests Daily Work Timed Tests Teacher Observation
1.2 Application	a. Detect, analyze, and correct errors in personal movement patterns. b. Identify proper warm-up and cool-down techniques and the reasons for using them. c. Identify basic practice and conditioning principles that enhance performance.	Partner assessment in a variety of skills Video of student(s) performing a specific skill	Tests Daily Work Teacher Observation
1.3 Active Living	a. Choose to exercise at home for personal enjoyment and benefit. b. Participate in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities. c. Identify opportunities close to home for participation in different kinds of *activities	Activity log Discussion on importance of physical activity	Tests Daily Work Teacher Observation
1.4 Physical Fitness	a. Keep a record of heart rate before, during, and after vigorous physical activity. b. Engage in physical activity at the target heart rate for a minimum of twenty minutes. c. Participate in fitness-enhancing organized physical activities outside school (e.g., gymnastic clubs, community sponsored youth sports). d. Correctly demonstrate *activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning, and proper body composition.	Record sheets to list heart rate before, during, and after activity Calculation of target heart rate (charts/graphs) “Fitness Fun” presentations (e.g., defining health related fitness components and demonstrating activities that enhance each component)	Tests Daily Work Teacher Observations

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
1.5 Personal and Social Skills	<p>a. Make responsible decisions about using time, applying rules, and following through with the decisions made.</p> <p>b. Remain on-task in a group activity without close teacher monitoring.</p> <p>c. Use time wisely when given the opportunity to practice and improve performance.</p> <p>d. Make suggestions for modifications in a game or activity for improving the game (e.g., in 3-on-3 basketball, all students must touch the ball before a team can take a shot).</p> <p>e. Choose a partner that he/she can work with productively.</p> <p>f. Distinguish between acts of “courage” and “reckless” acts.</p> <p>g. Include concerns for safety in self-designed activities.</p>	<p>Cooperative group activities and decisions</p> <p>Designing rubrics for self assessment</p> <p>Practicing various skills</p> <p>Discussions (e.g., reckless vs. courageous acts; how incidents in sports and physical activities, in and out of class, make students feel</p>	<p>Daily Work</p> <p>Teacher Observations</p>
1.6 Value of Exercise	<p>a. Recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.</p> <p>b. Through verbal and nonverbal behavior, demonstrate cooperation with peers of different gender, race, and ethnicity in a physical activity setting.</p> <p>c. Seek out, participate with, and show respect for persons of like and different skill levels.</p> <p>d. Recognize the importance of one’s personal heritage.</p> <p>e. Identify benefits resulting from participation in different forms of physical activities.</p> <p>f. Describe ways to use the body and movement activities to communicate ideas and feelings.</p> <p>g. Seek physical activity in informal settings that utilizes skills and knowledge gained in classes.</p>	<p>Solving physical challenges (e.g., trust falls, human knot, turning over a new leaf, group jump roping)</p> <p>Brochure depicting benefits derived from three physical activities of student’s choice</p> <p>Extra curricular or out-of-class sporting events</p>	<p>Daily Work</p> <p>Teacher Observations</p>