

**Physical Education Standards**

**Grades 3-5**

**Course Overview:** The grade 3-5 physical education curriculum builds on the foundational skills developed in the K-2 curriculum. By 3rd grade the expectation is that many children will have developed sufficient enough proficiency in fundamental motor skills that they will begin to apply these skills to sports, games, and lifetime activities. Individualized instruction on basic skills will continue to be provided where appropriate. These skills and knowledge will be further developed in the middle and high school curriculum. Within each of these physical activities, students will focus on developing the foundational sports skills necessary to engage in the activity, an understanding of the tactics and knowledge to play the game/activity, and appropriate levels of social responsibility and behaviors to participate successfully. The grade 3-5 curriculum will continue to extend a student’s knowledge base in physical fitness and begin to understand the types of activities necessary to build and maintain personal physical fitness.

**Bold standards are essential standards that all students will learn as they complete the course.**

**Unit 1: Healthy Behaviors (ongoing)**

**Description:**

Students will be exposed to healthy habits and proper diets. These will be discussed throughout the year and will continue to be emphasized throughout the individual’s school years.

**Standards**

1. **The students identify and differentiate between healthy and unhealthy behavior choices. (4) (H7)**
2. The students will identify harmful effects of risky health behaviors. (4) (H7)
3. The students will demonstrate the concept of balancing energy in with energy out. (4)
4. **The students will identify and categorize foods within each food group, and will be identifying healthy snack choices. (4) (H2)**

**Unit 2: Net/Wall Game (6 Weeks)**

**Description:**

Students will work on skills centered on games with games involving a net or wall. These activities will include volleyball, soccer, handball, spike ball, hockey, and basketball. Activities are comprised of lead up games not focused on the original games that we all know, but games that will encourage growth in motor skills.

**Standards**

1. **The students will demonstrate knowledge of and ability to perform movement skills and tactics used in lead up net/wall games. (1,2)**
2. The students will demonstrate the ability to work independently, challenging themselves to improve on the given task. (5,6)
3. The students will recognize how their behaviors/attitudes impact others and vice versa. (5) (H7)

**Unit 3: Outdoor Recreation, Leadership (10 Weeks)**

**Description:**

In this part of the country we are surrounded by outdoor recreation. We want to show our students all of the opportunities they have to get out and enjoy the land of northern Wisconsin. Students are exposed to archery, canoeing and kayaking, cross country skiing, Frisbee golf, and many games based on the outdoors throughout the year.

**Standards**

1. The students will demonstrate leadership skills, specifically focused on organization and communication, while participating in outdoor recreational activities. (5)
2. **The students will use skills related to invasion games, target games, and striking fielding games to demonstrate enjoyment. (6)**
3. **The students will identify a variety of summer outdoor physical activities, and will be able to organize these activities with their peers to increase physical activity participation. (2,5,6) (H3, H8)**

**Unit 4: Gymnastics, Body Awareness, Muscular Fitness (3 Weeks)**

**Description:**

Students will have the opportunity to develop body awareness through gymnastics activities. Our students will be given tools to learn their body through movement. Tumbling and balance will be emphasized.

**Standards**

1. **The students will demonstrate the ability to perform a variety of student chosen stunts and tumbles, using body basics and control. (1)**
2. The students will identify muscle names, location, and action of the major upper, lower, and core muscle groups. (4)
3. The students will demonstrate using and reflecting on cooperative communication when working on group movement problems. (5)
4. The students will identify respectful behavior and will demonstrate an awareness of these behaviors in themselves and their peers. (5) (H7, H8)

**Unit 5: Swimming (6 Weeks)**

**Description:**

Students will learn basic personal water safety information and skills to help them feel comfortable in the water and to enjoy the water safely. Students will also develop positive attitudes, good swimming habits, and safe practices in and out of the water.

**Standards**

1. The students will enter the water using a ladder, steps, or the side independently.(1)
2. The students will exit the water using a ladder, steps, or the side independently.(1)
3. **The students will blow bubbles through their mouth and nose for 3 seconds.(1)**
4. **The students will bob 3 times with support.(1)**
5. **The students will open their eyes underwater to retrieve an object 2 times in shallow water.(1)**
6. **The students will front glide with support for at least 2 body lengths.(1)**
7. **The students will back glide with support for at least 2 body lengths(1)**
8. **The students will recover from a front glide to a vertical position with support.(1)**

**Unit 6: Dance (3 Weeks)**

**Description:**

Students in grades 3-5 love to express themselves. Dance is a great outlet to let them show who they are, and break into their creativity. Students produce a short dance during the year incorporating many of the activities we have worked on throughout the school year.

**Standards**

1. **The students will demonstrate knowledge of and ability to use the dance core concepts to participate in dance related activities. (1,2)**
2. **The students will demonstrate using physical activity as a tool for challenge, enjoyment, and self-expression. (6)**

**Unit 7: Invasion Games and Cardiovascular Fitness (5 Weeks)**

**Description:**

Students will be exposed to a variety of invasion games centered on cardiovascular fitness. At the 3-5 level students are becoming more strategic and better problem solvers. Invasion based games are designed to help students participate with a group and learn leadership roles.

**Standards**

1. **The students will demonstrate knowledge of and ability to perform the movement skills and tactics related to lead up invasion game play. (1,2)**
2. The students will use their knowledge to provide feedback and positive encouragement to their peers during invasion game play. (5)
3. The students monitor their activity levels such that they reach high levels of MVPA during game play to help improve their cardiovascular fitness levels. (3,4)
4. **The students will identify the steps and importance of cooperative communication and will reflect on using it during invasion game play. (5)**
5. The students will identify at least three ways to resolve conflict and will demonstrate using at least one of these forms when conflict arises during invasion game play. (5) (H 4)

**Unit 8: Fitness testing (ongoing)**

**Description:**

Throughout the year, students will be introduced to activities that include components of skill-related fitness (balance, agility, speed, power, and coordination) and activities that include components of health related fitness (cardiovascular fitness, flexibility, and muscular strength and endurance). Students will also be introduced to the FitnessGram testing and will be tested on the following Curl Ups, Shuttle Run, Push Ups, and Pacer. Students will be tested at the beginning of the year and towards the end of the year in order to compare progress.

**Standards**

1. **The students will assess their fitness levels using the FitnessGram test and will honestly report their scores.(H4)**

**Unit 9: Roller Blading (3 Weeks)**

**Description:**

Students will participate in roller blading activities geared towards lifelong fitness. In this unit we focus on safety precautions, how to go and stop, and balance.

**Standards**

1. The students will demonstrate safety protocol for roller blading. (5)
2. **The students will demonstrate knowledge of and ability to roller blade, specifically starting/stopping and turning. (1,2)**
3. The students will reflect on how roller blading can be fun when done with friends. (6) (H8)

**Unit 10: Target Games, Game Creation (6 Weeks)**

**Description:**

Students are exposed to games involving target type instruction. This can include baseball, golf, archery, and Frisbee based games. Students will also have the opportunity to create a game of their own during this unit that anyone can play at home with equipment you would find around the house.

**Standards**

1. **The students will demonstrate the movement skills and tactics used to play target games. (1,2)**
2. The students will follow a game creation rubric, to create a target game using equipment from home and then will demonstrate having played this game at home with family and/or friends. (3) (H8)
3. The students will reflect on how target games can become a way to increase enjoyment while being physically active. (6)
4. The students will demonstrate using positive encouragement with the peers. (5) (H8)