



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

3rd-5th Grade Physical Education • Unpacked Content

For the new Common Core standards that will be effective in all North Carolina schools in the 2012-13.

What is the purpose of this document?

To increase student achievement by ensuring educators understand what the standards mean a student must know and be able to do completely and comprehensively.

What is in the document?

Descriptions of what each standard means a student will know and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure that description is helpful, specific and comprehensive. In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Physical education teachers need to focus on the most critical of the essential standards that students must know and be able to do. These critical objectives should be assessed (pre, during, post) and shared with the next grade level physical educator. Standards, Assessments and Selection Criteria in highlighted sections are suggested to be the most critical standards to assess.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful, specific and comprehensive. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards>

Introduction

In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

Motor Skill		3 . MS
Essential Standard	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	
Unpacking		
What does this standard mean that a student will know and be able to do?		
The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:		
• Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations; • Demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations; • Dribbling with the feet during modified game play; • Mature form for dribbling with feet and catching from self-toss (closed environment). • Developmental forms of throwing, volleying and striking; • Demonstrate moving in and out of a balanced position with control; • Demonstrate proper body alignment in lifting, carrying, pushing, and pulling; • Demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls; • Transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam; • Clap echoes in a variety of one measure rhythmical patterns; • Demonstrate various step patterns and combinations of movement in repeatable sequences; and • Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side		

to the target.

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.3.MS.1.1: Execute combinations of simple locomotor skills and manipulative skills.	Combine 1 locomotor skill with each manipulative skill (throw, volley, and strike) for several combinations (run and jump to strike)	
	ASSESSMENT	SAMPLE CRITERIA
	Rubric should be used from <i>PE Metrics</i> for the overhand catching. A teacher created rubric will be used to assess dribbling with the feet during modified game play. Mature form for dribbling with feet and catching from self-toss (closed environment). Developmental forms of throwing, volleying and striking will be assed with a skill checklist.	Expectation: The majority of students (80%) will demonstrate the mature form for dribbling with feet and catching from a self-toss based on rubric scores. All students will demonstrate developmental forms for throwing, volleying, and striking.
PE.3.MS.1.2: Apply basic manipulative skills while moving/traveling.	Apply 1 manipulative skill while moving in a designated pathway (forward, backwards, sideways)	
	ASSESSMENT	SAMPLE CRITERIA
	A teacher developed rubric that focuses on the ability for students to change directions and speed smoothly while demonstrating mature forms for kicking, catching, and dribbling and developmental level forms for volleying and striking. The rubric will have five columns with each column devoted to one of the manipulative skills. The rubric will assess students' ability to use the skills while traveling during modified game play.	Expectation: The majority of students (80%) will score at the competency or above level for 3 of the 5 manipulative skills identified on the rubric. The rubric will consist of three levels (developmental, competency, and proficiency). The focus of the rubric will be on the ability of students to use the manipulative skill while traveling.
PE.3.MS.1.3: Execute mature form when combining locomotor skills with changes in direction.	Put together more than one locomotor skill while maneuvering around obstacles in different directions. Create a movement sequence utilizing 3-5 different skills including rolls, balances, jumping and landing.	
PE.3.MS.1.4: Use variations of different locomotor skills with rhythmic patterns and smooth transitions.	Demonstrate rhythmic patterns/dance using different locomotor skills with a 4 or 8 count including smooth transitions Demonstrate jump rope patterns using a minimum of 2 or 3 jumping or non-jumping skills depending on developmental level.	

Movement Concepts

3.MC

Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking What does this standard mean that a student will know and be able to do? The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: - Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and - Understand that practice, attention and effort are required to improve skills.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.3.MC.2.1 Illustrate how practice, attention and effort are required to improve skills.	<u>Student Journal</u> : Student records out of class practice (example: must practice 3 times a week for ten mini sessions) Peer assessment Cause and Effect	
	ASSESSMENT	SELECTION CRITERIA
	A teacher created worksheet or skill checklist will require students to evaluate their knowledge of performance by identifying at least three skill cues for each of the teacher identified skills while working with a partner using a peer assessment.	Expectation: At least 90% of the students will be able to provide feedback to a peer based on the teacher created worksheet or skill checklist.
PE.3.MC.2.2: Integrate the essential elements of correct form for the five fundamental manipulative skills.	Use correct techniques for dribbling, striking, throwing, catching and kicking in game-like situations. <u>Manipulative Skills</u> catching, throwing, dribbling, striking, kicking Opposition, weight transfer, follow through, trunk rotation, eyes on target	
	ASSESSMENT	SELECTION CRITERIA
	Students will participate in peer assessment experiences using a teacher generated critical cues checklists. In groups of three: One student will demonstrate the identified skill and two classmates will complete the critical cues checklist for the performer. The three students will meet and share their results with each other and the performer. The two students assessing the performer will compare and contrast their results and discuss any differences in the assessment.	Expectation: All students will complete the critical cue checklist and share results with the performer. Teacher will use a rubric to determine which students are providing appropriate feedback to their peers. The teacher generate rubric will focus on students’ ability to identify performance errors and provide feedback to a peer on those performance errors. At least 80% of the students should achieve the competency or above level.

PE.3.MC.2.3: Evaluate individual skills using a rubric based on critical cues.	Pair up and analyze each other's skills using a rubric and explain to partner how to improve
PE.3.MC.2.4: Illustrate a variety of activities that are associated with four or more of the health-related fitness components.	Distinguish which activities correlate to each component of health related fitness. Create a poster to illustrate activities associated with at least 4 or more of the health-related fitness components.

Health-Related Fitness		3 .HF
Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking What does this standard mean that a student will know and be able to do? The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: • Describe and select physical activities that provide for enjoyment and challenge; • Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; • Participate in appropriate exercises for developing flexibility; • Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; • Identify opportunities for participation in physical activity in the community such as little league and parks and recreation. • Describe the long term effects of physical activity on the heart; and • Distinguish between aerobic and anaerobic activities;		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.3.HF.3.1: Summarize four or more of the five health-related fitness components and the associated exercises.	Introduce all five health related fitness components but focus on the top three that need the most attention as determined in a pre-assessment. Teacher generated worksheet will require students to summarize four out of five health related fitness components (Strength, endurance, flexibility, cardiovascular efficiency or body composition).	

	ASSESSMENTS:	SAMPLE CRITERIA:
	Teacher generated worksheet will require students to summarize four out of five health related fitness components (Strength, endurance, flexibility, cardiovascular efficiency or body composition).	Expectation: At least 80% of the students will identify 4 of the 5 components correctly.
PE.3.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.	Writing assignment about out of school activities such as likes and dislikes while using playground equipment, jumping rope, YMCA visits.	
PE.3.HF.3.3: Implement moderate to vigorous physical activities that increase breathing and heart rate, at least four to seven times each week, for increasing periods of time.	Weekly logs identifying the activities, time in activity and the physiological signs of the body (e.g., sweating, fast heart rate, heavy breathing.). Utilize technology such as pedometers and heart rate monitors to verify MVPA increases.	

Personal/Social Responsibility		3.PR
Essential Standard	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	
Unpacking What does this standard mean that a student will know and be able to do? The student understands basic components such as strategies and rules of structured physical activities including but not limited to games, sports, dance, and gymnastics. The student understands and applies safety practices associated with physical activities. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:		
• Use equipment safely and properly; • Select and use proper attire that promotes participation and prevents injury; • identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; • Identify components of games that can be modified to make the games and participants more successful; • Explain the importance of basic rules in games and activities. • Follow rules, procedures, and etiquette; and • Accept and respect differences and similarities in physical abilities of self and others.		

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.3.PR.4.1: Use self-control to demonstrate personal responsibility and respect for self and others.	Partner Practice (widely used in classroom lessons) Conflict resolution guidelines/solutions Student Journals Centers and moving through activities as a group Activity Suggestions: Partner Composition Bingo Fun and flexibility with a Friend	
PE.3.PR.4.2: Use cooperation and communication skills to achieve common goals.	A performance related checklist that focuses on the following behavioral strategies: Conflict resolution, respect for self and others, self-direction (on task), participation and effort, communication, positive interactions, respecting others personal space, accepting both leading and following, defining and working with a partner or small group to meet the goal.	
PE.3.PR.4.3: Explain the importance of working productively with others.	Discuss and explain why positive behaviors/comments are important in working productively with others.	
	ASSESSMENT A checklist that focuses on appropriate and inappropriate ways to resolve conflict. Students develop a guideline for conflict resolution and fair play.	SAMPLE CRITERIA Expectation: All students will participate in the development of guidelines for conflict resolution and fair play. Students will use the guidelines during the year to resolve conflict and guide fair play.

Grade 4

Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings.

Motor Skill

4 . MS

Essential Standard

Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

Unpacking

What does this standard mean that a student will know and be able to do?

The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- Demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations;
- Catch an object while traveling such as catch a football pass on the run;
- Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;
- Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending;
- Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts;
- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force;
- Transfer weight along and over equipment with good body control;
- Create a movement sequence with a beginning, middle, and end;
- Perform basic folk dance steps such as grapevine, schottische, and step-together-step;
- Travel into and out of a rope turned by others without hesitating; and
- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.4.MS.1.1: Execute combinations of more complex locomotor skills and manipulative skills in various physical activity settings.	Combine a minimum of 2 locomotor skills with a minimum of 2 manipulative skills.	
	ASSESSMENT Developmental rubric in activity settings for proficiency in the following: locomotor skills: • Walking • Running • Hopping • Skipping • Galloping • Chasing • Fleeing • Dodging Manipulative Skills: • Throwing(under) • Catching • Kicking • Striking (forehand) • Dribbling (foot/hand) • Volleying (slow moving object)	SAMPLE CRITERIA Expectation: At least 80% of the students will achieve the proficiency level for the following locomotor skills: • Walking • Running • Hopping • Skipping • Galloping • Chasing • Fleeing • Dodging At least 80% of the students will achieve the competency level for the following manipulative skills: • Throwing(under) • Catching • Kicking • Striking (forehand) • Dribbling (foot/hand) • Volleying (slow moving object)
PE.4.MS.1.2: Create movement skill sequences commonly associated with various sports and activities.	Give and go Passing lanes Spacing (opening or closing lanes) demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations; catch an object while traveling such as catch a football pass on the run; combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;	
PE.4.MS.1.3: Implement changes in	With-in small game settings/drills, move in specific pathways to open and closed spaces using fakes, pivots, etc. Stations for Pathways, Spacing, Locomotor skills, and Manipulative skills.	

	ASSESSMENT	SAMPLE CRITERIA
speed during straight, curved, and zigzag pathways to open and close space using locomotor and manipulative skills.	A teacher generated rubric for variation in speed and spacing in open and closed space during modified game play. Checklist will have four components: 1. Pathways (varying straight, curved, and zigzag pathways); 2. Spacing - creating open space using pivot, fakes or other offensive skills and closing open space by closing passing lines, anticipating pass or player movement. or other defensive skills; 3. Locomotor skills (walking, running, chasing, fleeing, dodging, and changing speed and direction); and 4. Manipulative skills (Throwing, Catching, Kicking, Striking, Dribbling (foot/hand) and volleying.	Expectation: At least 60% of the students will achieve the competency level on two of the four components (pathways, space, locomotor skills, and manipulative skills).
PE.4.MS.1.4: Identify tempo in slow and fast rhythms.	Use music to set the tempo in movement stations. Construct an original rhythmic sequence using a slow/fast 4 or 8 count tempo incorporating a minimum of 4 elements. Word games that identify the terms pattern, flow, rhythm, beat/count, tempo, transitions, slow, fast, creative	

Movement Concepts		4 .MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking What does this standard mean that a student will know and be able to do? The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: • Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving; • Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills; • Make appropriate changes in performance based on feedback; and • Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.		

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.4.MC.2.1: Apply basic concepts of movement to improve individual performance.	Share during teacher led Q and A related to force, effort and space.	
PE.4.MC.2.2: Apply elements of form or motor development principles to help others improve their performance.	Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving. Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills.	
	ASSESSMENT	SELECTION CRITERIA
	Students will participate in peer assessment experiences using a teacher generated critical cues checklists. With a partner, one student will demonstrate the identified skill and the partner will complete the critical cues checklist for the performer. The partner will provide feedback on one critical cue that needs improvement and have performer repeat the skill. Partner will provide specific feedback on the critical cue previously identified.	Expectation: At least 90% of the students will be able to effectively complete the critical cue checklist and provide appropriate feedback to their partner.
PE.4.MC.2.3: Evaluate skills in a game situation using a rubric based on critical concepts.	Using a teacher generated critical cues checklist, have students peer assess each other with feedback Evaluate each other on skills such as: gymnastic sequences or routines, tinikling, jump rope routines, sport skill, aerobic routines, invasion games, net games, base games	
	ASSESSMENT	SELECTION CRITERIA
	Students will take turns performing a dance, gymnastic routine, or game in small groups. Non-participating groups will have a teacher made rubric to analyze movement concepts of the activity. Groups take turns and rotate. Evaluate students on peer assessments by rubric.	Using a teacher developed rubric specific to modified game play, required movement routine, or dance performance, students will identify evaluate the application of required skills and concepts identified in the rubric.

PE.4.MC.2.4: Classify examples of health-related fitness into the five components.	List one exercise/activity associated with each component.	
	ASSESSMENT	SELECTION CRITERIA
	Students will complete a matching work sheet that associates the fitness components with a corresponding fitness measure (i.e. sit and reach-flexibility). Students will list one exercise/activity associated with each component.	Expectation: At least 80% of the students will be able to match the fitness component to the corresponding fitness measure and name one exercise/activity associated with the component.

Health-Related Fitness		4 .HF
Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking What does this standard mean that a student will know and be able to do? The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to: • Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors; • Participate in moderate to vigorous physical activities on a daily basis; • Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility; • Identify major muscle groups and the movements they cause; • Describe the relationship between food intake and physical activity such as calories consumed and calories expended; • Explain the link between physical activity/inactivity and health such as reduce stress and burn calories; • Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release; and • Identify sources of information on skill improvement, fitness, and health such as books and technology.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.4.HF.3.1 Understand why and how to complete a valid and reliable pre and post health-enhancing fitness	Participate in at least 4 of the 5 health-related fitness components Track personal progress with a pre and post fitness assessments in at least 4 of the 5 fitness components.	

assessment, including monitoring of the heart.	ASSESSMENTS: Students will complete a modified version of a health-enhancing personal fitness assessment and analyze the results with teacher assistance. Students will track their progress with a pre and post fitness assessment.	SAMPLE CRITERIA: Expectation: One hundred percent of the students will complete both the pre and post fitness assessments using an approved health related fitness assessment. At least 80% of the students will compare their pre and post fitness scores to determine areas of strengths.
PE.4.HF.3.2: Evaluate oneself in terms of the five recommended behaviors for obesity prevention.	Keep a journal of the following and then share: • At least 8 hours of sleep, • Good nutrition (including portion size and enough fruits and vegetables) • At least 60 min of PA daily, • Plenty of water with limited sweetened beverages and • limited screen time	
PE.4.HF.3.3: Use physiological indicators to adjust physical activity.	Interpret physiological indicators (pulse, heart rate monitors and pedometers) data in order to modify physical activity accordingly.	

Personal/Social Responsibility		4 .PR
Essential Standard	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	
Unpacking What does this standard mean that a student will know and be able to do? The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student understands basic components such as strategies, rules and safety of structured physical activities. The student is expected to: • Distinguish between compliance and noncompliance with rules, etiquette and regulations; and • Analyze potential risks associated with unsafe movement and improper use of equipment. • Use equipment safely and properly; • Select and use proper attire that promotes participation and prevents injury; • Describe and apply safety precautions when cycling and skating; and • Identify potential risks associated with physical activities. • Respond to winning and losing with dignity and understanding; • Work independently and stay on task; and		

- Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.4.PR.4.1: Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.	Create self control strategies and methods to assess them. Self evaluate Describe cooperation and identify characteristics in planned teacher lessons	
	ASSESSMENT	SELECTION CRITERIA
	A performance related checklist that focuses on behavioral strategies: Conflict resolution, respect for self and others, self-direction (on task), participation and effort, communication, positive interactions, respecting others personal space, accepting both leading and following, defining and working with a partner or small group to meet the goal. Each student will identify one goal for improving cooperation or communication skills.	Expectation: At least 80% of the students will demonstrate four of the strategies while participating in the peer assessment activities or in modified game play. All students will identify one goal for improving cooperation or communication skills.
PE.4.PR.4.2: Use cooperation and communication skills to achieve common goals.	Examine cooperation and communication skills Cooperative games Adventure or outdoor activities Planned teamwork activities	
PE.4.PR.4.3: Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.	Investigate cultural and ethnicity in particular activities and create a dance that reflects what was learned. Participate in a variety of activities from other countries and share how working together productively is important.	

Grade 5

Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.

Motor Skill

5 . MS

Essential Standard

Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

Unpacking

What does this standard mean that a student will know and be able to do?

The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- Demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent;
- Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;
- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;
- Demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;
- Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;
- Combine traveling and rolling with smooth transitions;
- Combine weight transfer and balance on mats and equipment;
- Demonstrate the ability to contrast a partner's movement;
- Perform selected folk dances;
- Jump a rope using various rhythms and foot patterns repeatedly;
- Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and
- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.5.MS.1.1: Executive combinations of more complex locomotor skills and manipulative skills specific to individual, dual and team activities.	Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching. Jump a rope using various rhythms and foot patterns repeatedly; demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball	
	ASSESSMENT	
	Developmental checklist to evaluate proficiency in all locomotor and manipulative skills. <u>locomotor skills</u> walking running, chasing, fleeing dodging, hopping skipping, galloping and sliding <u>manipulative skills</u> Throwing(under/over), Catching, Kicking, Striking, dribbling (foot/hand) and volleying (trainer vb or nerf of some kind)	SAMPLE CRITERIA Expectation: At least 90% of the students will demonstrate mature form for the following locomotor skills: walking running, chasing, fleeing dodging, hopping, skipping, galloping and sliding. At least 80% of the students will demonstrate mature form for the following manipulative skills: Throwing(under/over), Catching, Kicking, Striking, dribbling (foot/hand) and volleying (trainer vb or nerf of some kind)
PE.5.MS.1.2: Use increasingly complex skills with power and accuracy.	Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills Simple stunts that exhibit agility such as jumping challenges with proper landings and accuracy	
PE.5.MS.1.3: Illustrate mature form in combining locomotor and manipulative skills for traditional and non traditional activities.	Small-sided modified activities such as 2 on 2 or 4 on 4: • Volleyball • Hockey • Soccer • Volleyball • Badminton • Flag football • Softball • Flying disc • Basketball	

	ASSESSMENT	SAMPLE CRITERIA
	A teacher created rubric that focuses on the ability to combine all locomotor and manipulative skills in their mature form in a variety of modified games and activities.	Expectation: At least 70% of the students will be able to demonstrate competency as defined on the teacher created rubric. The focus of the rubric will be on the ability of students to use various skills or movements in an authentic setting.
PE.5.MS.1.4: Create movement sequences that are smooth and fluid and have several different rhythmic patterns.	Perform selected dances Perform selected skill sequences such as a lay up (steps, timing, skill in the shot) Tinkling Jump rope routines	

Movement Concepts		5 .MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking What does this standard mean that a student will know and be able to do? The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to: - Identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw; - Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and - Choose appropriate drills/activities to enhance the learning of a specific skill.		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.5.MC.2.1: Select scientific principles and/or concepts that have an effect on the quality of complex movement.	Distinguish how absorption and production of force, effort and the transfer of weight have an effect on the quality and improvement of complex movements. Explore Force, power, absorption, weight transfer, effort, laws of motion from Science class in the form of physical movement.	

PE.5.MC.2.2: Evaluate movement and game skills in order to provide feedback that will lead to improvement.	Peer Assessments Student journal Student lead (informal) teacher conference	
PE.5.MC.2.3: Identify basic offensive and defensive strategies in modified game situations.	Explore ways to create or defend open space (hand in passing lane) Interception of passes Predict where others will move Triangulation (ball, me, you)	
PE.5.MC.2.4: Analyze the five components of health-related physical fitness in terms of their relationship to various activities.	Analyze the pre assessment and develop a plan of action to improve the health –related fitness assessment based on each component.	
	Pen and paper test designed to compare and contrast the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.	
	ASSESSMENT	SELECTION CRITERIA
	Students will describe the five components of health related physical fitness and list two exercises or activities under each component.	Expectation: All students will be able to describe the five components of health related physical fitness and list two exercises or activities that would contribute to the maintenance or improvement of each component.

Health-Related Fitness		5 .HF
Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	
Unpacking What does this standard mean that a student will know and be able to do? The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to: • Participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness; • Identify appropriate personal fitness goals in each of the components of health-related fitness; • Explain the value of participation in community physical activities such as little league and parks and recreation;		

- Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;
- Self-monitor the heart rate during exercise;
- Match different types of physical activity with health-related fitness components;
- Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness; and
- Identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines.

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.5.HF.3.1 Understand how to achieve the gender and age related health-related physical fitness standard defined by an approved fitness assessment.	Complete a Fitness assessment. Record and analyze data self-evaluating progress based on gender and age. Identify ways to improve fitness levels both in and out of school.	
	ASSESSMENTS:	SAMPLE CRITERIA:
	Students will complete a modified health-enhancing personal fitness assessment and analyze the results with teacher assistance. Students will track their progress with a pre and post fitness assessment.	Expectation: One hundred percent of the students will complete both the pre and post fitness assessments using an approved modified health related fitness assessment. Based on their pre-assessment, students will set two goals for improvement in one or more components of the health-related fitness.
PE.5.HF.3.2: Implement strategies to achieve health-related physical fitness.	Calculate heart rate and put into practice activities to maintain targeted heart rate. Design and implement a classroom MVPA plan which increases cardiovascular endurance.	
PE.5.HF.3.3: Select physical activities that develop/ maintain each of the five components of health-related fitness.	Construct a list of physical activities and categorize which activities belong in each of the 5 components of health related fitness.	
	ASSESSMENTS:	SAMPLE CRITERIA:
	Based on the results of their modified fitness assessment, students will create a month long exercise/activity plan designed to: 1. List 2 short term goals 2. Improve their fitness levels in weak areas 3. Maintain fitness levels in all other areas. Post test and compare pre/post test results.	Expectation: At least 80% of the students will achieve the competency level on their exercise/activity plan based on the teacher created rubric.

Personal/Social Responsibility		5.PR
Essential Standard	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	
Unpacking What does this standard mean that a student will know and be able to do? The student understands basic components such as strategies and rules of structured physical activities including. The student understands and applies safety practices associated with physical activities. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to: • Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; • Identify potentially dangerous exercises and their adverse effects on the body; • Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense; • Explain the concept and importance of team work; • Follow rules, procedures, and etiquette; • Use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and • Describe how physical activity with a partner or partners can increase motivation and enhance safety.		
Clarifying Objective	Unpacking	What does this objective mean that a student will know and be able to do?
PE.5.PR.4.1: Use self-control to work independently in developing responsibility and respect for self and others.	Evaluate/explain the importance of following rules and procedures while working independently or with others. Help create rules and procedures for the group/class Work independently in a station without the teacher having to tell you	

PE.5.PR.4.2: Use cooperation and communication skills to achieve common goals.	Examine and demonstrate key components for effective cooperation and communication in various size groups Cooperative games Outdoor adventure teamwork activities
PE.5.PR.4.3: Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.	Explore various culture games/dances Identify and demonstrate positive behaviors Identify and eliminate negative behaviors