

## SLO 5th Grade - Physical Education Fitness 1

Creator's Name

JENNIFER SMITH

Position\*

Teacher

School\*

SABIN ELEMENTARY

Course Name\*

Physical Education

Section(s)\*

Content Area\*

Physical, Health, and Safety Education

Grade Level(s)\*

5th

Selected SLO Option

☒ District SLO ☐ Create Your Own

Objective Name\*

5th Grade - Physical Education Fitness 1

Objective Statement\*

All students can connect and demonstrate an understanding of health-related and skill-related components of fitness and how it affects physical performance.

### Standards

Standard(s) for prior Grade Level(s), same Content Area(s)	Standard(s) for your Grade Level and Content Area(s)	Standard(s) for next Grade Level(s), same Content Area(s)
<p>Standard: 2. Physical and Personal Wellness in Physical Education</p> <p>Evidence outcomes:</p> <p>Explain how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities (DOK 1-3)</p>	<p>Standard: 2. Physical and Personal Wellness in Physical Education</p> <p>Evidence outcomes:</p> <p>c. Correctly differentiate the body's response to physical activities of various exercise intensities (DOK 1-3)</p> <p>h. Identify, select, and participate in activities designed to improve self-diagnosed areas for improvement in health-related fitness components (DOK 1-3)</p>	<p>Standard: 2. Physical and Personal Wellness in Physical Education</p> <p>Evidence outcomes:</p> <p>b. Identify activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility, and body composition (DOK 1-2)</p>

k. Determine the intensity of personal physical activity using the concept of perceived exertion (DOK 1-3)

## Learning Progression Rubric

Limited Command	Moderate Command	Strong Command (Performance Criteria)	Distinguished Command
Students demonstrate health-related and/or skill-related exercises but require heavy support and guidance.	Students demonstrate health-related and/or skill-related exercises with limited support and guidance.	Students accurately demonstrate health-related and/or skill-related exercises with fluency.	Students demonstrate more complex forms or variations of the health-related and/or skill-related exercises.
Students identify the exercises and fitness component but cannot describe connections between exercises and fitness components.	Students (verbally and/or in writing) correctly identify connections between exercises and fitness components.	Students (verbally and/or in writing) correctly explain connections between exercises and fitness components.	Students evaluate the effectiveness of their exercises in meeting each fitness component.
Students recognize (verbally and/or in writing) intensity levels.	Students (verbally and/or in writing) identify intensity levels but make limited connections to the effects on the body.	Students (verbally and/or in writing) identify intensity levels during physical activity and its effects on the body.	Students (verbally and/or in writing) describe intensity levels while applying these concepts to a workout/activity.

## Performance Criteria

Students accurately demonstrate health-related and/or skill-related exercises with fluency.

Students (verbally and/or in writing) correctly explain connections between exercises and fitness components.

Students (verbally and/or in writing) identify intensity levels during physical activity and its effects on the body.

## Comments and Status Changes

Date	By	Type	Status/Comment
08-10-2015	SMITH, JENNIFER	Status Change	Long-Term Goal In Process
08-10-2015	SMITH, JENNIFER	Status Change	Long-Term Goal In Process
08-10-2015	SMITH, JENNIFER	Status Change	Long-Term Goal Not Yet Created