

Physical Education Curriculum

Third – Fifth Grade

Older children build on the foundation laid in the early grades and develop an awareness of physical activity as a conscious personal decision. They continue to participate in moderate to vigorous physical activities because of their pleasure and choose activities for their overall health benefit. They engage primarily in structured and non-structured physical activities on a regular basis inside and outside the physical education classroom. They develop maturity and versatility in the use of fundamental gross motor activities that they will use in dynamic and complex environments (i.e., sports specific game play) and in combination with each other. Students work cooperatively as individuals, in groups and in whole class situations and display values consistent with Catholic identity such as: reverence, respect and responsibility throughout their participation in physical activities.

Archdiocese of Santa Fe Standard 1. Students use basic and advanced movement patterns to perform physical activities.

NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Critical for Mastery in Grades 3-5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 1 PK-2)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students demonstrate the ability to sequence movement patterns, body control and dynamic movements (i.e., combining multiple skills and strategies). <ul style="list-style-type: none"> • Balance with a variety of objects. • Demonstrate smooth transitions. • Dribble, pass and catch. • Demonstrate dance sequences. 	<ul style="list-style-type: none"> • Design games that focus on multiple locomotor patterns and skills. • Teacher observation. • Peer coaching and feedback. • Self-assessment. • Use of video, audio to show skills. • Use of an authentic rubric describing specific outcomes while performing the 	

<ul style="list-style-type: none"> • Demonstrate a variety of throwing patterns. • Track objects (visually). • Travel into and out of a rope turned by others. 	<ul style="list-style-type: none"> • skill. • Student generated outcomes. • Use of a variety of equipment. 	
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Archdiocese of Santa Fe Standard 2: Students use cognitive information to understand motor skill acquisition and performance as it transfers to dynamic game play.

NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Essential for Mastery in Grades 3-5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 2 PK-2)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students explain skills necessary to perform dynamic activities and game play. <ul style="list-style-type: none"> • Warm up and cool down. • Practice activities. • Lead up games. 	<ul style="list-style-type: none"> • Teacher observation. • Skill tests. • Peer feedback. • Self-assessment. 	
C. Students use motor skills in increasingly complex movement situations.		
1. Adapt motor skills to the demands of a dynamic and unpredictable environment.	<ul style="list-style-type: none"> • Teacher observation. • Skill tests. • Peer feedback. • Self-assessment. 	
2. Identify ways movement concepts can be used to refine movement skills.	<ul style="list-style-type: none"> • Teacher observation. • Skill tests. • Peer feedback. 	

	<ul style="list-style-type: none"> • Self-assessment. 	
3. Apply knowledge of results of C. 1 and 2 to correct and improve future performance.	<ul style="list-style-type: none"> • Teacher observation. • Skill tests. • Peer feedback. • Self-assessment. 	
<p>D. Students explain rules and strategies necessary for game play.</p> <p>List of specific sports:</p> <ul style="list-style-type: none"> • flag football • basketball • volleyball • weight lifting • handball • table tennis • bowling • hockey • soccer • softball • ultimate Frisbee • badminton • kickball • pickle ball • tennis • wall ball • team handball • jump robe • dance 	<ul style="list-style-type: none"> • Teacher led questions with verbal response. • Teacher demonstration. • Peer coaching/demonstration. • Individual demonstration. 	
1. Understand roles and positions of the sports listed above in D.	<ul style="list-style-type: none"> • Teacher led questions with verbal response. • Teacher demonstration. • Peer coaching/demonstration. • Individual demonstration. 	
2. Describe safety and how it is achieved in the sports listed above in D.	<ul style="list-style-type: none"> • Teacher led questions with verbal response. • Teacher demonstration. • Peer coaching/demonstration. • Individual demonstration. 	

Archdiocese of Santa Fe Standard 3: Students understand and apply knowledge of how to achieve and maintain a health-enhancing level of physical activity.

NASPE Standard 3: Participates regularly in physical activity.

NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Essential for Mastery in Grades 3-5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 3 PK-2)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students engage in moderate to vigorous activity most days of the week.		
1. Participate in physical activities that improve health both in and out of school.	<ul style="list-style-type: none"> • Class participation. • Student fitness journal. • Modify time within the school environment. • Movement during class time. 	
2. Know of opportunities to participate in physical activities both in an out of school.	<ul style="list-style-type: none"> • Class participation. • Student fitness journal. • Modify time within the school environment. • Movement during class time. • Teacher provided information about fitness opportunities. 	
C. Students describe types of activities that promote good health (low, moderate and high). <ul style="list-style-type: none"> • Stairs vs. elevator. • Walking vs. running. • Stretching vs. resistance exercises. • Individual vs. team sports. 	<ul style="list-style-type: none"> • Teachers encourage and/or provide activities that promote healthy activities: <ul style="list-style-type: none"> ▪ Jump Rope for Heart. ▪ Hoops for Heart. ▪ Jog-a-thons. ▪ Run for the Zoo. ▪ Obstacle course. ▪ Sports leagues. 	

<ul style="list-style-type: none"> • Lifetime activities. 		
D. Students understand the benefit and effects of physical activity <ul style="list-style-type: none"> • Physiological 	<ul style="list-style-type: none"> • Teacher led understanding of benefits. • Identify specific parts of the body that relate to physical activity. • Identify basic physiological effects of physical activity (i.e., sore muscles). 	

Archdiocese of Santa Fe Standard 4: Students interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals.

NASPE Standard 3: Participates regularly in physical activity.

NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Essential for Mastery in Grades 3-5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 4 PK-2)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students participate in physical fitness assessments.	<ul style="list-style-type: none"> • Participate in Presidential Fitness, and Fitness Gram, etc. • Practice Opportunities. • Participate in multiple tests per year. 	
C. Students use results to identify personal physical fitness level.	<ul style="list-style-type: none"> • Chart scores for fitness tests. 	
1. Identify strengths and weaknesses based upon results and develop strategies for improvement.	<ul style="list-style-type: none"> • Compare results to national averages and with classmates. 	
D. Describe and choose activities that would improve fitness levels.	<ul style="list-style-type: none"> • Student led warm-ups while identifying fitness areas. • Identify and play games that focus on specific fitness components. 	

	<ul style="list-style-type: none"> • Class charts and challenges. 	
1. Explain the relationship of body weight, body composition and participation in regular physical activity.	<ul style="list-style-type: none"> • Students develop group PowerPoint presentations for class. 	
2. Develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.	<ul style="list-style-type: none"> • Students form teams around fitness needs and work together toward group made goal/s. 	

Archdiocese of Santa Fe Standard 5:

Students exhibit responsible personal and social behavior that respects self and others and display values consistent with Catholic identity such as: reverence, respect and responsibility throughout their participation in physical activities.

NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential for Mastery in Grades 3-5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 5 PK-2)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students understand and demonstrate respect for self.		
1. Demonstrate sportsmanship.	<ul style="list-style-type: none"> • Teacher observation. • Self evaluation. • Peer feedback. 	
2. Identify personal and general space.	<ul style="list-style-type: none"> • Teacher observation. • Self evaluation. • Peer feedback. 	
C. Students understand and demonstrate		

respect for others.		
1. Demonstrate respect for Physical Education teachers, coaches, officials and teammates.	<ul style="list-style-type: none"> • Teacher/coach observation. • Use of video. • Teacher observation. • Students demonstrate words of encouragement. • Teacher led discussion on pros and cons of how to “win” and “lose”. • Teacher encourages students to try to work out differences. 	
2. Demonstrate sportsmanship.	<ul style="list-style-type: none"> • Teacher observation. • Self evaluation. • Peer feedback. 	
3. Demonstrate: <ul style="list-style-type: none"> • Emotional control • Cooperation • Listening skills 	<ul style="list-style-type: none"> • Teacher observation. • Self evaluation. • Peer feedback. 	
4. Express feelings in a positive way.	<ul style="list-style-type: none"> • Teacher observation. • Self evaluation. • Peer feedback. 	
5. Demonstrate a Christian attitude towards winning and losing.	<ul style="list-style-type: none"> • Cross curricular tie to First Holy Communion, First Reconciliation and the ideals of behavior in Catholic Community. 	
6. Exhibit conflict resolution skills.	<ul style="list-style-type: none"> • Teacher observation and feedback. • Self evaluation. • Peer feedback. 	
D. Students follow rules and procedures: <ul style="list-style-type: none"> • Take turns. • Use equipment correctly. • Demonstrate impulse control. • Wear proper gym attire. • Treat equipment with respect. • Adhere to safety rules. 	<ul style="list-style-type: none"> • Teacher observation. • Self evaluation. • Self-report breakage and loss of equipment. 	

Archdiocese of Santa Fe Standard 6:

Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential for Mastery in Grades 3-5

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students demonstrate prior knowledge and skills from previous grade level outcomes. (Refer to Standard 6 PK-2)	Refer to <i>Moving into the Future: National Standards for Physical Education</i> for additional sample performance outcomes.	
B. Students practice physical activities to increase skills.		
1. Willingly try new activities.	<ul style="list-style-type: none"> • Teacher observation. • Self assessment. 	
2. Voluntarily initiate skill practice to improve performance.	<ul style="list-style-type: none"> • Teacher observation. • Self assessment. 	
C. Students choose to participate in activities outside of class. <ul style="list-style-type: none"> • Select and practice a skill on which improvement is needed. 	<ul style="list-style-type: none"> • Fitness log. • Teacher resource for skill development (i.e., handout on stretching). 	
D. Students describe how they feel about an activity.	<ul style="list-style-type: none"> • Journal. • Student led oral feedback. 	
E. Students help and encourage others with challenges.	<ul style="list-style-type: none"> • Peer coaching. • Teacher observation. • Design games where students work in pairs and assist one another. • School buddies. 	
1. Celebrate personal successes and achievements and those of others.	<ul style="list-style-type: none"> • Students add names to classroom success board. • Design games that include all members of the group in the success of the activity. • Student led team building activities and New Games. 	