



Chardon Local Schools Curriculum

PE - GRADE BAND 3-5

Curriculum Description / Overview

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and the benefits of involvement in various types of physical activities;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle



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Strand Standard 1	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Power Objective #1 Benchmark A	Combines locomotor and non-locomotor skills into movement patterns.
Supporting Indicators	Performance of a creative movement pattern – in a movement setting, observe student as he or she individually practices and performs a sequence of locomotor and non-locomotor movements.
	Routine should consist of at least five or more movements. Skills in the routine can include various difficulties – at least two challenging skills must be present to score advanced. Student score is based on the performance of skills within routine.
	Balances, rolls, travel skills and jumps. The delineation from basic to advanced skills should be determined by the physical education teacher with the consideration of level of difficulty (e.g., inverted balancing is much more challenging than upright balancing).
	The delineation from basic to advanced dance movements should be determined by the physical education teacher with the consideration of level of difficulty.
Strand Standard 1	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Power Objective #2 Benchmark B	Apply the critical elements of fundamental manipulative skills in a variety of physical activities.
Supporting Indicators	All skills must be assessed and will then be combined to identify the student’s overall competency.
	Throwing – Observe multiple repetitions of your students throwing balls (tennis ball size) overhand (from approximately 25 feet away) at a target (approximately 6 feet by 6 feet).

	<p>Catching with an implement (e.g., glove or scoop) – Observe multiple repetitions of your students catching a thrown ball (baseball or softball size) with an implement</p> <p>Striking – Observe multiple repetitions of your students striking moving balls with implements in practice and game-like situations (e.g., softball, badminton, paddle tennis, floor hockey). It is quite possible for the teacher to have multiple practices/games in progress concurrently, with the teacher observing and assessing over a broad field of vision.</p>
	<p>Receive/dribble/pass with the feet – Observe multiple repetitions of your students in a soccer practice setting. This can be done in pairs with one student acting as the “feeder” who rolls the ball to the “performer.” The performer receives the ball with the foot, dribbles 20-30 feet to a designated line and then passes the ball to a target (about 10 feet wide) from a distance of 15-20 feet.</p>
	<p>Dribbling a basketball, hockey puck or ball – Observe multiple repetitions of your students dribbling to avoid stationary objects in open space. This can probably be done as a class activity. Then, observe them dribbling in game or game-like (competitive drill) situations.</p>
Strand Standard 2	Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Power Objective #1 Benchmark A	Demonstrates and applies basic tactics and principles of movement
Supporting Indicators	<p>Game performance observation of students playing in small-sided games – Observe students on multiple occasions in game performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe students’ performances. Focus specifically on the level of understanding students show in terms of positioning and skill selection. Use the criteria below to evaluate student performance.</p>
Strand Standard 2	Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Power Objective #2 Benchmark B	Demonstrates knowledge of critical elements for more complex motor skills.
Supporting Indicators	<p>The teacher would provide a demonstration of a skill (but not demonstrating advanced technique), so that all students are observing and analyzing the same performance. Students will then analyze the following: 1. A list of the performer’s performance strengths. What does the performer do well? 2. A list of the</p>

	<p>performer's performance weaknesses. What can the performer practice to improve (e.g., the main skills needing improvement)? 3. A plan to improve performance including drills, cues or activities to help the performer achieve advanced-level performance of the skill. A task sheet, like that on the next page, can be developed for students to use. To accommodate students with writing difficulties, reports could be audiotaped or submitted verbally by interview with the teacher.</p>
	<p>Watch a sport skill performance (the skill will be one in which the performer is not advanced and needs to improve). Watch the performer many times and then complete the worksheet below. 1. List the performer's performance strengths. What does he or she do well? 2. List the performer's performance weaknesses, and describe what he or she can practice to get better (e.g., the main things needing attention). 3. Tell the performer what to do to improve. This could be specific drills to practice, games to play, exercises or cues to remember how to perform a critical element.</p>
<p>Strand Standard 3</p>	<p>Demonstrates the knowledge and skills to achieve and maintain a healthenhancing level of physical activity and fitness.</p>
<p>Power Objective #1 Benchmark A</p>	<p>Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>
<p>Supporting Indicators</p>	<p>The student will demonstrate a basic understanding of tracking and identifying opportunities for physical activity and the relationship of eating healthy and being physically active by completing the following questions. The questions do not have to be administered during one test; they can be administered throughout the course of multiple units.</p>
<p>Strand Standard 3</p>	<p>Demonstrates the knowledge and skills to achieve and maintain a healthenhancing level of physical activity and fitness.</p>
<p>Power Objective #2 Benchmark B</p>	<p>Understands the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>
<p>Supporting Indicators</p>	<p>Understands the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>
<p>Strand Standard 4</p>	<p>Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</p>

<p>Power Objective #1-2 Benchmark A - B</p>	<p>Understands the purpose of and applies appropriate rules, procedures and safe practices in physical activity settings. Interacts and communicates positively with others.</p>
<p>Supporting Indicators</p>	<p>The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.</p>
<p>Strand Standard 5</p>	<p>Recognizes the value of physical activity for health, enjoyment, challenge, selfexpression and/or social interaction.</p>
<p>Power Objective #1 - 2 Benchmark A - B</p>	<p>Identifies multiple, specific health benefits as reasons to value physical activity. Expresses multiple, specific reasons (enjoyment, challenge and social) to participate in physical activity.</p>
<p>Supporting Indicators</p>	<p>The student will select a physical activity (e.g., sport, game, exercise) and identify specific health benefits from participation in that physical activity, such as physical, emotional and intellectual benefits. The student could write a friendly letter or make a poster, brochure or flyer. The picture or note should illustrate and/or share the student's selected health benefits. The student also could identify reasons he/she enjoys that physical activity, the social benefits and the challenging aspects of that physical activity to address Benchmark B within the same project or a separate project.</p>