



OVERVIEW

Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons, which emphasize physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students have opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children. The elementary school physical education program emphasizes the development of fundamental locomotor, non-locomotor, and manipulative skills. The movement framework, basic biomechanical and motor learning principles and fundamental game tactics are also part of the content for elementary school students. (adapted from CA Department of Education)

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.

(adapted from National Standard for K-12 Physical Education)

Enduring Understandings

Physical education is an integral part of the total education of every child from kindergarten through grade 12. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they

can be physically active for a lifetime. Our physical education program aims to provide these benefits by including the following:

Skill development - Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities.

Regular, healthful physical activity - Physical education provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits of such a choice.

Improved physical fitness - Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition.

Support for other subject areas - Physical education reinforces knowledge learned across the curriculum and serves as a laboratory for application of content in science, math, and social studies.

Self-discipline - Physical education facilitates development of responsibility for personal health, safety, and fitness.

Improved judgment - Quality physical education influences moral development. Students learn to assume leadership, cooperate with others, and accept responsibility for their own behavior.

Stress reduction - Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

Strengthened peer relations - Physical education is a major force in helping children and youth socialize with others successfully and provides opportunities to learn positive social skills. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of youth and peer cultures.

Improved self - confidence and self-esteem- Physical education instills a stronger sense of self- worth in young people based on their mastery of skills and concepts in physical activity. They become more confident, assertive, independent, and self-controlled.

Experiencing goal setting - Physical education gives children and youth the opportunity to set and strive for personal, achievable goals.

(Excerpt from *Moving into the Future: National Standards for Physical Education*)

Essential Questions

- How can I develop my physical skills and improve my physical fitness?

- Which activities will lead to regular, healthful living?
- Which core academics are applied in physical education?
- What does it take to have self-discipline?
- What can I do to improve my judgment skills?
- What activities will reduce stress? Strengthen peer relations? Improve self-confidence?
- How do I set SMART goals for myself? (specific, measureable, attainable, realistic, time-bound)

Brewer Island Elementary School PHILOSOPHY STATEMENT

Play: BIES Physical Education has lesson plans that the students explore numerous different types of Body Movements, Games, and Rhythm & Dance. Through these experiences and processes, each student will discover his or her strengths and challenges for lifelong interests in physical activity.

Passion: BIES Physical Education is passionate to create a healthy and positive impact on the development of our students' achievements, physical fitness and strong personal characteristics. We also want to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity (from NASPE Standards).

Purpose: BIES Physical Education Curriculum implements the exceptional and creative style of the Physical Fitness teaching methods to literate students in the variety of movement forms that the students need to master. Through personalized and focused guidance, the students will possess the ability to be physically fit and maintain a healthy active lifestyle. These invaluable skills and knowledge will support unities for enjoyment, challenge, self-expression, and/or social interaction for his or her future success.



CURRICULUM

Brewer Island Elementary School Physical Education Program

BIES aims to provide an outstanding and dynamic Physical Education program in a nurturing environment that enables each student to develop a life-long interest in physical activity as well as sports related skills, and strong characteristics.

Belief

Students who become competent movers and knowledgeable in the health-related benefits of being physically active are more likely to lead a physically active lifestyle.

Fitness Development

By the end of fifth grade students will:

- become skillful movers in games, dance, and body management.
- become knowledgeable about the principles of movement.
- learn how to apply tactical actions in game play.
- become knowledgeable about the benefits of leading a physically active lifestyle.
- have developed the skills and knowledge to develop, plan and implement a health enhancing physical activity program.
- develop an appreciation for being physically active.

Opportunity for Personal Growth

In P.E class, the students will have opportunities to develop the following skills and characteristics:

- Cooperation and Leadership
- Self-confidence and Self-awareness
- Decision-making and Responsibility
- Personal Achievement

Brewer Island Elementary School Physical Education Goal and Focus

BIES Physical Education goal is to enhance our students becoming

Physically Literate Individuals, and the focus is to promote ***Fitness Education*** that includes ***Physical Fitness, Health Related Fitness, and Skill Related Fitness.***

Fitness Education

Fitness Education requires students to understand fitness concepts. It requires students to participate in regular physical activity and achieve the product of physical activity - **Physical Fitness**. Students need to understand their levels of physical activity and physical fitness as well as how to measure each. This will help them learn to: monitor and record their strengths and weaknesses; set personal goals; and develop action plans to achieve physical activity and or physical fitness goals. Three differentiated Fitness areas are explained as follows.

Physical Fitness

Physical fitness is a state of well being that:

- Allows the moderate to vigorous physical performance of daily life activities
- Permits one to respond to emergencies when necessary
- Reduces the risk of chronic diseases and other health problems related to a lack of physical activity and exercise
- Helps maintain optimal function of body systems
- Establishes a satisfactory base for participation in a variety of physical activities

Health Related Fitness

The five components of Health Related Fitness include cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Cardio-respiratory endurance is the ability of the heart, blood vessels, blood and respiratory system to supply fuel and oxygen to the muscles and the ability of the muscles to utilize fuel to allow sustained exercise.

Muscular strength is the ability of the muscle to exert force during an activity.

Muscular endurance is the ability of the muscle to continue to perform without fatigue.

Body composition refers to the relative amount of muscle, fat, bone, and other vital parts of the body.

Flexibility is the range of motion around a joint.

Skill Related Fitness

The six components of Skill Related Fitness include agility, balance, coordination, power, reaction and speed.

Agility is the ability to rapidly and accurately change the direction of the whole body in space.

Balance is the ability to maintain equilibrium while stationary or moving.

Coordination is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.

Power is the amount of force a muscle can exert.

Reaction Time is the ability to respond quickly to stimuli.

Speed is the amount of time it takes the body to perform specific tasks.

Resources

A quality Physical Education program is offered to the students as part of the general curriculum at Brandeis Hillel Day School. THE Brandeis LS PHYSICAL EDUCATION will be adapting activities from **SPARK Physical Education** and **Moving To Success**. These two programs are a sequential system for delivering learning experiences to students. The outcomes of The BHDS LS Physical Education curriculum is the framework that provides guidance for teaching skills and providing physical activity instruction. These programs are comprehensible, age and developmentally appropriate, and research based. The following is the brief description of two programs.

Moving to Success is a developmental elementary physical education curriculum guide. The curriculum is developed around the content areas of locomotion, body management, educational games, and dance. The goal is to provide students with developmentally appropriate experiences that lead to the skills, knowledge, and values of how and why to lead a physically active lifestyle.

SPARK - SPARK (Sports, Play, and Active Recreation for Kids) of San Diego State University is an "Exemplary Program" of the U.S. Dept. of Education. The curricula has evolved from a National Institutes of Health study; SPARK has been proven effective by objective research and field testing with tens of thousands of elementary age students and their teachers.



STANDARDS & OUTCOMES

National Standards for K-12 Physical Education

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

California Physical Education Model Content Standards

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

K-12 Grade Level Outcomes

<http://www.shapeamerica.org/standards/pe/>



ASSESSMENT

BIES Physical Education uses multiple and varied forms of assessment at each grade level.

Formative Assessments *(The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning)*

- *Rubric for:*
 - Participation
 - Preparation
 - Effort
 - Skill
 - Fitness

Summative Assessments *(The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard)*

- **K-5 Students Scoring Rubric** (click below)
http://www.movingtosuccess.com/content/scoring_rubric/scoring_rubric.asp
- **Fitnessgram (for 3rd – 5th grade):** Fitnessgram is a comprehensive health-related fitness and activity assessment reporting system. It helps to report out whether or not a student achieved the criterion-referenced standards for physical activity or fitness. Students are scored using criterion-referenced standards. These standards are age and gender specific and are established based on how fit children need to be for good health. The system is designed to identify student's cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition.
- **Important Notes:** Results gathered and shared each year will be used as a "snapshot" of fitness levels. The intent of the personal testing is to help students evaluate their level of health-related fitness. Although the

results on the fitness testing are not a direct determinant of student's grade, personal fitness matters.



Kindergarten

What Kindergarten Students Should Know

As they grow from infancy to school age, children develop mobility and the ability to manipulate objects. Walking and running, stooping and bending, reaching and climbing, and twisting and spinning are part of a repertoire of movement that most kindergarteners bring to the classroom. They have learned that moving is fun and often associate movement with play and games. Some students enter kindergarten with rich experiences in movement and physical activities, but others have limited experiences because their communities do not provide safe places to play or opportunities to explore movement. Even students who have attended preschool, played and exercised with family members, or participated in sports at the recreational level may not have had opportunities to formally learn foundational skills and concepts of physical education. (adapted from CA Department of Education)

What Students Learn in Kindergarten

In kindergarten, students begin to learn the proper technique for locomotor and non-locomotor movements and how to manipulate (e.g., strike, toss, kick, bounce) objects, such as lightweight balls and beanbags. They learn the names of body parts and can describe locomotor and non-locomotor skills. By the end of kindergarten, students can demonstrate the proper form for jumping, hopping, galloping, sliding, walking, running, leaping, and skipping. Throughout the kindergarten year, students practice non-locomotor movements—including bending, stretching, swaying, and twisting—and learn stretching exercises. They also learn that muscles move bones; the heart is a muscle; and the lungs and the heart work together to send oxygen to the other muscles. (adapted from CA Department of Education)

At A Glance – Kindergarten Motor Tasks

Kindergarten Locomotor Tasks

| | |
|-----|--------------------------------|
| K-1 | Moving with Control Motor Task |
| K-2 | Directions Motor Task |
| K-3 | Gallop Motor Task |
| K-4 | Jump Motor Task |
| K-5 | Hop Motor Task |
| K-6 | Running Motor Task |
| K-7 | Sequence Motor Task |

Kindergarten Body Management Motor Task

| | |
|-----|-------------------------------------|
| K-1 | Weight Support Motor Task |
| K-2 | Travelling on Body Parts Motor Task |
| K-3 | Moving on Feet Motor Task |
| K-4 | Forward Roll Motor Task |
| K-5 | Jumping and Rolling Motor Task |
| K-6 | Weight on Hands Motor Task |
| K-7 | Transferring Weight Motor Task |

Kindergarten Educational Game Motor Task

| | |
|------|---|
| K-1 | Toss & catch Motor Task |
| K-2 | Underhand Throw Motor Task |
| K-3 | Underhand Throw and Catch with Partner Motor Task |
| K-4 | Overhand Throw Motor Task |
| K-5 | Striking with Hands Motor Task |
| K-6 | Basketball Dribble Motor Task |
| K-7 | Soccer Kick Motor Task |
| K-8 | Soccer Dribble Motor Task |
| K-9 | Striking with Paddle Motor Task |
| K-10 | Batting Motor Task |

Kindergarten Educational Dance Motor Tasks

| | |
|-----|------------------------------|
| K-1 | Educational Dance Motor Task |
| K-2 | Pathways Motor Task |
| K-3 | Educational Dance Motor Task |

SPARK Annual Units Schedule

| | |
|-----------|----------------------------------|
| September | Building a Foundation |
| October | Parachute |
| November | Manipulatives |
| December | Catching and Throwing |
| January | Balance, Stunts, & Tumbling |
| February | Kicking & Trapping |
| March | Jumping |
| April | Golf |
| May | Dribbling, Volleying, & Striking |
| June | Olympic Games |



1st Grade

What First Grade Students Should Know

In kindergarten, students learned locomotor and non-locomotor movements and how to manipulate (e.g., strike, toss, kick, bounce) objects, such as lightweight balls and beanbags. They learned the names of and how to describe locomotor and non-locomotor skills. By the end of kindergarten, many students can demonstrate the proper form for jumping, hopping, galloping, sliding, walking, running, leaping, and skipping. During the kindergarten year, students learned stretching exercises and practiced non-locomotor movements, including bending, stretching, swaying, and twisting. They also learned that muscles move bones, the heart is a muscle, and the lungs and the heart work together to send oxygen to the other muscles. (adapted from CA Department of Education)

What Students Learn in First Grade

In grade one, students practice and build on the foundational skills they learned in kindergarten. Students continue to practice and improve their locomotor skills, jumping, hopping, galloping, sliding, walking, running, leaping, and skipping with more confidence. They learn about movement qualities, particularly space and time. Their improving hand-eye coordination and reaction time make the manipulation of objects easier, but they must practice basic manipulative skills to improve their technique. Static and dynamic balances also improve, which allows for the learning of more advanced tumbling and dancing skills. First-grade students also learn to share, take turns, and work with others. (adapted from CA Department of Education)

At A Glance – 1st Grade Motor Tasks

1st Grade Locomotor Tasks

| | |
|-----|-----------------------|
| 1-1 | Directions Motor Task |
| 1-2 | Jump Motor Task |
| 1-3 | Hop Motor Task |

| | |
|-----|---------------------------|
| 1-4 | Moving on Feet Motor Task |
| 1-5 | Skip Motor Task |
| 1-6 | Sequence Motor Task |

1st Grade Body Management Motor Tasks

| | |
|-----|-------------------------------------|
| 1-1 | Roll Motor Task |
| 1-2 | Land & Roll Motor Task |
| 1-3 | Weight on Hands Motor Task |
| 1-4 | Sequence Motor Task |
| 1-5 | Low Equipment & Rolling Motor |
| 1-6 | Moving Onto & Off Motor Task |
| 1-7 | Mount Low Equipment Motor Task |
| 1-8 | Low Equipment & Sequence Motor Task |
| 1-9 | Hang & Swing Motor Task |

1st Grade Educational Game

| | |
|-----|-------------------------------|
| 1-1 | Toss & Catch Motor Task |
| 1-2 | Underhand Throw Motor Task |
| 1-3 | Overhand Throw Motor Task |
| 1-4 | Striking Motor Task |
| 1-5 | Basketball Dribble Motor Task |
| 1-6 | Soccer Dribble Motor Task |
| 1-7 | Soccer Kick Motor Task |
| 1-8 | Striking w Paddle Motor Task |
| 1-9 | Batting Motor Task |

1st Grade Educational Dance Motor Tasks

| | |
|------|------------------------------|
| 1-1A | Educational Dance Motor Task |
| 1-1B | Educational Dance Motor Task |
| 1-2 | Educational Dance Motor Task |
| 1-3 | Educational Dance Motor Task |

SPARK 1st Grade Annual Units Schedule

| | |
|-----------|-----------------------|
| September | Building a Foundation |
| October | Parachute |

| | |
|----------|----------------------------------|
| November | Manipulatives |
| December | Catching and Throwing |
| January | Balance, Stunts, & Tumbling |
| February | Kicking & Trapping |
| March | Jumping |
| April | Golf |
| May | Dribbling, Volleying, & Striking |
| June | Olympic Games |



2nd Grade

What Second Grade Students Should Know

By the end of grade one, students have learned about qualities of movement, including time and space. They can combine locomotor skills into sequences and create movement sequences to accompany music. Students can demonstrate the correct technique for catching a gently thrown ball and for manipulative skills, such as positioning the non-kicking foot correctly when kicking a ball. They have learned appropriate stretching exercises for the arms, shoulders, back, and legs. At the end of grade one, students are aware of the physical changes that occur with physical activity and can describe them. They also understand that proper body positions help prevent injury and that water, oxygen, and food act as fuel for the body. (adapted from CA Department of Education)

What Students Learn in Second Grade

In second grade, students focus on mastering the correct technique for locomotor and non-locomotor skills. They begin learning tumbling skills at a level that allows them to create their own routines and to transfer weight from one body part to another with control. By the end of the school year, students demonstrate more control when using manipulative skills and can describe the correct technique in greater detail. They learn about the benefits of physical activity, the purpose of good nutrition, and how to solve movement problems with a partner. Students learn the terms force, open space, and base of support as they experience them during physical education lessons. (adapted from CA Department of Education)

At A Glance – 2nd Grade Motor Tasks

2nd Grade Locomotor Tasks

| | |
|-----|-----------------|
| 2-1 | Hop Motor Task |
| 2-2 | Skip Motor Task |
| 2-3 | Jump Motor Task |
| 2-4 | Leap Motor Task |

| | |
|-----|-----------------------|
| 2-5 | Slide Step Motor Task |
| 2-6 | Sequence Motor Task |

2nd Grade Body Management Motor Tasks

| | |
|------|---------------------------|
| 2-1 | Balance Motor Task |
| 2-2 | Sequence Motor Task I |
| 2-3 | Roll & Balance Motor Task |
| 2-4A | Sequence Motor Task II |
| 2-4B | Sequence Motor Task III |
| 2-5 | Sequence Motor Task IV |

2nd Grade Educational Game

| | |
|------|---------------------------------|
| 2-1A | Underhand Throw Motor Task |
| 2-1B | Catch Motor Task |
| 2-2A | Overhand Throw Motor Task |
| 2-2B | Overhand Throw Motor Task |
| 2-3 | Scoop Motor Task |
| 2-4 | Striking Motor Task I |
| 2-5 | Striking Motor Task II |
| 2-6 | Striking w Partner Motor Task |
| 2-7 | Basketball Dribble Motor Task |
| 2-8 | Soccer Motor Task |
| 2-9 | Striking w Paddle Motor Task I |
| 2-10 | Striking w Paddle Motor Task II |
| 2-11 | Batting Motor Task |

2nd Grade Educational Dance Motor Tasks

| | |
|-----|----------------------------------|
| 2-1 | Educational Dance Motor Task I |
| 2-2 | Educational Dance Motor Task II |
| 2-2 | Educational Dance Motor Task III |

SPARK 2nd Grade Annual Units Schedule

| | |
|-----------|-----------------------|
| September | Building a Foundation |
| October | Parachute |
| November | Manipulatives |

| | |
|----------|----------------------------------|
| December | Catching and Throwing |
| January | Balance, Stunts, & Tumbling |
| February | Kicking & Trapping |
| March | Jumping |
| April | Golf |
| May | Dribbling, Volleying, & Striking |
| June | Olympic Games |



3rd Grade

What Third-Grade Students Should Know

By the end of grade two, students correctly performed the more difficult locomotor skills of skipping and leaping. They repeatedly jumped a rope. They demonstrated smooth transitions between even-beat locomotor skills and uneven-beat locomotor skills. They performed rhythmic sequences alone and with a partner. Students learned and described the correct technique for foundational manipulative skills. For example, they threw balls for distance, kicked slowly rolling balls, dribbled balls with their hands and their feet, and caught gently thrown balls. They learned, in terms appropriate for grade-two students, the meaning of impact force, base of support, and open space. During second grade, students started measuring their own fitness levels and monitoring their personal improvement in fitness and physical activities. They learned the names of some important muscles and how to strengthen and stretch them. They learned about the fuel (water and nutritious foods) their bodies need to be physically active and how physical activity helps them maintain good health. They also learned to encourage their peers, show respect for others and equipment, and work cooperatively in a variety of group settings. (adapted from CA Department of Education)

What Students Learn in Third Grade

Grade three is a pivotal time in the development of students' movement skills. In grade three, students begin to focus on combining locomotor and non-locomotor skills into new movement sequences. Students who cannot perform the skills using the proper technique will need additional learning and practice opportunities to improve these foundational skills. Practice opportunities throughout the school year allow them time to develop the proper form for manipulative skills, such as rolling an object, throwing, catching, dribbling, kicking, and striking. By the end of grade three, students should have mastered the proper form for locomotor and non-locomotor skills and learned to manipulate objects in a variety of ways. Students experiment with and explore alternative movements, such as tumbling, creative dance, and formal dance. (adapted from CA Department of Education)

At A Glance – 3rd Grade Motor Tasks

3rd Grade Locomotor Tasks

| | |
|-----|-------------------------|
| 3-1 | Grapevine Motor Task |
| 3-2 | Rope Jumping Motor Task |
| 3-3 | Dodging Motor Task |

3rd Grade Body Management Motor Tasks

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|-----|---|
| 3-1 | Roll Motor Task |
| 3-2 | Vault Motor Task |
| 3-3 | Rolls BM Motor Task |
| 3-4 | Balance –Rolling Actions-Low Equipment Motor Task |
| 3-5 | Sequence Motor Task |

3rd Grade Educational Game Motor Tasks

| | |
|------|------------------------------------|
| 3-1A | Throwing & Catching Motor Task I |
| 3-1B | Throwing & Catching Motor Task II |
| 3-2 | Throwing & Catching Motor Task III |
| 3-3A | Throwing & Catching Motor Task IV |
| 3-3B | Throwing & Catching Motor Task V |
| 3-4 | Scoops Motor Task |
| 3-5 | Basketball Motor Task I |
| 3-6 | Basketball Motor Task II |
| 3-7 | Basketball Motor Task III |
| 3-8 | Soccer Motor Task I |
| 3-9 | Soccer Motor Task II |
| 3-10 | Soccer Motor Task III |
| 3-11 | Volleyball Motor Task I |
| 3-12 | Volleyball Motor Task III |
| 3-13 | Floor Hockey Motor Task |
| 3-14 | Racquets Motor Task |
| 3-15 | Fielding Motor Task |

3rd Grade Educational Dance Motor Tasks

| | |
|-----|----------------------------------|
| 3-1 | Educational Dance Motor Task I |
| 3-2 | Educational Dance Motor Task II |
| 3-3 | Educational Dance Motor Task III |

SPARK 3rd Grade Annual Units Schedule

| | |
|-----------|---------------------------------|
| September | Recess Activities/ Cooperatives |
| October | Fitness Circuits/Tennis |
| November | Chasing & Fleeing/Soccer |
| December | Movement Bands/Basketball |
| January | Stunts & Tumbling/Cross-Fit |
| February | Walk, Jog, Run/Flying Disc |
| March | Jump Rope/Golf |
| April | Aerobic Games/Hockey |
| May | Fitness Challenges/Softball |
| June | Map Challenges/Volleyball |



4th Grade

What Fourth Grade Students Should Know

Students master the proper form for locomotor and non-locomotor skills and learn to manipulate objects in a variety of ways in kindergarten through grade three. In grade three, students began to focus on combining locomotor and non-locomotor skills into new movement sequences. Students experimented with and explored alternative movements, such as tumbling, creative dance, and formal dance. They learned the beginning steps of line, circle, and folk dances and performed dances with a partner. Grade-three students learned the correct technique for manipulative skills and how to describe the correct technique for manipulative skills in detail (e.g., throwing a ball to a moving partner, dribbling while moving forward). They honed their throwing, catching, kicking, and striking skills. Students practiced basic stretches, demonstrated correct technique for warm-up and cool-down exercises, and increased the number of endurance exercises they can do. They monitored their improvement in individual fitness activities and toward personal goals for improving motor skills. They learned about their body's reaction to physical activity and the way the heart, lungs, and muscles interact. Students learned about the benefits of safety procedures and rules, along with the consequences of not following them. They also learned how to coach other students by using movement cues and words of encouragement. (adapted from CA Department of Education)

What Students Learn in Fourth Grade

In grade four, students focus on learning and practicing manipulation skills (e.g., kicking, throwing, striking), in particular using rackets and paddles to strike objects. They also learn about the correct technique for manipulative skills, such as body orientation when serving a ball, and to distinguish between similar skills (e.g., kicking and punting). They begin to learn individual defensive and offensive moves. Students increase the level and frequency of their physical activity, set goals for health-related physical fitness, and monitor their improving skills and fitness. They are introduced to the concept of perceived exertion. They learn about the value of muscular endurance/strength, aerobic and flexibility exercises, and the importance of

water and healthy foods to improve physical performance. Students learn to include others in physical activity and to respect differences in skill levels. They also learn to accept responsibility for their own performance of physical activities and to both win and lose with dignity and respect. (adapted from CA Department of Education)

At A Glance – 4th Grade Motor Tasks

4th Grade Body Management Motor Tasks

| | |
|-----|-------------------------|
| 4-1 | Hand Support Motor Task |
| 4-2 | Roll Motor Task |
| 4-3 | Mounting Motor Task |
| 4-4 | Hand Support Motor Task |
| 4-5 | Sequence Motor Task |

4th Grade Educational Game Motor Tasks

| | |
|-------|------------------------------------|
| 4-1 | Throwing & Catching Motor Task I |
| 4-2A | Throwing & Catching Motor Task II |
| 4-2B | Throwing & Catching Motor Task III |
| 4-3 | Basketball Motor Task I |
| 4-4A | Basketball Motor Task II |
| 4-4B | Basketball Motor Task III |
| 4-5A | Basketball Motor Task IV |
| 4-5B | Basketball Motor Task V |
| 4-6A | Soccer Motor Task I |
| 4-6B | Soccer Motor Task II |
| 4-7 | Volleyball Motor Task I |
| 4-8 | Volleyball Motor Task II |
| 4-9 | Floor Hockey Motor Task I |
| 4-10 | Floor Hockey Motor Task II |
| 4-11 | Racquets Motor Task |
| 4-12A | Softball Motor Task I |
| 4-12B | Softball Motor Task II |
| 4-12C | Softball Motor Task III |

4th Grade Educational Dance Motor Tasks

| | |
|------|----------------------------------|
| 4-1 | Educational Dance Motor Task I |
| 4-2A | Educational Dance Motor Task II |
| 4-2B | Educational Dance Motor Task III |
| 4-3 | Educational Dance Motor Task IV |

SPARK 4th Grade Annual Units Schedule

| | |
|-----------|---------------------------------|
| September | Fitness Circuits / Cooperatives |
| October | Chasing & Fleeing / Soccer |
| November | Jump Rope / Dance |
| December | Map Challenges / Volleyball |
| January | Daily Zone / Stunts Tumbling |
| February | Group Fitness / Basketball |
| March | Walk, Jog, Run/Flying Disc |
| April | Movement Bands / Hockey |
| May | Aerobic Games / Softball |
| June | Fitness Challenges / Football |



5th Grade

What Fifth Grade Students Should Know

In grade four, students focused on learning and practicing manipulation skills (e.g., kicking, throwing, striking). They learned to use rackets and paddles to strike objects. They also learned about the correct technique for manipulative skills, such as body orientation when serving a ball, and to distinguish between similar skills (e.g., kicking and punting). They learned individual defensive and offensive moves. Students increased the level and frequency of their physical activity, set goals for health-related physical fitness, and monitored students' improving skills and fitness. Fourth-grade students were also introduced to the concept of perceived exertion.

Instruction highlighted the value of muscular endurance/strength, aerobic and flexibility exercises, and the importance of water and healthy foods to improve physical performance. Students learned to include others in physical activity and to respect differences in skill levels, as well as to accept responsibility for their own performance of physical activities and to both win and lose with dignity and respect. (adapted from CA Department of Education)

What Students Learn in Fifth Grade

In grade five, students learn manipulative skills with an emphasis on improving accuracy and distance while efficiently manipulating objects by using body parts or implements. For example, they stop a kicked ball by trapping it with a foot and strike a dropped ball with a racket or paddle. They learn and practice offensive and defensive skills. Students create and then perform dances with intentional changes in speed and direction and rhythmic routines that involve manipulating an object. They learn fitness concepts, such as the principles of training, and how to increase their aerobic capacity. They demonstrate how to set and monitor achievable short-term and long term goals for improved physical fitness. Students assess their health-related physical fitness and increase the amount of time and the intensity of their physical activity. They learn to work cooperatively with and respect others with differing abilities. (adapted from CA Department of Education)

At A Glance – 5th Grade Motor Tasks

5th Grade Body Management Motor Tasks

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|-----|-----------------------------------|
| 5-1 | Hand Support Motor Task |
| 5-2 | Low Equipment Sequence Motor Task |
| 5-3 | Changes in Speed Motor Task |
| 5-4 | Hand Support Sequence Motor Task |
| 5-5 | Sequence Motor Task |

5th Grade Educational Game Motor Tasks

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| 5-1 | Throwing & Catching Motor Task |
| 5-2 | Basketball Motor Task |
| 5-3 | Soccer Motor Task |
| 5-4 | Volleyball Motor Task |
| 5-5 | Floor Ball Motor Task |
| 5-6 | Handball Motor Task |
| 5-7 | Racquetball Motor Task |
| 5-8A | Football Motor Task I |
| 5-8B | Football Motor Task II |
| 5-9A | Baseball Motor Task I |
| 5-9B | Baseball Motor Task II |
| 5-10 | Punting and Kicking a Football Motor Task |
| 5-11 | Punting and Kicking a Soccer Ball Motor Task |
| 5-12 | Game Design Motor Task |

5th Grade Educational Dance Motor Tasks

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| 5-1 | Educational Dance Motor Task I |
| 5-2 | Educational Dance Motor Task II |

SPARK 5th Grade Annual Units Schedule

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|-----------|---------------------------------|
| September | Fitness Circuits / Cooperatives |
| October | Jump Rope / Dance |
| November | Fitness Challenges / Football |
| December | Chasing & Fleeing / Soccer |
| January | Group Fitness / Basketball |

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|----------|------------------------------|
| February | Daily Zone / Stunts Tumbling |
| March | Map Challenges / Volleyball |
| April | Aerobic Games / Softball |
| May | Walk, Jog, Run/Flying Disc |
| June | Movement Bands / Hockey |