

COMMUNITY UNIT SCHOOL DISTRICT 200

Physical Education K-8 Philosophy

We believe daily physical education/health programs enhance the capacity of every student’s mind, body and social well-being. Through a comprehensive physical education and health program, students will have the ability to make informed choices pertaining to their health and wellness. Students will gain the skills and knowledge to accomplish personal goals and contribute to society.

FIFTH GRADE

1. Subject Expectation (State Goal 19) The student will acquire movement skills and understand concepts needed to engage in health enhancing physical activity.

Essential Learning 1 (Learning Standard A) Demonstrate physical competency in individual and team sports, creative movement, and lifetime leisure activities

- Critical Content**
- 19.A.2 a. demonstrate control and correct form when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns
 - 19.A.2 b. refine correct form executing sport skills, manipulative skills, locomotor, non-locomotor sequences
 - 19.A.2 c. combine locomotor, non-locomotor, manipulative, and sports skills with smooth transitions
 - * d. use vocabulary specific to activities, games or sports

Essential Learning 2 (Learning Standard B) Analyze various movement concepts and applications

- Critical Content**
- 19.B.2 a. identify the principles of movement *such as*
 - absorption and application of force
 - balance
 - transfer of weight
 - speed
 - deceleration
 - strength
 - acceleration
 - change of direction
 - 19.B.2 b. perform more complex combinations using principles of movement *such as* combining weight transfer and balancing movements
 - 19.B.2 c. apply the concepts of effort, flow, space, and time into establishment of mechanically correct form in sports skills *such as*
 - moving into position
 - establishing a balanced base
 - preparatory phase

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
 * = exceeds state standards

- movement phase
- follow through and return to balance base

Essential Learning 3 (Learning Standard C)	Demonstrate knowledge of rules, safety, and strategies during physical activity
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- Critical Content**
- 19.C.2a a. identify and apply the rules and safety procedures during physical activities which including identifying necessary precautions to avoid injury
 - 19.C.2b b. identify and demonstrate offensive, defensive, and cooperative strategies selected activities and games
 - 21.B1 c. define the components of good sportsmanship

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Grade 5

**2. Subject Expectation
(State Goal 20)**

Achieve and maintain a health-enhancing level of physical enhancing level of physical fitness based upon continual self-assessment.

**Essential Learning 1
(Learning Standard A)**

Know and apply principles and components of health-related of health-related fitness

Critical Content

- 20.A.2a a. describe the benefits of maintaining a health-enhancing level of fitness
- 20.A.2a b. identify diseases/disorders associated with poor levels of fitness
- * c. use and understand age appropriate vocabulary related to fitness
- 20.A.3a d. explore the principles of training: frequency, intensity, time and type (FITT)

**Essential Learning 2
(Learning Standard B)**

Assess individual fitness levels

Critical Content

- 20.B.2a a. monitor the effects of physical activity on the body *such as*
 - a faster heartbeat
 - increased pulse rate
 - increased breathing rate
 - muscle fatigue
 - sweating before, during, and after exercise with, or without technology
- 20.B.2a b. identify personal fitness strengths and weaknesses based on fitness activities targeting
 - cardiovascular fitness
 - muscular strength
 - muscular endurance
 - flexibility
- 20.C.2b c. identify the health related fitness components in various activities *such as*
 - cardiovascular endurance (distance running)
 - muscular strength (weights)
 - flexibility (side stretch)
 - muscular endurance (curl-ups, flex-arm)

**Essential Learning 3
(Learning Standard C)**

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan

Critical Content

- 20.C.2a a. set a personal health related fitness goal
- 20.B.2b b. interpret personal fitness results based on current standards
- 20.A.2a c. explain the relationship between behavior choices relating to exercise, nutrition and rest on wellness levels
- 20.C.3b d. explore opportunities within the community for participation in physical activities

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Grade 5

**3. Subject Expectation
(State Goal 21)**

The student will develop team-building skills by working with others through physical activity.

**Essential Learning 1
(Learning Standard A)**

Demonstrate individual responsibility during group physical activities

Critical Content

- 21.A.2a a. demonstrate the knowledge of rules and safety procedures when participating in group physical activities
- 21.A.2a b. accept responsibility for actions while participating in group physical activities
- 21.A.2b c. use identified procedures and safe practices without reminders during group physical activities
- 21.B.2 d. change individual behavior to work successfully within a group
- 21.B.2 e. demonstrate sportsmanship
 - accepting partners
 - accepting winning and losing situations
 - accepting official's decisions
 - recognizing and applauding another person's efforts
 - accommodating others capabilities
 - cooperating with all peers
- 21.A.2c f. work independently on task until complete

**Essential Learning 2
(Learning Standard B)**

Demonstrate cooperative skills during structured group physical activity

Critical Content

- 21.B.2 a. perform cooperatively in a small group to complete a task in a specific amount of time with no teacher intervention during physical activity
- 21.B.2 b. demonstrate sportsmanship
 - accepting partners
 - accepting winning and losing situations
 - accepting official's decisions
 - recognizing and applauding another persons efforts
 - accommodating others capabilities
 - cooperating with all peers
- 21.A.1 c. give examples of ways to achieve individual and/or shared goals during group physical activities
- 21.A.1 d. demonstrate when to lead, and when to support to accomplish group goals

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FINE ARTS – DANCE

1. **Subject Expectation** **The student will know the language of the arts.**
(State Goal 25)

Essential Learning (Learning Standard A)	Understand the sensory elements, organizational principles, and expressive qualities of dance
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- Critical Content**
- 25.A.2a a. distinguish among the qualities of sustained, percussive, swing vibrate, suspend, and collapse (time, force, flow)
- time (different speeds, acceleration or deceleration, rhythm)
 - force (light or heavy, expressive movement, imitative movement)
 - flow (continuity of movement, interrupted flow/bound flow, sustained flow/free flow)
- 26.B.2a b. create and perform a routine with choreographic elements and props *such as*
- hula hoop routine
 - “5,6,7,8” music
- 25.A.2a c. discuss possible meanings of various dance compositions *such as* why are there three horses in “Troika”?
- 25.A.2a d. demonstrate the principles of AB, ABA, and rondo (A/B, A/C, A/D). “A” is a primary movement phrase and is constantly being repeated, as well as interspersed between the other phrases. B/C/D should be different from each and from “A” *such as* progressive jump rope routine

Essential Learning (Learning Standard B)	Understand the similarities, distinctions and connections in and among dance
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- 25.B.2. a. explain how elements, principles, and tools are combined to express an idea in dance *such as*
- partners or solo
 - two or four wall, quick or slow

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Grade 5

**2. Subject expectation
(State Goal 26)**

The student through creativity and performance will understand how the works of art are produced.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in dance
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- 26.A.2a a. describe the process *such as* conditioning, practicing used to prepare the body as a tool of dance and how props, music and technology are used for performance of dance
- 26.A.2a b. explore rhythmic activities *such as*
- tinkling
 - lummisticks
 - parachute routines
 - ribbons
 - balls
 - dance scarves
 - wands
 - jump ropes
 - juggling scarves
- 26.A.2a c. apply process *such as*
- performing
 - improvising
 - exploring
 - composing
 - choreographing when dancing

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create and perform a dance routine
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- Critical Content** 26.B.2a a. demonstrate control, coordination, balance, elevation, and accuracy in rhythmic response and awareness of choreographic form
- 26.B.2a b. plan and create a dance using defined elements, principles, and tools *such as* jump rope routine in small groups with 4 parts

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Grade 5