

5-6 Physical Education

Content Standards:

Students will:

- Become competent in a variety of, and proficient in a few, physical activities
- Understand and apply principles of human movement to the learning and development of motor skills
- Exhibit responsible personal and social behaviors in physical activity settings
- Exhibit an understanding of and respect for differences among people in physical activity settings
- Use fitness concepts to achieve and maintain a health-enhancing level of physical fitness

Benchmark	Unit
<ol style="list-style-type: none"> 1. Perform gross motor activities with accuracy and distance. 2. Demonstrate eye-hand coordination in performing gross motor skills. 3. Throw, roll, kick or strike a ball or object demonstrating both accuracy and distance. 4. Identify proper warm up, conditioning, cool down techniques and reason for using them. 5. Make responsible decisions about the use of time to complete assigned tasks. 6. Include concerns for safety in self-designed activities. 7. Recognize that time and effort are prerequisites for skill improvement and fitness benefits. 8. Identify healthful benefits that result from regular and appropriate participation in various forms of physical activity. 9. Give and receive critical feedback regarding movement performance. 10. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and body composition. 11. Seek out, participate with and show respect of persons of like and different skill levels and abilities. 	<p>Gross Motor Development:</p> <p>Catching</p> <p>Hitting</p> <p>Juggling</p> <p>Kicking</p> <p>Rolling</p> <p>Throwing</p> <p>Trapping</p>

Benchmark	Unit
<ol style="list-style-type: none"> 1. Design and perform movement patterns in gymnastics, dance and sport activities that combine rolling balancing and weight transfer into smooth flowing sequences with intentional changes in direction, speed and flow. 2. Participate in moderate activity for a sustained period of time while maintaining a target heart rate. 3. Recover from moderate activity in an appropriate length of time. 4. Identify proper warm up, conditioning, cool down techniques and reason for using them. 5. Make responsible decisions about the use of time to complete assigned tasks. 6. Include concerns for safety in self-designed activities. 7. Distinguish between acts of "courage" and reckless acts. 8. Seek out, participate with and show respect of persons of like and different skill levels. 9. Recognize the attributes that individuals with differences can bring to group activities. 10. Acknowledge differences in the behavior of people of different gender, culture ethnicity and disability and seek to learn more about both similarities and differences. 11. Recognize that time and effort are prerequisites for skill improvement and fitness benefits. 12. Appreciate those individuals with higher levels of ability and the effort that it takes to achieve and perform at that level. 13. Identify healthful benefits that result from regular and appropriate participation in various forms of physical activity. 14. Recognize potential benefits and risks of participating in physical activity. 15. Give and receive critical feedback regarding movement performance. 12. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and body composition. 	<p>Gymnastic Skills</p> <p>Forward roll</p> <p>Backward roll</p> <p>Back arch/bend</p> <p>Balance:</p> <p>dominant/non-dominant foot</p> <p>Balance beam</p> <p>Floor kip</p> <p>Headstand</p> <p>Hand stand</p> <p>Tripod</p> <p>Cartwheel</p> <p>Round off</p> <p>Floor routine</p>

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