

Learning Snapshots

STANDARD 1

1.3 Jump for distance, using proper takeoff and landing form.

This standard asks students to demonstrate the proper form when jumping for distance. The correct technique for jumping is:

- Swing arms back.
- Bend the knees halfway.
- Swing arms forward.
- Push off with the toes.
- Reach forward.
- Land on heels.
- Bend knees.
- Shift weight from heels to balls of feet.

This standard parallels Standard 1.2 that asks students to demonstrate the proper form when jumping for height. The difference between the two skills is that on takeoff the performer reaches forward when jumping for distance and reaches upward when jumping for height. Specifically, the performer jumping for distance wants to take off at a 45-degree angle for maximum distance. This standard also links to Standard 2.2. As students are learning to jump, the teacher explains the science behind applying force on takeoff and receiving force on landing. For students to learn the skill correctly, the teacher needs to circulate through the class as students are practicing and provide them with feedback on their form.¹⁰

1.19 Design and perform a routine to music that involves manipulation of an object.

This standard is best addressed toward the end of the school year after students have learned how to move to music and can demonstrate a variety of manipulative skills. The teacher reviews with the students how to move to the beat of the music. The teacher plays a contemporary song with a strong beat. The teacher asks the students to clap in rhythm with the music. Then students are provided with a basketball or rubber playground ball and asked to design a ball-handling routine to music. The teacher assigns students to groups of four to six, and students perform their routines for their assigned group.

STANDARD 2

2.1 Explain the importance of open space in playing sport-related games.

The concept of “open space” forms the basis of all offensive and defensive strategies. The offense tries to create open space (i.e., areas where there are no defensive players) so that the offense can move a receiver into that space

¹⁰Feedback is most effective when it is specific and positive or specific and corrective.

(invasion sports—basketball, soccer) or hit the ball into that space (field sports—softball; net sports—volleyball). The defense tries to close space (cover all areas) to prevent the offense from advancing the ball down the field or scoring. The teacher can best convey this concept to students by using video clips, software simulations, or three-dimensional models. Once the students are introduced to the concept, they apply it while working on Standard 1.6 (“Throw and catch an object underhand and overhand while avoiding an opponent”).

STANDARD 3

3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Moderate-intensity physical activity generally requires sustained rhythmic movements. It refers to a level of effort that a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity. Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous-intensity physical activity may be intense enough to increase heart and respiration rates significantly. Popular aerobic activities for this age group include the performance of short jump rope activities, line dances, or moving around a circuit (learning stations) during which the locomotor skill is changed at each corner (Four Corners Activity).

STANDARD 4

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

Students are asked to record their food consumption for one day. Simultaneously, students work on Standard 4.6 (“Record water intake before, during, and after physical activity”) for the same day. Students are given the time in class to analyze their food consumption in relation to the Food Pyramid. For independent class work or homework, students design a one-day food plan that meets the recommendations of the Food Pyramid.

STANDARD 5

5.2 Work toward a long-term physical activity goal and record data on one’s progress.

Fifth-grade students are working on Standard 3.7 (“Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities”). Together with Standard 5.2, students

write long-term goals related to increasing the time they are participating in physical activity and record their progress toward their goals. The goals should be clear, measurable, and achievable. The teacher provides feedback on the goals before the students begin to work toward them. The students are given a form or chart with columns for dates, times, and activities. Throughout the year the teacher reviews the progress sheets with students to determine whether they have met their goals or need to adjust them.

Chapter 2
Standards-Based
Physical Education:
Kindergarten
Through
Grade Five

Grade Five