

Title – 5th Grade Physical Education Student Learning Objective

Content Area – Phys. Ed.

Grade Level – 5th

Students – 62

Interval of Instruction – Fall semester (repeated again in spring with new cohort)

Main Criteria	Element	Description
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Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

Priority of Content	Objective Statement	Students will understand, monitor, and be able to explain in writing how physical fitness and nutrition influence their health and wellness.
	Rationale	According to the Rhode Island Physical Education Framework, the percentage of overweight children and adolescents has nearly tripled in the past 30 years, due to a decrease in physical activity and an increase in calorie consumption. In order to maintain healthy weight, students need a strong understanding of how the daily choices they make with regard to exercise and nutrition have direct and lasting effects on their overall health and wellness. Regularly tracking and reflecting upon exercise and nutrition will help students make the connection between how they treat their bodies and how they feel.
	Aligned Standards	<p>This objective is aligned to The Rhode Island Physical Education Frame Work Standards:</p> <p><i>Standard 3. Understands the implications of and the benefits derived from involvement in physical activity.</i></p> <p>4-5.S3.1 - identify the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).</p> <p>4-5.S3.2 - identify the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).</p> <p>4-5.S3.3 - identify the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).</p> <p>4-5.S3.4 - identify the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration).</p> <p>4-5.S3.5 - use physical activity as a means of self-expression.</p> <p><i>Standard 4. Applies physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</i></p> <p>4-5.S4.5 - identify several physical activities related to each component of health-related physical fitness (e.g., cardiovascular – jogging, aerobics, hiking, spinning) or (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility).</p> <p>4-5.S4.6 - select and participate regularly in physical activities for the purpose of improving physical skills and health.</p> <p>4-5.S4.7 - identify factors that promote and that prevent physical activity and develop some strategies to maintain a physically active lifestyle.</p> <p>4-5.S4.8 - identify ways to be physically active in structured and non-structured settings that promote lifelong fitness.</p> <p><u>It also integrates CCSS for writing and mathematics:</u></p> <p>W.5.2 Write information/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically.</p>

		<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and causes (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>4.NBT.5: Multiply whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
<p>Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	<p>Baseline Data / Information</p>	<p>I do not have formal baseline data for my students, but I have consulted with the 5th grade teachers to set my targets. They felt that it was appropriate to expect that most students would have a sound grasp of multi-digit addition, subtraction, and multiplication required for calculating calories, nutritional facts, portions, distance, etc., as these are largely 4th grade skills and all of my current 5th graders passed 4th grade mathematics. However, they did identify students who would need additional support with their mathematics and those who would need additional support with their writing in order to be successful with this project.</p>
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>		
<p>Rigor of Target</p>	<p>Target(s)</p>	<p>1. 100% of students (62/62) will complete their twice-per-week sustained physical activity and Wellness Journal, 4 reflections, and a final pamphlet to share with younger students that meet most expectations (a score of 15+).</p> <p>a. Of those, approximately 40% of students (25/62) will complete their twice-per-week sustained physical activity and Wellness Journal, 4 reflections, and final pamphlet to share with younger students that meet all expectations (a score of 18+).</p> <p>b. Of those, approximately 20% of students (12/62) will complete their twice-per-week sustained physical activity and Wellness Journal, 4 reflections, and final pamphlet to share with younger students that exceed expectations (a score >20).</p> <p>All students will also visit a 1st-4th grade classroom to deliver a planned group presentation to younger students on the benefits of physical activity and healthy nutrition. They will share their pamphlets and teach the younger students about their Wellness Journals and how they earn points to instigate a school-wide Wellness Initiative.</p>
	<p>Rationale for Target(s)</p>	<p>Given that this will be the major deliverable for the semester, it is appropriate to expect that nearly all (95%) of students will complete the three components of the assignment in a manner that meets most expectations. I will reach out to and work with parents of students who are not completing their twice-weekly physical activity expectation to ensure that that requirement is met. I set the remaining tiered targets with the help of the 5th grade teachers, who analyzed students' previous writing and math grades. These targets are slightly higher than what I have observed among similar groups of students who completed this project in past years.</p>

Quality of Evidence	Evidence Source(s)	<p>Students will keep a Wellness Journal throughout the semester. Three times per week they will be required to complete at least 30 minutes of sustained physical activity and document all of their physical activity as well as what they eat and drink (including counting servings from food groups, etc). Students will get a point for every week that they completed and documented their 30-minutes of physical activity. They will also earn points for documenting times when they make healthy eating decisions or participated in creating healthy meals with family members. In addition, students will track their mood on these days, using the red, yellow, green, and blue ratings of The Ruler Approach to social and emotional learning. Finally, students are required to use at least three phys. ed. vocabulary words per entry (e.g. calories, cardiovascular).</p> <p>At four points throughout the semester, students will be asked to synthesize the contents of their journal entries and create a 1-page explanatory response about the physical, emotional, social, and cognitive benefits of proper nutrition and exercise (4 one-page responses in total). Expectations for the written portions of the project are outlined in the attached 8-point rubrics, which I created with the 5th grade ELA teacher.</p> <p>At the end of the semester, each student will use their journals and 1-paragraph reflections to create a pamphlet about why physical exercise and proper nutrition are essential for overall wellness. They will use these pamphlets as instructional tools when visiting younger classrooms and teaching other students in the school to introduce our Wellness Initiative launching in January. Reflections will be completed in class once a month and the pamphlet will be completed in class and at home. Both will be due during the last week of the fall semester, when students will visit 1st-4th grade classrooms and deliver their presentations.</p> <p>I will score Wellness Journals on completion of the three days/week physical activity expectation and the nutrition section on journaling days. I will score the written portions of the project using the rubric I developed with the 5th grade teachers. Students are assigned 0-2 points for each of the following categories: content development, vocabulary, organization, and mechanics. I will retain samples of student work so that my evaluator can see examples of work that did not meet expectations, met most expectations, met all expectations, and exceeded expectations.</p>
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