

### STUDENT LEARNING GOALS

Students in fifth grade apply movement principles and concepts to enhance their movement performance, personal fitness, and game strategy and tactics. They develop proficiency in games, dance, and educational gymnastics. Students demonstrate specialized skills alone, with a partner, or in a small group. They access and use resources to improve personal fitness as they exhibit a physically active lifestyle. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

**WEB LINK:** Eating and Exercise - <http://www.healthteacher.com>  
[www.kidshealth.org](http://www.kidshealth.org)  
<http://www.presidentschallenge.org>

#### SKILLED MOVEMENT

- Demonstrate proficiency in movement skills and skill combinations in complex movement activities.
- Perform complex educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow.
- Perform different types of rhythm/dance sequences.

#### PERSONAL FITNESS

- Describe short- and long-term benefits of engaging in regular physical activity.
- Use personal fitness assessment data to enhance understanding of physical fitness.
- Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers).
- Analyze fitness data to describe and improve personal fitness levels (e.g., apply data to own plan for improvement in at least two components of health-related fitness).

#### MOVEMENT PRINCIPLES AND CONCEPTS

- Understand and apply movement principles and concepts in complex movement activities.
- Apply movement concepts of body, space, effort, and relationship to movement.
- Apply principles of accuracy, force, and follow-through when projecting objects.
- Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).
- Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
- Use feedback, including available technology, to improve performance.

#### RESPONSIBLE BEHAVIORS

- Participate in establishing and maintaining a safe environment for learning physical activities.
- Work independently and with others to improve learning during physical activity.
- Display appropriate cooperative and competitive behaviors.

#### PHYSICALLY ACTIVE LIFESTYLE

- Identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).

## Bike Safety

- Always wear a bicycle helmet!
- Wear a helmet that fits properly. A bicycle helmet should fit comfortably and snugly. It should sit level on top of your head about two finger widths above your eyebrows. The helmet should not rock back and forth or from side to side. The helmet straps should always be buckled.
- Your helmet should meet or exceed the safety standards set by the US Consumer Product Safety Commission.
- Learn the rules of the road and obey all traffic laws:
  - Ride on the right side of the road with traffic
  - Use the appropriate hand signals
  - Respect all traffic signals
  - Stop at all stop signs
  - Always look Left-Right-Left before entering a street



Source:  
<http://www.aacliqpart.com>



American Academy of Pediatrics  
 DEDICATED TO THE HEALTH OF ALL CHILDREN®  
<http://www.aap.org/>



Source:  
<http://www.vahealth.org/civp/bike/index.htm#facts>

## Scooter Facts

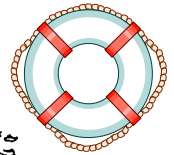
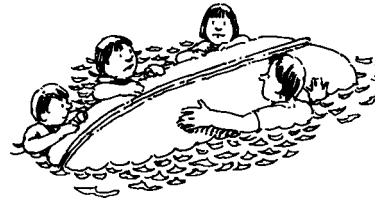
- In 2000, over 40,000 scooter related injuries were reported to hospital emergency rooms nationwide compared to relatively non-existent numbers in 1999.
- 85% of all injuries occur to children under the age of 15.
- Two-thirds of the injuries occurred to boys.
- The most common injury was a fracture (29%), most often to the arm or hand.



## WATER SAFETY PROGRAM

Chickahominy YMCA  
 North Richmond YMCA  
 Shady Grove YMCA  
 Tuckahoe YMCA

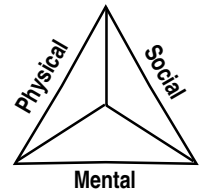
<http://www.ymca.net>



Sources:  
 Corel Gallery  
 Art Explosion

Wellness-related physical fitness is an important part of the Wellness Triangle representing overall health. Students can substantially improve their overall health and quality of life by including moderate amounts of physical activity in their daily lives. Students are provided daily wellness-related physical fitness activities through Star Track...The Fit Generation program, jogging programs, and early morning workouts during daily physical activity sessions with classroom teachers and weekly physical education classes.

Wellness-related fitness is for everyone. Students are taught skills that will help them develop regular physical activity habits for a lifetime. Students are taught to maintain a level of fitness within the "Wellness Zone" for each assessment. The upper end of the wellness zone is an athletic performance related level of fitness and the lower end of the zone is a health-related, disease prevention level of fitness. Students and teachers will set wellness-related physical fitness goals and assess those goals using the State of Virginia Wellness-Related Physical Fitness Norms. (see chart)



Virginia Wellness-Related Physical Fitness Assessments include:

**Upper Body Strength** - measured by pull-ups or flexed arm hang (either grip). Suggestions for improvement include modified pull-ups, push-ups, flexed arm hang, climbing activities, animal walks (seal, crab, bear).

**Abdominal Strength** - measured by timed curl-ups. Suggestions for improvement include curl-ups, crunches and leg lifts, V-ups, lay on back and lift head and toes.

**Flexibility** - measured by sit and reach or V-sit and reach. Suggestions for improvement include static stretching, toe touching, Star Track stretch routine.

**Aerobic Capacity** - measured by the One-Mile Run/Walk. The 1/2 mile option may be used for younger grades. Suggestions for improvement include any activity that elevates the heart rate and uses large muscle groups for 15-20 minutes including jogging, swimming, cycling or aerobics.

### Wellness-related physical fitness norms

	Age	Abdominal Strength Curl-ups	Upper Body Strength Pull-ups or Flexed arm hang	Flexibility Sit & Reach or V Sit & Reach	Aerobic Capacity Mile
Girl's Wellness Zone	10	27-38	1-2 4-10	26 – 32 1.0 – 5.0	12:30-9:30
	11	29-40	1-2 6-12	26 – 33 1.5 – 6.0	12:00-9:00
	12	31-43	1-2 7-12	27 – 35 2.0 – 6.0	12:00-9:00
Boy's Wellness Zone	10	32-43	1-2 4-10	22 – 29 1.0 – 3.0	11:30-9:00
	11	34-45	1-3 6-13	23 – 30 1.0 – 4.0	11:00-8:30
	12	37-48	1-3 6-13	23 – 30 1.0 – 3.0	10:30-8:00

The lower end of each wellness-related fitness zone represents a health-related, disease prevention level of physical fitness. The upper end of each zone represents an athletic performance related level of physical fitness.