

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Physical Education  
**COURSE TITLE:** Physical Education  
**GRADE LEVEL:** 3-5

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**COURSE DESCRIPTION:** Students in third, fourth and fifth grade will continue working on activities involving sport-related skills and lead-up games (e.g. basketball, volleyball). Students will build on rhythms and dance, stunts and tumbling, water safety, physical fitness and social skills.

**CONTENT STANDARDS:**

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Physical Education should be able to . . .

**Content Standard I. Use a variety of basic and advanced movement forms.**  
Benchmarks: Demonstrate directional movement through space and tempo.  
Use mature form in object control skills (e.g. underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike).

**Content Standard II. Apply movement concepts and principles to the learning and development of motor skills.**  
Benchmark: Use basic sport-specific skills for a variety of physical activities (e.g. basketball chest pass, soccer dribble, fielding a softball).

**Content Standard III. Participate regularly in physical activity.**  
Benchmark: Engage in moderate to vigorous activity for personal enjoyment and health outside of the physical education classroom.

**Content Standard IV. Achieve and maintain a health-enhancing level of physical fitness.**  
Benchmarks: Participate in physical fitness testing with at least 50% national proficiency.  
Identify the components of physical fitness.

**Content Standard V. Demonstrate responsible personal and social behavior while respecting differences among people in physical activity settings.**  
Benchmarks: Follow activity specific rules and procedures.  
Work cooperatively and productively with any partner or group.  
Apply safe practices in the classroom and pool area.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR PHYSICAL EDUCATION.**

**Content Standard I. Use a variety of basic and advanced movement forms. The students in Grade 3-5 Physical Education should be able to . . .**

**Benchmark: Demonstrate directional movement through space and tempo.**

Indicator: Move in patterns displaying agility and self-expression (e.g. forward to sideways, forward to backward). (3)

Assessments: Basic Movement Forms Checklist

**Benchmark: Use mature form in object control skills (e.g. underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike).**

Indicator: Throw overhand stepping with the opposite foot. (3)  
Dribble a moving ball using alternating feet. (4)  
Strike an object with an implement. (5)

Assessments: Basic Movement Forms Checklist

**Content Standard II. Apply movement concepts and principles to the learning and development of motor skills. The students in Grade 3-5 Physical Education should be able to . . .**

**Benchmark: Use basic sport-specific skills for a variety of physical activities (e.g. basketball chest pass, soccer dribble, fielding a softball).**

Indicator: Demonstrate appropriate concept (e.g. correct passing, throwing or kicking fundamental) to game situation. (5)  
Identify the critical elements of basic movement concepts. (4)

Assessments: Apply Movement Concepts/Principles Checklist

**Content Standard III. Participate regularly in physical activity. The students in Grade 3-5 Physical Education should be able to . . .**



**Benchmark: Engage in moderate to vigorous activity for personal enjoyment and health outside of the physical education classroom.**

Indicator: List moderate to vigorous activities that students perform for enjoyment and personal health benefits. (4)

Assessments: Exhibit a Physically Active Lifestyle Worksheet

**Content Standard IV. Achieve and maintain a health-enhancing level of physical fitness. The students in Grade 3-5 Physical Education should be able to . . .**

**Benchmark: Participate in physical fitness testing with at least 50% national proficiency.**

Indicator: Complete sit and reach. (3-5)  
Complete pull-ups/flex arm hang. (3-5)  
Complete mile run. (3-5)  
Complete sit-up. (3-5)

Assessments: Physical Fitness Testing Cards  
Pre/Post sit and reach for overall flexibility growth  
Pre/Post pull-up testing to measure overall muscular strength  
Pre/Post sit-up testing to compare muscular endurance  
Pre/Post mile run to measure aerobic endurance

**Benchmark: Identify the characteristics of a healthy lifestyle.**

Indicator: Identify the individual physical fitness tests by matching it to the fitness component. (5)  
List food groups and daily recommendations. (5)

Assessments: Health Enhancing Fitness Sheet

**Content Standard V. Demonstrate responsible personal and social behavior while respecting differences among people in physical activity settings. The students in Grade 3-5 Physical Education should be able to . . .**

**Benchmark: Follow activity specific rules and procedures.**

Indicator: Demonstrate listening skills. (3-5)  
Follow classroom procedures. (3-5)

Assessments: Recorded on UCSD Report Card (Structured Observation)

**Benchmark: Apply safe practices in the classroom and pool area.**

Indicator: Follow safety procedures. (3-5)  
List water safety rules after viewing video. (3-5)



Assessments: Recorded on UCSD Report Card/KWL water safety discussion

**Benchmark: Work cooperatively and productively with any partner or group.**

Indicator:     Display personal responsibility. (3-5)  
                  Assess own performance without blaming others. (3-5)  
                  Show respect and sensitivity toward others personal characteristics and  
                  differences in skill level. (3-5)

Assessments: Recorded on UCSD Report Card (Structured Observation)

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

