

# Fifth Grade Physical Education Curriculum

Unit: Movement Skills and Concepts		Time: September-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How can I change my movements in response to others, objects and boundaries?</li> <li>How can I be creative with movement?</li> <li>How can I perform skills correctly both when practicing and during game play?</li> <li>How can I help ensure a safe environment during physical activity?</li> </ul>		<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>I can use coordination, balance, flexibility and agility to show control when moving in relation to others, objects and boundaries.</li> <li>I can demonstrate movement sequences by myself and with others in response to music.</li> <li>I can demonstrate skills in isolated and applied settings.</li> <li>I can use feedback, including self-check lists and peer-checklists, to correct movement errors and improve my skills.</li> <li>I can use appropriate behaviors, etiquette, rules, strategies and procedures during physical activities, games and sports to help keep myself and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</li> <li>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</li> <li>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> <li>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> <li>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> <li>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"> <li>➤ During lead-up games and small-sided games for soccer, basketball, floor hockey, football, softball, and volleyball, students will complete self-check task sheets indicating use of body management skills such as coordination and agility as well as strategies and rules.</li> <li>➤ During peer activities, students will give partners feedback and indicate improvement on a check-list.</li> <li>➤ Teacher will use a checklist to observe and track students performing the skills, strategies and rules of the activity during lead-up and small-sided games for soccer, softball, basketball, floor hockey, football, and volleyball.</li> <li>➤ Students will demonstrate movement sequences individually and with others in response to music.</li> <li>➤ Students will create a poster explaining good sportsmanship for both players and observers.</li> <li>➤ Students will complete an exit slip to self-assess use of appropriate behaviors during game play.</li> <li>➤ Students will explain rules to various games and activities and why they are important.</li> <li>➤ Students will indicate use of rules, strategies and etiquette on an exit slip.</li> </ul>		<b>Other Assessments</b> <ul style="list-style-type: none"> <li>✓ Teacher observation</li> <li>✓ Performance tasks</li> <li>✓ Self-check</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>Playing cards</li> <li>Fitness Dice</li> <li>Dice</li> <li>Yarn Balls</li> <li>Cones</li> <li>Poly-spots</li> <li>Lines</li> <li>Beanbags</li> <li>Jump Ropes</li> <li>Scooters</li> <li>Music</li> <li>Balls</li> <li>Pedometers</li> <li>Hockey sticks/pucks</li> <li>Nets (soccer/hockey/basketball)</li> </ul>

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## SUGGESTED ACTIVITIES

- Skill practice: dribbling (with hands/feet/stick), passing, shooting, throwing, catching, flag-pulling, volleying, serving
- Self-check and peer-check task sheets during practice
- Lead-up games for invasion games: Dribbling line-tag, Pirates/Knock-Out, Pac-Man, Keep Away
- Lead-up games for net/wall games: one bounce, infinite hits, toss and volley
- Small sided games (2v2, 3v3, 4v4, 5v5)
- Relays using game specific skills
- Stations using game specific skills
- Whole class skill practice and drills (mirror teacher or peer)
- Practice passing to a wall, partner or small group
- Peers teach and demonstrate skills
- Jigsaw activity to learn a dance (groups learn part of dance and then teach to other groups)
- Create-a-dance (small groups make a sequence of 4 steps and then groups are combined to create a longer sequence).
- Create a tumbling movement sequence, individually or synchronized with a partner or small group
- Exit slip on which students indicate the use of (or lack of use of) skills, strategies and sportsmanship during practice or game play.
- Group Games: Ultimate ball/Frisbee, Hyperspace, 4-Corners, Veggie Monster, Pop-Up Tag, Capture the Flag

## REINFORCEMENT

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Play non-competitive games

## ENRICHMENT

- Peer teach/coach, demonstrate to class
- Modify equipment: decrease size of ball, increase weight of ball
- Increase distance to target
- Decrease size of target

## Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- [www.pecentral.com](http://www.pecentral.com)
- [www.pelink4u.com](http://www.pelink4u.com)
- [www.pedigest.com](http://www.pedigest.com)

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills:** CRP11 Use technology to improve productivity. Students will use music and pedometers for motivation.

## CR/LL/KS:

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

**SEL:** Relationship skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

**Language Arts:** L.5.3 Students will report to the class information about the origin and rules of an activity from a different culture.

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Unit: Fitness		Time:September-June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• What are the health benefits of regular physical activity?</li><li>• How can I show respect during physical activity?</li><li>• What can I do to improve my fitness?</li><li>• What things that may get in the way of physical fitness?</li><li>• What are factors that affect personal fitness and health?</li><li>• What are my favorite ways to move?</li><li>• How can I increase my range of motion?</li><li>• What community resources could be used to support physical activity, sports and wellness?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I will explain some of the positive effects on physical, social, emotional and intellectual health that physical activity can produce.</li><li>• I can accept others of all skill levels when I do physical activities.</li><li>• I can participate in moderate to vigorous physical fitness activities that address each component of health-related fitness.</li><li>• I can set a health-related fitness goal.</li><li>• I will explain two or more factors that help or hurt the development of fitness and well-being.</li><li>• I can explain that choosing to do physical activity can be fun and help my emotions.</li><li>• I can identify my favorite ways to be active and engage in those activities by myself or with others for fun.</li><li>• I can increase my range of motion through dynamic stretching and breathing exercises.</li><li>• I can describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li></ul>	<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	
<b>Benchmark Assessment(s)</b> <ul style="list-style-type: none"><li>➤ Students will create a fitness goal and plan to improve components of fitness based on their Fitnessgram scores. The plan will include a variety of moderate and vigorous physical activities.</li><li>➤ Students will engage in a variety of moderate to vigorous fitness activities for each component of fitness (cardiorespiratory endurance, muscle strength/endurance and flexibility).</li></ul>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Teacher observation</li><li>✓ Performance tasks</li><li>✓ Self-check</li></ul>	

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- Students will keep a log of fitness activities they engaged in while working towards their fitness goals.
- Students will self-assess how well they demonstrated kindness and respect during game play or fitness activities.
- In small groups, students will create a chart with two columns differentiating factors that may help and factors that may hurt personal fitness and healthy lifestyle choices. The chart may include heredity, physical activity, nutrition, sleep, technology.
- Students will select a physical activity they enjoy and present to the class the social, emotional and physical health benefits of that activity.
- Students will use dynamic stretching and breathing exercises to increase their range of motion.
- Students will describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

## Materials

- Playing cards
- Fitness Dice
- Dice
- Cones
- Poly-spots
- Beanbags
- Jump Ropes
- Scooters
- Music
- Balls
- Pedometers
- Medicine balls
- Stopwatch

## SUGGESTED ACTIVITIES

- Fitnessgram fitness assessments (PACER, push-up, curl-ups, sit and reach, trunk lift)
- Students have time to work on fitness goals
- Fitness stations
- Fitness relays
- Tag games with fitness-related re-entry tasks
- Fitness Bingo
- Jump rope challenges
- Students create fitness routines
- Dance activities, like Freeze Dance
- Fitness 4 Corners
- Race Track
- Minute-to-Win It Fitness
- Physical activity log/calendar
- Favorite physical activity bulletin board (students provide photos/words/drawings)

## REINFORCEMENT

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target/number of reps
- Modify the way exercise is performed

## ENRICHMENT

- Peer teach/coach, demonstrate to class
- Peer teach/coach, demonstrate to class
- Modify equipment: decrease size of ball, increase weight of ball
- Increase distance to target, number of reps
- Decrease size of target

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9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

**SEL: Relationship skills:** Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others.

**Language Arts or Math: L.5.3** Students will use language conventions when writing, speaking and listening when working in groups and completing written assignments, like their fitness plans.