

Fifth Grade Physical Education Curriculum

Unit: Team, Individual and Dual Sports		Time: September-December	Standards:
Essential Questions <ul style="list-style-type: none"> ● What are specific strategies I need to be successful when playing sports and games? ● How can perform skills correctly both when practicing and during game play? ● How can I change the way I use skills in different environments? 	Enduring Understandings <ul style="list-style-type: none"> ● Students will use throwing and catching in game play. ● Students will maintain a volley of at least 2 hits over a net. ● Students will modify dribble as needed in game play. ● Students will use offensive and defensive strategies during gameplay. ● Students will compare and contrast strategies used in sports and games. ● Students will use self-check lists and peer-check lists to determine use of skills and strategies during game play. ● Students will explain and demonstrate good sportsmanship. ● Students will move safely during game play using body management skills and control. 	<p>2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movements in smooth flowing sequences in isolated settings (ie. skill practice) and applied settings (ie. games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</p> <p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.</p> <p>2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior</p> <p>2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety</p>	
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ During lead-up games and small-sided games for soccer, basketball, floor hockey, football, softball, and volleyball, students will complete self-check and peer-check task sheets indicating use of offense, defensive and cooperative strategies specific that activity. During peer activities, students will give partners feedback and indicate improvement on a check-list. (2.5.6.A.4, 2.5.6.B.1, 2.5.6.B.2) ➤ Teacher will use a checklist to observe and track students performing the strategies and rules of the activity during lead-up and small-sided games for soccer, softball, basketball, floor hockey, football, and volleyball. (2.5.6.B.1, 2.5.6.B.2, 2.5.6.C.2) ➤ Students will create a poster explaining good sportsmanship for both players and observes.(2.5.6.C.1) 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Performance tasks ✓ Self-check Materials <ul style="list-style-type: none"> ● Playing cards ● Fitness Dice ● Dice ● Yarn Balls ● Cones ● Poly-spots ● Lines ● Beanbags ● Jump Ropes ● Scooters ● Music ● Ipod ● Balls ● Pedometers 	

Fifth Grade Physical Education Curriculum

SUGGESTED ACTIVITIES

- Small sided games (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
- Lead-up games for invasion games: Dribbling line-tag, Pirates/Knock-Out, Pac-Man, Keep Away
- Jigsaw activity to learn a dance
- Create-a-dance (small groups make a sequence of 4 steps and then groups are combined to create a longer sequence).
- Exit slip on which students indicate the use of (or lack of use of) skills, strategies and sportsmanship during practice or game play.

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
- 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
- www.pelink4u.com
- www.pedigest.com

Cross-Curricular Connections

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

Technology: 8.1.5.A.4 Fitness scores are graphed and analyzed.

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.

Fifth Grade Physical Education Curriculum

Unit: Group Games and Dance		Time: January-March	Standards:
Essential Questions <ul style="list-style-type: none">• How can I combine movements to create a dance?• Why is following the rules and using sportsmanship important?• From where do some dances and some of the games we play originate?	Enduring Understandings <ul style="list-style-type: none">• Students will perform a teacher-taught dance and create their own dance.• Students will use self-check lists and peer-check lists to determine movement errors and skill development.• Students will relate the origin and rules of at least one activity to a different culture.	<p>2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.</p> <p>2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety</p> <p>2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>	

Fifth Grade Physical Education Curriculum

Benchmark Assessment(s)

- During large group games like Capture the Flag and It, students will complete self-check worksheet indicating use of offense, defensive and cooperative strategies specific that activity. During peer activities, students will give partners feedback and indicate improvement on a check-list. (2.5.6.A.4, 2.5.6.B.1, 2.5.6.B.2)
- Teacher will use a checklist to observe and track students performing the strategies and rules of the activity during group games like Capture the Flag and It. (2.5.6.B.1, 2.5.6.B.2, 2.5.6.C.2)
- Students will create a poster explaining good sportsmanship for both players and observers.(2.5.6.C.1)
- Students will research the origin and rules of at least one activity from a different culture and report information to class. Teacher will assess using a rubric. (2.5.6.C.3)
- Students will create-a-dance (small groups make a sequence of 4-6 different steps for minimum of 8 counts each). Dance will be assessed using a rubric (2.5.6.A.3)

Other Assessments

- ✓ Teacher observation
- ✓ Performance tasks
- ✓ Self-check

Materials

- Playing cards
- Fitness Dice
- Dice
- Yarn Balls
- Cones
- Poly-spots
- Lines
- Beanbags
- Jump Ropes
- Scooters
- Music
- Ipod
- Balls
- Pedometers

Fifth Grade Physical Education Curriculum

SUGGESTED ACTIVITIES

- Group Games: Ultimate ball/Frisbee, Hyperspace, 4-Corners, Veggie Monster, It (Pop-Up Tag), Swamp Ball, Capture the Flag, 4-Square
- 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
- Create-a-dance (small groups make a sequence of 4-6 different steps for minimum of 8 counts each).
- Exit slip on which students indicate the use of (or lack of use of) skills, strategies and sportsmanship during practice or game play.

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
- 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
- www.pelink4u.com
- www.pedigest.com

Cross-Curricular Connections

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

Technology: 8.1.5.A.4 Fitness scores are graphed and analyzed.

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.

Fifth Grade Physical Education Curriculum

Unit: Fitness

Time: April-June

Standards:

Essential Questions

- What are the benefits of physical activities?
- What can I do to improve my fitness for health and performance in the activities I enjoy?
- What things that may get in the way of physical fitness?
- What are factors that affect personal fitness and health?
- How do performance-enhancing substances affect health?

Enduring Understandings

- **Students will explain the benefits of selected physical activity.**
- **Students will develop a fitness plan to improve their fitness level and use the FITT principle to improve personal fitness.**
- **Students will explain two or more factors that help or hurt the development of fitness and well-being.**

- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.6.A.7 Evaluate the short- and long- term effects of anabolic steroids and other performance-enhancing substances on personal health.

Fifth Grade Physical Education Curriculum

Benchmark Assessment(s)

- Students will select a physical activity they enjoy and present to the class the social, emotional and health benefits of that activity. Teacher will assess using a rubric. (2.6.6.A.1)
- Students will create a fitness goal and plan to improve components of fitness based on their Fitnessgram scores. Students will use the training principles of frequency, intensity, time and type when making their plan. The plan will include a variety of moderate and vigorous physical activities and students will list any things that may help or get in the way of achieving their goals (e.g., health status, interests and available time). (2.6.6.A.2, 2.6.6.A.3,2.6.6.A.6)
- Students will keep a log of fitness activities they engaged in while working towards their fitness goals.(2.6.6.A.4, 2.6.6.A.5)
- After engaging in a series of stations, students will complete a worksheet differentiating health-related versus skill-related fitness activities.(2.6.6.A.1)
- In small groups, students will create a chart with two columns differentiating factors that may help and factors that may hurt personal fitness and health. The chart may include health status, interests, environmental conditions, and available time physical activity, healthy eating, and body composition and the use of performance enhancing substances.(2.6.6.A.4, 2.6.6.A.6, 2.6.6.A.7)

Other Assessments

- ✓ Teacher observation
- ✓ Performance tasks
- ✓ Self-check

Materials

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

Fifth Grade Physical Education Curriculum

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
- Cup Stacking

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
- 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
- www.pelink4u.com
- www.pedigest.com

Suggested Materials

-

Cross-Curricular Connections

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

Technology: 8.1.5.A.4 Fitness scores are graphed and analyzed.

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.