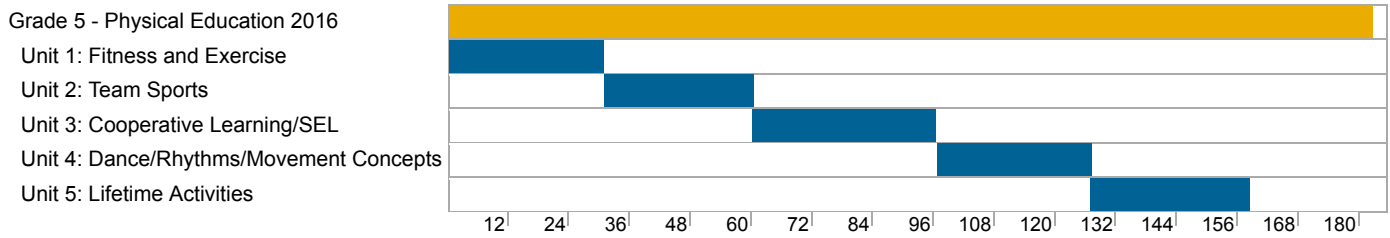


Grade 5 - Physical Education 2016 Curriculum Chart



Grade 5 - Physical Education 2016

Start day: 1

Meetings: 180 days

Description

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

- Motor Skills/Movement Patterns
- Application of concepts and strategies of recognition of benefits of physical activities
- Physical fitness and engagement in physical activity
- Social Responsibility, team building and working with others through physical activity

Course Resources

In order to access all links or worksheets in the boxes below, you must click on **"Show Content"** up to the right.

Shared Schoology Group

Non-Aligned Standards

6 Benefits of Physical Activity

- **Objective [PE 11-12 BPA] 6.11-12.4** 6.11-12.4 Feel empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity.

3 Fitness

- **Objective [PE 3-4 F] 3.3-4.4** 3.3-4.4 Regularly participate in physical activity for the purpose of improving one's

personal physical fitness.

3 Fitness

- **Objective [PE 5-6 F] 3.5-6.4** 3.5-6.4 Participate daily in some form of health-enhancing physical activity.

6 Benefits of Physical Activity

- **Objective [PE 9-10 BPA] 6.9-10.1** 6.9-10.1 Identify participation factors that contribute to enjoyment and self-expression in physical activity.

Grade 5 - Physical Education 2016 > Unit 1: Fitness and Exercise

Start day: 1

Meetings: 30 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- I will engage in fitness exercises/physical activities incorporating the five components of fitness
- I will identify areas of needed improvement from data (assessments/feedback), and with teacher assistance, develop strategies for progressing in those areas
- I will exhibit socially responsible behavior while engaged in activities with classmates (school norms, accepting, encouraging)
- I will challenge myself based on my individual level of fitness

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

Students will know:

- Flexibility
- Cardio-Respiratory Endurance
- Upper Body Strength
- Core Strength
- Heart Rate (healthy/target zone!)

Skills (What Students Should Do)

Student will perform:

Flexibility:

- Straddle Stretch

- Butterfly stretch
- Pike stretch
- Cobra stretch
- Zipper stretch
- Tricep stretch
- etc

Cardio-Respiratory Endurance:

- Pacer
- 1 mile run
- Jump Rope

Upper-Body Strength:

- 90 degree push-ups (modified versions as well!)
- Pull-ups/Chin-ups
- Straight-arm hang

Core Strength:

- Curl-up
- Plank
- Med-ball twists
- etc

Misconceptions

Being physically fit won't help me be a better student.

I only need to play/take part in the games/sports that I'm interested in.

I can eat anything and it won't effect how I perform physically/mentally throughout the day.

Communication is only a skill I need to use in the classroom.

I have to succeed at everything on the first try! Or else I don't want to participate.

What I do now (as far as exercising and creating good, healthy habits) won't make a difference when I get older.

Spelling/Vocabulary

Flexibility

Cardio-Respiratory Endurance

Upper Body Strength

Core Strength

Heart Rate (healthy zone!)

Pacing

Plank
 Tricep/Bicep
 Pectoral muscles
 Deltoids

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-5th Grade Assessment Workbook/Fitness Portion Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-5th Grade Physical Education Assessment Spreadsheet

Other:

PACER Test

1 =

2 =

3 =

4 =

5 =

Push-Ups Test

1 =

2 =

3 =

4 =

5 =

Curl-Ups Test

1 =

2 =

3 =

4 =

5 =

Sit and Reach Test

1 =

2 =

3 =

4 =

5 =

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.2** H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth

Grade 5 - Physical Education 2016 > Unit 2: Team Sports

Start day: 31

Meetings: 29 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- I will use sport-specific skills and implement strategies in modified game situations
- I will exhibit etiquette/sportsmanship and adhere to rules in a variety of physical activities
- I will exhibit socially responsible behavior to develop positive social interactions with classmates (norms, expectations)

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

What the Students Should Know

Volleyball

- Rules, boundaries, and terminology used in volleyball (3 hits, boundaries are in, net ball when served is dead, net ball when volleyed is played)

Track and Field

- Difference between sprints and distance events
- How pacing applies to middle and long distance

Soccer

- Boundary lines and markings on a soccer field
- How to restart a game when a ball goes out of bounds (sideline, end line by offense, end line by defense) and after a goal is scored
- Various violations (handball, tripping, pushing) and how to restart play after these violations
- Difference between the roles of offensive and defensive players
- The importance of finding open space as an offensive strategy

Diamond Sports

- Proper safety techniques while using a bat (no throwing bat, checking area before swinging)
- At least two concepts/principles included in successfully catching, throwing and hitting a ball (weight transfer, trunk rotation, hand/foot opposition, visual tracking, stance, grip)
- Basic diamond sport terminology (strike, out, foul ball, force out, tagging up, outfield, infield)
- Understands the importance of safe batting practice
- Understands accurately the critical elements of an overhand throw made by a fellow student and provides feedback

Basketball

- Understands dribbling is an offensive skill
- Understands when to dribble
- Understands the variety of passes (chest pass, bounce pass)
- Understands passing is an important part of teamwork
- Understands role of pivoting during game play

Court Awareness

- Understands boundaries and important landmarks of basketball court
- Understands offensive positions and movements
- Understands defensive positions and movements
- Understands basic basketball rules, including violations and their consequences (traveling, double dribble, out of bounds, fouls)

Game Play

- Explains offensive and defensive roles
- Summarizes basic basketball rules, including violations and their consequences (traveling, double dribble, out of bounds, fouls)
- Relates different game situations to different basketball skills

Teamwork (Behavioral Expectations)

- Actively participates with partner, group, team, opponents
- Adheres to safety rules
- Adheres to rules of the activity
- Actively listens to others
- Actively shares thoughts and ideas with others

Skills (What Students Should Do)

What the Student Should DO

Teamwork

- Student actively participates with partner, group, team, opponent
- Student adheres to safety rules
- Student adheres to activity rules
- Student actively listens to others
- Student actively shares thoughts and ideas with others

Soccer

Dribble

- Contacts ball with instep or bottom of foot
- Holds head up
- Keeps ball within 2 strides

Dribble with feet Changing Speed and Direction

- Dribbling key points
- Maintains control within 2 strides throughout speeds and directions
- Performs smooth transition between speeds and directions

Dribble with feet Around Objects

- Dribbling key points
- Maintains control while moving around objects
- Performs smooth transition while changing directions

Trap with foot

- Absorbs force from ball with instep of foot
- Maintains balanced position
- Controls ball within immediate playing range

Pass to Partner

- Places one foot next to ball, swing opposite leg
- Strikes ball with instep of foot
- Follows through with swing leg in direction of partner

Throw-In

- Holds ball overhead, arch body backwards
- Throws ball into play using both hands
- Keeps both on the ground throughout

Kick to Goal

- Places support foot next to ball, swing leg extends backwards
- Contacts with forefoot or instep of foot
- Swing leg follows through in direction of goal 12' away

Game Play

- Identifies boundaries/markings on soccer field
- Understand rules governing play
- Participates actively as an offensive and defensive player

Diamond Sports**Overhand Throw**

- Arm swings back with elbow up in preparation
- Rotates through hips, trunk and spine
- Steps forward on opposite, follow through towards

Overhand throw (various distances)

- Arm swings back, elbow up in preparation
- Steps with opposite foot towards target, rotation through hips, trunk, spine
- Follows through towards target, varying force according to distance

Track and Catch (field) Thrown or struck ball

- Focuses eyes on ball as body moves towards ball
- Flight of ball determines hand position (above waist=thumbs together, below waist=pinkies together)
- At contact force is absorbed by hands and arms

Step into ball while hitting

- Stands with feet shoulder width apart, side facing ball
- grip = hands touching, back hand on top
- Level swing at contact, sepping with front foot towards ball

Game Play

- Demonstrates knowledge of player positions in diamond sports
- Deomnstrates knowledge of diamond sport rules
- Participates in diamond sport game play

Safety Rules

- Demonstrates knowledge of safety rules for game play
- Demonstrates knowledge of safety for equipment
- Follows all safety rules

Gymnastics

Forward roll to stand

- Squats with hands on mat, shoulder width apart, head tucked to chest between legs
- Pushes gently, roll with head tucked, taking weight onto upper back and shoulders
- Continues roll to feet and return to standing position

Backward roll to stand

- Squat position, chin to chest
- Hands by shoulders, palms up, push with feet and roll back
- Pushes with hands off mat, end in standing position

Cartwheel

- Steps forward transferring weight hand-hand-foot-foot pattern
- Holds legs straight, straddle position throughout rotation
- Finishes in standing position

Mount/Dismount

- Transfers weight from feet to equipment and appropriate body part
- Chooses appropriate dismount landing safely with knees bent
- Maintains balance and control throughout

Hurdle

- Approaches springboard with job/run
- Brings feet together on board and spring off of toes
- Springs upward lifting arms overhead

Squat-on or squat through vault

- Palms on box, fingers forward, hands together shoulder width apart
- Positions body in tuck, landing on box or swinging through arms
- Lands safely on box, and/or mat

routine (3-5) skills on apparatus)

- Creates routine including 3-5 skills on apparatus
- performs smooth transition between skills
- Performs routine in front of class

Volleyball

Set to self or partner

- Positions body below ball, eyes focused on object
- Flexes elbows and knees, finger pads make contact with ball
- Follows through in upward and forward motion

Forearm pass to self or partner

- Holds hands together, thumbs even
- Contacts ball with forearms, elbows don't bend
- extends at knees and hips

3 consecutive hits with partner

- uses key points from set or forearm pass
- performs skill in direction of partner
- Receives pass from partner

Underhand Serve

- Holds ball in non-dominant hand
- Uses a pendulum like arm swing
- Contacts bottom of ball with heel of hand

Game Play

- Uses skills effectively
- Applies rotation sequence and rules appropriately
- Cooperates with teammates and opponents

Track and Field

Proper Pacing

- Explains pacing
- Adjusts pace based on distance or challenge
- Runs various distance using proper form

Jump Hurdles

- Pushes upward, forward off ball of rear foot, extend lead leg
- Clears hurdle as rear leg trails
- Lands on lead leg, continues run

Relays

- Explains relay
- Performs proper baton pass

- Runs in a variety of relays

Baton Pass

- Positions for proper hand off and body receiving position
- Begins running prior to hand off
- Performs smooth transition of baton

Field Events

- Identifies various field events
- Performs shot-put, discuss throw, standing long jump

Misconceptions

I only need to play/take part in the games/sports that I'm interested in.

I can eat anything and it won't effect how I perform physically/mentally throughout the day.

Communication is only a skill I need to use in the classroom!

Spelling/Vocabulary

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

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<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-5th Grade Physical Education Assessment Spreadsheet

Other:

Teamwork (Behavioral Expectations)

- 1 = Student displays 3 of 5 key points
- 2 = Student displays 4 of 5 key points
- 3 = Student displays 5 of 5 key points
- 4 = Student often displays key points in practice and/or game
- 5 = Student always displays key points in practice and/or game

Soccer

Dribbling with Feet Under Control

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs 3 of 3 key points
- 4 = Student often performs key points in practice and/or game
- 5 = Student always performs key points in practice and/or game

Dribble with Feet Changing Direction and Speed

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs 3 of 3 key points
- 4 = Student often performs key points in practice and/or game
- 5 = Student always performs key points in practice and/or game

Dribble with Feet Around Objects

- 1 = Student displays 1 of 3 key points
- 2 = Student displays 2 of 3 key points
- 3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Trap With Foot

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Pass to Partner

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Throw-in

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Kick To Goal

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Game Play

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Volleyball

Set to Self or Partner

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Forearm Pass to self or partner

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Underhand Serve

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Consecutive Hits with Partner

1 = Student performs 1 hit with partner

2 = Student performs 2 consecutive hits with partner

3 = Student performs 3 consecutive hits with partner

4 = Student performs 4 consecutive hits with partner

5 = Student performs 5 consecutive hits with partner

Game Play

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Diamond Sports

Overhand Throw

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Overhand Throw (various distances)

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Track and Catch (field) Thrown ball or struck ball

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Step into Ball While Hitting

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Demonstrates Safety Rules

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Game Play

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Gymnastics

Forward Roll To Stand

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Backward Roll to Stand

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Cartwheel

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Mount/Dismount

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Hurdle/Vault

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Squat-on/Squat through Vault

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

Routine (7-10 skills on apparatus)

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student performs

5 = Student performs

Basketball

Bounce Pass

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Chest Pass

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Dribbling

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Set Shot

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points 3 of 5 times in practice or game

4 = Student performs key points 4 of 5 times in practice or game

5 = Student performs key points 5 of 5 times in practice or game

Pivot

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points 3 of 5 times in practice or game

4 = Student performs key points 4 of 5 times in practice or game

5 = Student performs key points 5 of 5 times in practice or game

Court Awareness

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

Game Play

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points during game play

5 = Student always performs key points during game play

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

Grade 5 - Physical Education 2016 > Unit 3: Cooperative Learning/SEL**Start day:** 60**Meetings:** 36 days**Teacher Notes - Read First****Big Ideas/Enduring Understandings**

- I will work in various group settings to accomplish a goal
- I will be socially responsible during activities in various group settings (norms/expectations)
- I will understand/engage in the different components of the learning process (various jobs/roles, strategies, reflection, sharing)
- I will promote positive social interactions with classmates while engaged in group activities
- I will use data/feedback to implement new strategies to be successful with classmates in various group settings

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

What the Student Should Know

- There are many ways to successfully complete
- Everyone plays an important part in problem solving activities, regardless of athletic ability
- All ideas deserve an open mind
- The importance of sharing ideas even though one's idea may not be used
- While participating in group activities, team success is more important than individual achievement
- While participating in group activities, the process is more important than the end result

Skills (What Students Should Do)

Students will be able to demonstrate:

- Actively participates with partner, group, team, opponent
- Adheres to safety rules
- Adheres to rules of the activity
- Actively listens to others
- Actively shares thoughts and ideas with others

Misconceptions

- I only need to play/take part in the games/sports/activities that I'm interested in.
- I can eat anything and it won't effect how I perform physically/mentally throughout the day.
- Communication is only a skill I need to use in the classroom.
- I have to succeed at everything on the first try! Or else I don't want to participate.
- I can accomplish just as much by myself as I can with my team.....I don't need teammates!

Spelling/Vocabulary

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

- Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas
- Click on Show content for UDL Placemat of Digital Tools and Resources
- Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-5th Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

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<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-5th Grade Physical Education Assessment Spreadsheet

Other:

Teamwork (Behavioral Expectations)

- 1 = Student displays 3 of 5 key points
- 2 = Student displays 4 of 5 key points
- 3 = Student displays 5 of 5 key points
- 4 = Student often displays key points in practice and/or game
- 5 = Student always displays key points in practice and/or game

Cooperate in Non-Competitive Activities

- 1 = Student does not participate
- 2 = Student participates but does not cooperate with group members
- 3 = Student cooperates with group members
- 4 = Student often cooperates with group members
- 5 = Student always cooperates with group members

Cooperates in Group Activities

- 1 = Student does not participate
- 2 = Student participates but does not cooperate with group members
- 3 = Student cooperates with group members
- 4 = Student often cooperates with group members
- 5 = Student always cooperates with group members

Cooperates in Trust Activities

- 1 = Student does not participate
- 2 = Student participates but does not cooperate

- 3 = Student cooperates with group members
 4 = Student often cooperates with group members
 5 = Student always cooperates with group members

Encourages Others

- 1 = Student does not encourage others
 2 = Student rarely encourages others
 3 = Student encourages others
 4 = Student often encourages others
 5 = Student always encourages others

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth

Grade 5 - Physical Education 2016 > Unit 4: Dance/Rhythms/Movement Concepts

Start day: 96

Meetings: 30 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- I will be able to create a pattern of movement that expresses my thoughts or ideas
- Physical activity involves using movement and motor skills throughout a lifetime
- Efficient movement improves performance
- I will use rules etiquette in physical activity, sports, dance and/or rhythms to make the experience both enjoyable and successful
- Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and positive social interaction

Essential Questions

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports
- How does your movement affect your performance?
- How do you measure one's physical fitness?
- How do you maintain physical fitness?
- What are the characteristics of fair play
- What role does cooperation playing physical activities/sports
- How does physical education enhance social, mental, emotional and physical well-being?
- What makes physical activity meaningful?

Concepts (What Students Should Know)

What Students Should Know

- Locomotor and non-locomotor patterns can be combined in time with music
- How to choreograph and perform a dance and rhythm sequence to music in a small group (includes locomotor, non-locomotor, level, direction change, speed force)
- Performs at least one dance (folk, square swing, line, etc) taught in class
- Steps and movement patterns of at least one dance learned in class
- Develops and refines a creative dance sequence into a repeatable pattern
- Understands how the elements of movement (direction, level, time, force, flow and shape) can be used to express an idea, mood or feeling

Skills (What Students Should Do)

What the Students Should DO

Teamwork (behavioral expectations)

- Student actively participates with partner, group, team
- Student adheres to safety rules
- Student adheres to activity rules
- Student actively listens to others
- Student actively shares thoughts and ideas with others

Locomotor/Non-locomotor skill patterns

- Combines locomotor/non-locomotor skills in a dance pattern
- Maintains rhythm throughout routine

- Performs smooth transition between skills

Choreograph and Perform Dance

- Cooperates with group in creating beginning, middle, end dance routine
- Performs smooth transition between skills/movements
- Presents routine to peers

Perform dance taught in Class

- Displays knowledge of dance steps
- Maintains rhythm and smooth transition between skills
- Performs routine in front of peers

Misconceptions

Spelling/Vocabulary

Skip

Hop

Gallop

Jump

Hop

Leap

Dominant

Non-dominant

Pattern

Run

Sit-up

Push-up

Volley

Stretch

Vertical

Horizontal

Heart

Lungs

Throw

Catch

Kick

Pass
 Transfer weight
 Roll
 Slide
 Shuffle
 Core/abdominal strength
 Upper body strength
 Lower body strength
 Strike
 Incline
 Decline
 High
 Low
 Medium
 Force
 Overhand/underhand
 Manipulative
 Personal space
 General space
 Boundaries
 Static balance
 Dynamic balance

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

Books

Teacher selected resources

Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

Assessment of/for Learning

Common Assessments:

-5th Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

*As a reminder, you must have the "**Show Content**" box checked as well.

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-5th Grade Physical Education Assessment Spreadsheet

-Summative/Formative Visual Skill Assessments (link to rubrics).

Other:

Teamwork (Behavioral Expectations)

- 1 = Student displays 3 of 5 key points
- 2 = Student displays 4 of 5 key points
- 3 = Student displays 5 of 5 key points
- 4 = Student often displays key points in practice and/or game
- 5 = Student always displays key points in practice and/or game

Locomotor/Non-locomotor Skill Patterns

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs key points in practice and/or performance
- 4 = Student often performs key points in practice and/or performance
- 5 = Student always performs key points in practice and/or performance

Perform Dance taught in class

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points

3 = Student performs key points in practice and/or performance

4 = Student often performs key points in practice and/or performance

5 = Student always performs key points in practice and/or performance

Choreograph and Perform Dance

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points in practice and/or performance

4 = Student often performs key points in practice and/or performance

5 = Student always performs key points in practice and/or performance

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms
- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.2** H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity
- **Performance Indicator [H&BL 12 CPE] H.12.4** H.12.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same

- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.1** H.14.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living
- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth
- **Performance Indicator [H&BL 12 CPE] H.14.5** H.14.5 Persist in practicing activities to increase specific skill competence in areas of interest

6 Benefits of Physical Activity

- **Objective [PE 9-10 BPA] 6.9-10.7** 6.9-10.7 Recognize that physical activities can provide a positive social atmosphere for interaction with others.

Grades: K-12

- **Standard [PE K-12] 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard [PE K-12] 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard [PE K-12] 3** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard [PE K-12] 4** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard [PE K-12] 5** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and / or social interaction.

Grade 5 - Physical Education 2016 > Unit 5: Lifetime Activities

Start day: 126

Meetings: 31 days

Teacher Notes - Read First

Big Ideas/Enduring Understandings

- I will engage in a variety of goal oriented physical activities promoting improved health/fitness levels
- I will apply modified game-play rules in activities in and out of school
- I will use socially responsible behavior setting a positive example for classmates, friends and family

Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

Concepts (What Students Should Know)

What Students Should Know**Orienteering**

- "Birds eye view" using a map
- How to identify landmarks on a map of the gym
- How to identify landmarks on a map of an outdoor course
- Orienteering is an international sport that one can participate in at any age
- The difference between orienteering as an individual and a team sport
- How orienteering is an activity that can be used to increase cardio-respiratory fitness
- Map reading skills used in orienteering, reading road maps, geographical maps, city maps, etc.

Skills (What Students Should Do)**What Students Should Do****Orienteering****Orient a Map**

- Explains "Birds Eye View"
- Orients to north, south, east, west
- Orients to personal perspective

Identifies a landmark**Locates Checkpoints in Gym on Map****Locates Checkpoints on Outdoor Course****Cooperates with Group on Orienteering Course****Participates in Timed Orienteering Event****Teamwork (behavioral expectations)**

- Actively participates with partner, group, team, opponents
- Adheres to safety rules
- Adheres to rules of activity
- Actively listens to others
- Actively shares thoughts and ideas with others

Misconceptions

I only need to play/take part in the games/sports/activities that I'm interested in.

I can eat anything and it won't effect how I perform physically/mentally throughout the day.

Communication is only a skill I need to use in the classroom.

I have to succeed at everything on the first try! Or else I don't want to participate.

I'm never going to play this game when I get older.

Spelling/Vocabulary

Instructional Resources

Devices

Equipment (general)

*District approved PE equipment to support learning outcomes/curriculum

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Teacher selected resources

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3 = Student displays 5 of 5 key points

4 = Student often displays key points in practice and/or game

5 = Student always displays key points in practice and/or game

Orient a Map

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points

4 = Student often performs key points

5 = Student always performs key points

Identify a Landmark

1 = Student is unable to identify a landmark

2 = Student is able to identify 25% of all landmarks

3 = Student is able to identify 50% of all landmarks

4 = Student is able to identify 75% of all landmarks

5 = Student is able to identify 100% of all landmarks

Locate Checkpoints in Gym on Map

1 = Student is not able to locate checkpoints

2 = Student is able to identify 25% of all checkpoints

3 = Student is able to identify 50% of all checkpoints

4 = Student is able to identify 75% of all checkpoints

5 = Student is able to identify 100% of all checkpoints

Locate Checkpoints on Outdoor Course

1 = Student is unable to locate checkpoints

2 = Student is able to identify 25% of all checkpoints

3 = Student is able to identify 50% of all checkpoints

4 = Student is able to identify 75% of all checkpoints

5 = Student is able to identify 100% of all checkpoints

Cooperate with group on Orienteering Course

1 = Student does not cooperate with group

2 = Student rarely cooperates with group

3 = Student cooperates with group

4 = Student often cooperates with group

5 = Student always cooperates with group

Timed Orienteering Event

1 = Student does not participate in timed orienteering event

2 =

3 = Student participates in timed orienteering event

4 =

5 =

Reflection

Unit Reflection Form

Standards

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- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth
- **Performance Indicator [H&BL 12 CPE] H.14.5** H.14.5 Persist in practicing activities to increase specific skill competence in areas of interest