



Physical Education Fifth Grade

Jason Cox, Walker Elementary School
Brian Lucido, Larimore Elementary School
Matt McClellan – Special Areas Curriculum Coordinator

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

The committee members aligned the curriculum with the Physical Education Grade Level Expectations published by DESE in May, 2007 and cross-referenced it with the National PE Standards. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. **The assessments are required;** the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the unit assessment(s). Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

COURSE TITLE: Physical Education 5

GRADE LEVEL: 5th Grade

CONTENT AREA: Physical Education

Course Description:

This course is designed to give students the opportunity to learn through a comprehensive planned physical education program. The emphasis is on cooperation, sportsmanship, strategy, and skill development. Students will develop skills through a variety of ways including rhythm activities, dance, movements, terminology and technology. An emphasis on social skills will help develop the entire child. Students will have the opportunity to investigate further concepts in rhythm through other optional units. Students will learn to appreciate personal differences and value the rights of others. Units of instruction include rhythms, wellness, basic movement, and manipulative skills/ lifetime and cooperative activities.

Course Rationale:

Physical education is an integral part of the total education process. The focus of the program is to prepare students to become physically active, develop skills, and acquire a lifelong appreciation of leading a healthy life. Recognizing the needs of each individual will facilitate the acquisition of cognitive information and skills to provide optimal physical, mental, emotional, and social well-being. Active participation in the program will help the individual identify and reduce potential risk behaviors, enhance a positive self-image, promote sportsmanship, and increase the quality of life.

Course Scope and Sequence

Unit 1: Rhythms (8 class periods)	Unit 2: Wellness (18 class periods)	Unit 3: Basic Movement (16 class periods)
Unit 4: Manipulative Skills (44 class periods)		

Unit Objectives:

- Unit 1: Rhythms
1. Students will recognize and move to a beat or tempo with various intensity, mood, accent, and rhythm patterns.
 2. Students will communicate ideas and feelings through movement (e.g. sports, dance, joy, anger).
 3. Students will create rhythmic routines using movement skills with a partner or small group.

4. Students will perform a traditional folk dance.
5. Students will identify the cultural origin of the folk dances they have learned.

Unit 2: Wellness

1. Students will recognize the components to skill related fitness (agility, power, balance, speed, coordination, reaction time).
2. Students will participate in health related fitness assessments and interpret the results.
3. Students will explain the effects of aerobic and anaerobic activity.
4. Students will label major muscle and skeletal groups and identify the four major body systems and their functions.
5. Students will differentiate between warm-ups, cool down, stretching, and conditioning and demonstrate examples.
6. Students will recognize signals of sudden onset emergencies and seek appropriate assistance.
7. Students will analyze food choices and the relationship between physical activity and food intake.
8. Students will be able to explain the relationship between stress and physical activity.

Unit 3: Basic Movement

1. Students will be able to demonstrate sport-specific manipulative skills in modified sports activities.
2. Students will apply fundamental and specialized skills in game situations with increased proficiency.
3. Students will apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors.
4. Students will demonstrate a tumbling routine.
5. Students will analyze and correct errors in movement patterns that require balance and basic tumbling.

Unit 4: Manipulative Skills

1. Students will understand the importance of correct posture and body position during various skills and demonstrate manipulative skills with increased force, accuracy and control.
2. Student will critique techniques and provide feedback to the teacher or a partner.
3. Students will demonstrate the ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport-specific lead up games.

Essential Terminology/Vocabulary:

Unit 1: Rhythms

- beat
- tempo

- pattern

Unit 2: Wellness

- agility
- power
- speed
- balance
- coordination
- reaction time
- ulna
- radius
- femur
- skull
- phalanges
- humorous
- ribs
- sternum
- abdominal
- hamstring
- quadriceps
- biceps
- triceps
- pectorals
- bones
- muscles

Unit 3: Basic Movement

- travel skill
- stunt
- pose

Unit 4: Manipulative Skills

- jump ball
- shooting
- free throw line
- basket
- backboard
- chest pass
- bounce pass
- overhead pass
- double dribble
- traveling

- carrying the ball
- passing
- dribbling
- stick handling
- goaltending
- knob
- shaft
- blade
- trapping
- rotate
- side out
- forearm pass
- set
- serve
- spike

Approved Course Materials and Resources:

Available resources