



Park Hill School District

Building Successful Futures • Each Student • Every Day

5th Grade Physical Education Curriculum

Course Description: Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals.

Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
10-14 weeks	Introductory Skills	Topic 1: Foundations of Physical Education Topic 2: Fundamental Movements
9 - 13 weeks	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
15 - 18 weeks	Advanced Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness

Unit 1: Introductory Skills

Subject: Physical Education

Grade: Fifth Grade

Name of Unit: Introductory Skills

Length of Unit: 10 - 14 weeks

Overview of Unit: During this unit the students will recognize components of skill related fitness with demonstrating appropriate warm-up and cool-down. They will also demonstrate self-control and cooperate with teammates while following the rules of activities and use simple strategies.

Priority Standards for unit:

- PA1A5a Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power)
- HM1D5a Distinguish individual strengths and weaknesses in health-related fitness
- PA2A5a Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)
- PA3A5a Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each
- MP2B5a Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Components of skill related fitness (agility, balance, coordination, reaction time, speed, power)	Recognize	Remember	Level 1
Individual strengths and weaknesses in health-related fitness	Distinguish	Understand	Level 2
Self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)	Apply	Apply	Level 2
Warm-up, cool-down, stretching, and conditioning and demonstrate examples of each	Differentiate	Analyze	Level 3

Ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games	Demonstrate	Apply	Level 2
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Essential Questions:

1. What are some components of skill related fitness?
2. How can you apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors?
3. What are the differences between warm-up, cool-down, stretching, and conditioning?
4. Why is it important to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games?

Enduring Understanding/Big Ideas:

1. The components of skill related fitness are agility, balance, coordination, reaction time, speed, and power.
2. You can apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors by showing good sportsmanship, cooperating in a group setting, and having an understanding of diversity.
3. Stretching is a component of warm-up and cool-down that prevents injury, and conditioning is a training technique.
4. It is important to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games in order to make the games fair and safe for everyone.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
cooperation, diversity	sportsmanship, agility, strategy, lead-up game, warm-up, cool-down, agility, balance, coordination, reaction time, speed, power

Topic 1: Foundations of Physical Education

Engaging Experience 1

Title: Movement Activities

Suggested Length of Time: 5 - 7 weeks

Standards Addressed

Priority:

- PA1A5a Recognize the components of skill related fitness (agility, balance, coordination, speed, power)
- PA2A5a Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)
- PA3A5a Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each
- HM1D5a Distinguish individual strengths and weaknesses in health-related fitness

Detailed Description/Instructions:

Fitness Monopoly

Materials Needed: Cones, cardboard box for the dice, poly spots, equipment for the fitness activities you choose for the activity, art materials (i.e., poster board) to make the signs

Description of Idea:

Fitness Monopoly:

This is an activity that makes the gym into a game board for fitness activities. Set up four cones at the corners of the playing area and then put different colored poly spots between the cones to connect them. This will be your "game board" set up. Use a large die that students will roll to see how many poly spots they move during the game. Underneath each spot is a card with a physical activity listed on it. Activity cards can include information on agility, balance, coordination, reaction time, speed, and power. (Activities that have been used include: jump rope forward, backward, step aerobics, basketball crazy "8", curl ups, crunchers, bean bag toss and catch, stride jumps, scissors, straddle stretch, shoulder touches, basketball dribble in hoop, and soccer ball toe touches.)

To begin the game, have the students stand on a poly spot. On the teachers signal the students look under their spot and they perform the activity listed on that card. They continue until they hear the stop signal (or the music stops).

Have a student roll the die (or dice if you have two die) and the rest of the students move either in a clock or counter clockwise direction that number of poly spots on the game board. The students then look under the new spot and begin that new activity upon hearing the start signal.

Variations:

Make the inside the rectangle a "Free Parking Area" where students choose fun activities to do such as scarf juggling, hula hoops, Macarena dance, or make up their own physical activity, etc. (You will need to make a couple of cards that say "Free Parking.")

Bloom's Levels: Remember, Apply, Analyze

Webb's DOK: Level 1, Level 2, Level 3

Topic 2: Fundamental Movements

Engaging Experience 1

Title: Organized Games

Suggested Length of Time: 5 - 8 weeks

Standards Addressed

Priority:

- MP2B5a Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games

Detailed Description/Instructions:

Beat the Bucket

Materials: three small to med. balls, bases, bucket, and/or for a harder version use a bat (w/ batting tee)

Activity: You need a base runner and fielders. The base runner throws (hits) 3 balls into the field and then attempts to run around the bases before the fielders place all 3 balls in the bucket and call STOP. After each player's turn, they will switch with someone on the field. Each base counts as a point. Runners can track their scores if desired. The player with the most points in the end wins. Modify as needed.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Scenario

Mario Kart:

1. One person pushes while one person rides on the scooter
2. Have teams collect cups/polyspots. The "cost" to get a banana peel (bowling pin), turtle shell (dodgeballs) and star kart (roller racer). (3 cups/spots for a banana peel, 6 cups/spots for a turtle shell and 15 cups/spots for the star kart - adjust as needed).
3. Each team had their own hula hoop right inside the track where they could put their polyspots they collected. This helps avoid confusion and prevented kids from going to the wrong pile of spots.
4. That hula hoop served as each groups starting line.
5. For the star kart, I had the kids put a folding mat down on top of their scooter which worked well.
6. If racers hit a banana peel or get hit by a turtle shell, then they go to the exercise area. In the exercise area students roll a dice and complete the exercise before returning to the game.
(see peuniverse - great video)

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: Fifth Grade

Name of Unit: Intermediate Skills

Length of Unit: 9 - 13 weeks

Overview of Unit: During this unit students will be able to identify muscles used in sport specific activities and apply skills in game situation with increased proficiency.

Priority Standards for unit:

- PA1D5b Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)
- MP1C5a Demonstrate sport-specific manipulative skills in games and modified sports activities
- MP1E5a Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)
- MP1F5a Apply fundamental and specialized skills in game situations with increased proficiency

Supporting Standards for unit:

- PA1A5a Recognize the components of skill related fitness (agility, balance, coordination, speed, power)
- PA2A5a Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)
- PA3A5a Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each
- MP2B5a Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)	Label	Understand	Level 1
sport-specific manipulative skills in games and modified sports activities	Demonstrate	Apply	Level 2
the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope	Connect	Apply	Level 2

jumping, walking on a beam, throwing a ball)			
fundamental and specialized skills in game situations with increased proficiency	Apply	Apply	Level 2

Essential Questions:

1. How would you show me an exercise that strengthens the muscles-abdominals, quadriceps, biceps, and bones-tibia, fibula, radius?
2. How would you demonstrate sport-specific manipulative skills in games and modified sports activities?
3. How would you connect the importance of posture and body positioning with performance of various skills?

Enduring Understanding/Big Ideas:

1. You could do curl-ups or sit-ups, wall sits, and push-ups.
2. You could demonstrate using law of opposition when you throw.
3. The importance of posture and body positioning in the performance of various skills is that it allows you to control accurate and correct movements.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	tibia, fibula, radius, abdominals, quadriceps, biceps

Topic 1: Fundamentals of Movement

Engaging Experience 1

Title: Sport specific skills

Suggested Length of Time: 7 - 10 weeks

Standards Addressed

Priority:

- MP1C5a Demonstrate sport-specific manipulative skills in games and modified sports activities
- MP1E5a Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)
- MP1F5a Apply fundamental and specialized skills in game situations with increased proficiency

Supporting:

- MP2B5a Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games

Detailed Description/Instructions:

Endline Soccer:

Split the class into two separate groups and have one group line up on each of the end lines. Each group will number off (each player will have a number). Three different colored soccer balls are placed on the half court line. The teacher will call out one number for each of the colored soccer balls. The players with the matching numbers will play one-on-one soccer with that colored ball attempting to score by kicking the ball against the opposite wall. Soccer rules apply. All players whose numbers were not called will remain on the end line and play goalie attempting to block the shots from the opposing team. After 1-2 minutes end the round and call new numbers & repeat.

Bloom's Levels: Apply

Webb's DOK: Level 2

Topic 2: Fitness

Engaging Experience 1

Title: Muscle Mania

Suggested Length of Time: 2 - 4 weeks

Standards Addressed

Priority:

- PA1D5b Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)

Detailed Description/Instructions: Skeleton Relay/ Body Hokey Pokey

Muscular Simon Says:

As part of warm ups/stretching play Simon Says. Ask students to identify the location of various muscles by pointing to them. After identifying the muscle ask students to choose an exercise that works that particular muscle. Do that exercise.

Muscular Hokey Pokey:

Do the Hokey Pokey, but instead of saying “put your right arm in”, say “put your right bicep in” and have students point to that particular muscle. Repeat with all the major muscles.

Muscular Warm Ups:

Place muscle posters around the gym on the walls for all the major muscles. Each poster has a few exercises listed that focus on that muscle. To begin, students will be asked to walk/jog around the gym to music. When the music stops the students will move to the nearest poster. Once the student(s) are at the poster they identify the muscle on the poster and on their body. Next they choose one of the exercises from the poster that works that particular muscle and complete that exercise together as a group. When the music comes back on, they will begin walking/jogging until the music stops, and the process repeats. Continue until students have completed all of the posters/exercises.

Bloom’s Levels: Understand

Webb’s DOK: Level 1

Engaging Scenario

Steal the Ball/Capture the Ball

Equipment: Type of Ball (Soccer, volleyball, basketball, etc. The more the better), hula-hoops

Game Description: Start by placing a whole bunch of balls in the center area, equally spaced between anywhere from 4-8 teams. At each team area, place a hula hoop for the balls to be placed after they are taken from the middle area. On the go signal, players from each team go one at a time to the middle, dribble the ball back to their hoop and tags the next person to go. The object is to take as many balls until all are gone from the middle. When all the balls are gone from the middle, then take one ball from any of the other teams. After a designated time limit count to see which team has the most!

For soccer, the balls are to be dribbled along the ground.

For volleyball, the balls are to be “set” or “volleyed” to self all the way back to the hoop.

For basketball, dribbling.

For football/baseball, the balls can be thrown from the middle back to partner at hoop.

Unit 3: Advanced Skills

Subject: Physical Education

Grade: Fifth Grade

Name of Unit: Advanced Skills

Length of Unit: 15 - 18 weeks

Overview of Unit:

Priority Standards for unit:

- PA1A5b Participate in health-related fitness assessments and interpret the results (e.g., Fitnessgram, President's Challenge)
- PA1B5a Analyze food choices and the relationship between physical activity and food intake
- MP1E5b Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)
- MP2A5a Critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner

Supporting Standards for unit:

- PA2A5a Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)
- PA3A5a Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each
- MP2B5a Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games
- PA1D5b Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)
- MP1C5a Demonstrate sport-specific manipulative skills in games and modified sports activities
- MP1E5a Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)
- MP1F5a Apply fundamental and specialized skills in game situations with increased proficiency

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
health-related fitness assessments	Participate	Apply	Level 2
Results of health-related fitness assessments	Interpret	Analyze	Level 3
food choices and the relationship between physical activity and food intake	Analyze	Analyze	Level 3
manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)	Demonstrate	Apply	Level 2
techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner	Critique	Evaluate	Level 3

Essential Questions:

1. What would set for yourself as an attainable goal according to your fitness scores?
2. How can you show manipulative skills with increased force, accuracy and control at different speeds, levels and directions?
3. What are ways to provide feedback when critiquing a skill technique?

Enduring Understanding/Big Ideas:

1. Make a goal that you have to plan and work towards and can achieve.
2. Hit a target using an overhand throw from a variety of distances?
3. Throwing – throwing arm, side away from target, rotate hips

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
critique	participate, force, health-related fitness

Topic 1: Fundamentals of Movement

Engaging Experience 1

Title: Technique

Suggested Length of Time: 9 - 12 weeks

Standards Addressed

Priority:

- MP1E5b Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)
- MP2A5a Critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner

Supporting:

- MP1E5a Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)

Detailed Description/Instructions:

Perfect Pass:

Equipment: Hula Hoops, cones, type of ball (football, baseball, Frisbee, etc.)

Game Description: Perfect Pass is a great throwing and catching game that has players teamed up and ready to work together to earn points. Start by placing down a bunch of hula hoops along the floor, the more the better. Then make some teams of anywhere from 3-5 players who start lined up behind cones in a relay-style setup. Give each team a type of ball (depending which type of sport or throw you'd like to practice). When the game starts, the first person from each team runs to a hoop on the floor and stands in it, waiting to receive a pass from the second person in their team's line. A catch made with both feet in the hula hoop is a great thing, because then that player can bring the hula hoop home and add it as a point to their teams total (if the catch is NOT made, then the hoop does NOT return home = 0 points earned). Then the next person goes out to a hoop to catch another throw, etc., etc. The game continues on like that. Teams try to get the most points by collecting the most hoops, or try to beat their own best score each round. Try varying it up in a bunch of different ways (for example, different hoops are worth different points). (see physedgames.com)

Throwing Arcade:

Break students up into groups of about 4 students. Set up targets (bowling pins, cones, domes, cups, etc.) on the floor lines at various distances from the end line. The object is to score as many points as possible by throwing balls to knock down the targets. One player throws at a time for each team. Players get to throw three balls on their turn. Award point values for the various targets based on distance of throw. After throwing the three balls, students must wait for the signal from the teacher to pick up the balls; the throwing player will pick up 2 balls, then come back, and then the next player will get one more ball to make three. The player with single ball throws next, and the player that picked up 2 balls will be handing them to the thrower as they need them. Teams keep track of their score. The team with the most points wins.

Bloom's Levels: Apply, Analyze

Webb's DOK: Level 2, Level 3

Topic 2: Fitness

Engaging Experience 1

Title: Health and Fitness

Suggested Length of Time: 5 - 8 weeks

Standards Addressed

Priority:

- PA1A5b Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge)
- PA1B5a Analyze food choices and the relationship between physical activity and food intake

Supporting:

- PA3A5a Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each
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Detailed Description/Instructions: Fitnessgram Fitness Test

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Scenario

Fitnessgram Physical Fitness Testing

1. PACER test-This test measures cardiovascular endurance. The students run twenty meters to a line, then turn around and get ready for the beep to run back. As the test progresses through the various levels, it gets more difficult. This teaches the students how to breath, in through the nose, out through the mouth, and how to pace during testing.
2. Push-up test-This test measures upper body strength. During the test, the students must do push-ups with a cadence. Their elbows should be at a 90-degree angle.
3. Curl-up test-This test measures abdominal strength. During the test, the students start with their palms on their upper thighs, and during the cadence, they slide their hands to their knees.
4. Sit and Reach test-This test measures flexibility. The students put their foot flat against the testing board and keep their leg flat on the ground, then they reach and hold on the ruler to get their score.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.