

Souderton Area School District Fifth Grade Wellness Overview

Course Description

In fifth grade, students will apply all knowledge they have gained throughout prior elementary school wellness class to more complex game environments and settings. They will evaluate their own personal fitness based on fitness testing results, and will develop strategies for targeted, future improvement. Growth and development lessons, as well as additional sickness and disease lessons are delivered in 5th grade.

Effective Components of Fifth Grade Wellness Education

- Fifth grade students receive 40 minutes of instruction every cycle (44 complete cycles per year).
- All students receive wellness education.
- Sessions are crafted to maximize participation in a safe environment.
- Positive, specific, and corrective feedback is provided by certified instructors.
- Program fosters physical, cognitive, and social development through developmentally-appropriate, sequential lessons.
- The ability to achieve success is present for all students, regardless of ability.
- Purposeful activity is promoted for all students in pursuit of lifelong wellness.
- Students earn separate effort and competency grades.

Fifth Grade Wellness Education Key Skills and Concepts

FITT principle	Lead-ups	Collaboration
Mastery	Leadership	Offense
Defense	Positive role model	Acceptance
Personal fitness	Cardiovascular	Shielding
Communicable	Non communicable	Puberty
Lifelong wellness	Open space	

Assessment

- | | |
|---|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Self Evaluation |
| <input type="checkbox"/> Participation | <input type="checkbox"/> Peer Assessment |
| <input type="checkbox"/> Performance Tasks | <input type="checkbox"/> Fitness Test |
| <input type="checkbox"/> Portfolios | Tracking |
| <input type="checkbox"/> Personal fitness profile | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes | <input type="checkbox"/> SLO Achievement |

Essential Questions

How does skill mastery impact sport performance?

How does proficiency in movement affect my ability to participate in more activities?

Why is it necessary to participate in activities that involve muscular strength, muscular endurance, flexibility, and cardiovascular endurance?

Does a group have to complete the task in order to be successful?

Can I use the skills, concepts, and activities learned in class beyond the gymnasium?

Alignment to the Common Core

Reading for literature: key ideas and details

Reading Informational text: key ideas and detail; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity

Foundational Reading Skills: phonics and word recognition

Speaking and Listening: comprehension and collaboration; presentation of knowledge and ideas

Language: vocabulary acquisition and use.

National Physical Education Content Standards and Fifth Grade Essential Learning

Mission

[SHAPE America's](#) mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

Vision

NASPE envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

To meet this standard, a fifth grade student will:

- Demonstrate various grade-appropriate locomotor movements.
- Demonstrate various grade-appropriate non-locomotor movements.
- Demonstrate various grade-appropriate manipulative skills.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

To meet this standard, a fifth grade student will:

- Demonstrate grade-appropriate movement concepts.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

To meet this standard, a fifth grade student will:

- Demonstrate grade-appropriate physical activity knowledge.
- Engage in grade-appropriate physical activity.
- Demonstrate grade-appropriate fitness knowledge.
- Demonstrate grade-appropriate nutrition knowledge.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

To meet this standard, a fifth grade student will:

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

To meet this standard, a fifth grade student will:

- Demonstrate understanding of the health-impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.
- Describe potential social interactions during physical activity.

Targeted Pennsylvania Academic Standards for Health, Safety, and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

10.1.3 Concepts of Health

- A. Identify and describe the stages of growth and development.
- B. Identify and know the location and function of the major body organs and system (circulatory, respiratory, muscular, digestive system).
- E. Identify types and causes of common health problems of children.

10.2.3 Healthful Living

- B. Identify health-related information (signs and symbols, terminology, products and services).
- C. Identify media sources that influence health and safety.
- D. Identify the steps in a decision-making process.
- E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).
- C. Recognize conflict situations and identify strategies to avoid or resolve.
- D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

10.4.3 Physical Activity

- A. Identify and engage in physical activities that promote physical fitness and health.
- B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.
- C. Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate).
- D. Identify likes and dislikes related to participation in physical activities.
- E. Identify reasons why regular participation in physical activities improves motor skills.
- F. Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on task).

10.5 Concepts, Principles, and Strategies of Movement

- A. Recognize and use basic movement skills and concepts
- B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.
- C. Know the function of practice
- D. Identify and use the principles of exercise to improve movement and fitness activities.
- E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.
- F. Recognize and describe game strategies using appropriate vocabulary.

Common Core Alignment**Reading Informational Text****Focus Standard: Key Ideas and Details**

Describe relationships and explain events, procedures, ideas, or concepts in a scientific or technical way.

Focus Standard: Craft and Structure

Determine the meaning of academic and domain-specific words or phrases in a text relevant to grade-level topics or subject areas.

Focus Standard: Integration of Knowledge and Ideas

Interpret information presented visually, orally, or quantitatively (charts, diagrams, etc.) and explain how the information contributes to an understanding of the text/context.

Focus Standard: Range of Reading and Level of Text Complexity

Read and comprehend informational texts appropriately complex for student grade level.

Foundational Reading Skills**Focus Standard: Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy to support comprehension.

Common Core Alignment

Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

Write routinely over shorter time frames (a single setting) for a range of tasks, purposes, and audiences.

Write informative/explanatory texts to convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

Conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening

Focus Standard: Comprehension and Collaboration

Engage effectively in a range of collaborative discussions with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly.

Focus Standard: Presentation of Knowledge and Ideas

Report on a topic or text in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speaks clearly at an understanding pace.

Language Standards

Focus Standard: Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Enduring Understanding

Fundamental movement skills and concepts need to be developed during childhood.

Essential Question

Why is motor skill and movement pattern development essential during childhood?

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
	Combines locomotor movements and manipulative skills in a variety of small-sided practice task/game environments.
	Combines traveling with manipulative skills for execution to a target (e.g., scoring in hockey, soccer, and basketball).
	Uses appropriate pacing for a variety of running distances.
	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern).
2	Demonstrates grade-appropriate non locomotor movements
	Transfers weight in various physical activity settings.
	Performs curling, twisting, and stretching actions with correct application in a variety of practice-task/game environments.

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

3	Demonstrates grade-appropriate manipulative skills
	Throws (underhand and overarm) using a mature pattern in various environments with different sizes and types of objects.
	Throws (underhand and overarm) to large targets with accuracy.
	Throws and catches, with accuracy, both partners moving.
	Throws and catches with reasonable accuracy in dynamic, small-sided practice tasks.
	Combines hand and foot dribbling with other skills during one-on-one practice tasks.
	Passes with the feet, using a mature pattern, as both partners travel.
	Receives a pass with the feet, using a mature pattern, as both partners travel.
	Hand/foot dribbles with mature patterns in a variety of small-sided game forms.
	Demonstrates mature patterns in kicking and punting in small-sided practice task environments.
	Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target.
	Strikes a moving object with choice of long-handled implement.
	Combines manipulative skills and traveling for execution to a target (e.g. scoring in soccer, hockey, and basketball).

Key Academic Vocabulary: dynamic; small-sided practice task

Teaching for Understanding

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
2	Demonstrates grade-appropriate non locomotor movements
3	Demonstrates grade-appropriate manipulative skills

Learning Activities

Basketball lead-ups	Badminton lead-ups	Soccer lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Reaction ball activities

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 2

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Enduring Understanding

The ability to apply movement concepts to physical activity allows for a broader range of activity selection.

Essential Question

How do movement concepts affect physical activity?

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
	Combines spatial concepts with locomotor and nonlocomotor movements for small groups in game environments.
	Combines movement concepts with skills in small-sided practice tasks/game environments, with self-direction.
	Applies movement concepts to strategies in game situations.
	Applies the concept of direction and force to strike an object with a long-handled implement.
	Analyzes movement situations and applies movement concepts (e.g., force, directions, speed, pathways, extensions) in small-sided practice tasks/game environments.
	Applies basic offensive/defensive strategies/tactics in invasion small-sided practice tasks.
	Applies basic offensive/defensive strategies/tactics in net/wall small-sided practice tasks.
	Recognizes the type of throw, volley, striking action needed for different games/sports situations.

Key Academic Vocabulary: invasion, strategies

Teaching for Understanding

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
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Learning Activities

Tag games	Stunts and balances	Cupid Shuffle	Creative movements
Balance beam	Aerobic steps	Light weights	Hula hoop activities
Stretch bands	Stability ball	BOSU trainer	Square Dance
Virginia Reel	Cotton-Eye Joe	Crazy Frog	Cha-Cha Slide
Limbo	Conga	Electric Slide	Dance Central
Macarena	Dance Dance Revolution	Just Dance	

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Enduring Understanding

When your body works harder, it gets stronger.
Strong muscles are needed to maintain good health.

Essential Questions

What changes happen to the body during physical activity?

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
	Actively engages in all the activities of wellness class.
	Differentiates between health- and skill-related fitness.
	Identifies the need for warm-up and cool-down relative to various physical activities.
	Analyzes results of fitness assessment, comparing results to fitness components for good health.
	Design a fitness plan to address ways to use physical activity to enhance fitness.

Key Academic Vocabulary: health-related, skill-related

Teaching for Understanding

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
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Learning Activities

Children's books	Heart-rate checks/comparison	Low-organized games	Children's dances
Pedometers	Beanbag strength activities	Playground games	PACER test
Sit-ups test	Push-ups test	Sit-and-reach test	Shoulder flexibility test
Breathing rate checks	Perspiration rate checks	Flexibility poses	

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 4

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Enduring Understanding

It is important to exhibit consideration for, and work cooperatively with others during instruction in the gymnasium.

Essential Questions

What does consideration for and cooperation with others look like in the gymnasium?

Essential Learnings

6	Demonstrates understanding of personal responsibility
	Engages in physical activity with responsible interpersonal behavior (e.g., peer-to-peer, student to teacher, student to referee).
	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
	Exhibits respect for self with appropriate behavior while engaging in physical activity.
7	Demonstrates acceptance of feedback
	Gives corrective feedback respectfully to peers.
8	Demonstrates ability to work with others
	Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
9	Demonstrates understanding of rules and etiquette
	Critiques the etiquette involved in rules of various game activities.
10	Demonstrates understanding of safety concepts
	Applies safety principles with age-appropriate physical activities

Key Academic Vocabulary: peers; skill-levels; etiquette, respect, responsible

Teaching for Understanding

Essential Learnings

6	Demonstrates understanding of personal responsibility
7	Demonstrates acceptance of feedback
8	Demonstrates ability to work with others
9	Demonstrates understanding of rules and etiquette
10	Demonstrates understanding of safety concepts

Learning Activities

Basketball lead-ups	Badminton lead-ups	Soccer lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Reaction ball activities
Cross the River	Find the Dot	Alaskan Pipeline	Parachute Baseball
Group juggling	Balloon transfer	Flying disc activities	Comodore's Retreat
Toxic Waste	Line-up activities	Electric fence	Long jump rope activities
Ship-to-Shore	Noodle activities	Jump bands/Tinikling	Tennis balls and sticks

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 5

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understanding

You cannot take full advantage of skills, talents, and abilities if you are not healthy.

Essential Questions

Can I use the skills, concepts, and activities learned in the gym beyond the school day?

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
	Compares the health benefits of participating in selected physical activities.
12	Recognizes the challenge of physical activity
	Expresses the enjoyment and/or challenge of participating in a favorite physical activity.
13	Reflects on self-expression/enjoyment of physical activity
	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Key Academic Vocabulary: social interactions

Teaching for Understanding

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
12	Recognizes the challenge of physical activity
13	Reflects on self-expression/enjoyment of physical activity

Learning Activities

Tag games	Stunts and balances	Flying disc activities	Y.M.C.A.
Dance Dance Revolution	Aerobic steps	Light weights	Cha-Cha Slide
Just Dance	Motion-control video games	Dance Central	Cotton-Eye Joe
Basketball lead-ups	Badminton lead-ups	Bowling lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Reaction ball activities

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

PA Academic Standard 10.1.3 Concepts of Health

- A. Identify and describe the stages of growth and development.
- E. Identify types and causes of common health problems of children.

Enduring Understanding

Puberty is the beginning of physical maturation, and the age at which a person is physically capable of reproduction.

Essential Questions

What is the process of changing from a child to a young adult?

Essential Learnings

14	Demonstrates comprehension of the growth and development changes that occur between childhood and adolescence
	Identifies the stages of growth and development
	Defines puberty
	Identifies changes associated with puberty
15	Demonstrates comprehension of age-appropriate disease information
	Identifies communicable and noncommunicable diseases
	Recognizes the acronyms, "AIDS" and "HIV"
	Identifies strategies to prevent the spread of germs and diseases

Key Academic Vocabulary: puberty, adolescence, mature, reproduction, communicable, non communicable, AIDS, HIV

Teaching for Understanding

Essential Learnings

14	Demonstrates comprehension of the growth and development changes that occur between childhood and adolescence
15	Demonstrates comprehension of age-appropriate disease information

Learning Activities

<u>Always Changing</u> , Boys, Proctor and Gamble	<u>Always Changing</u> , Girls, Proctor and Gamble	Gender-specific packet	Teacher scripts
Brainpop AIDS	<u>What is AIDS video</u> , J. Gary Marshall	<u>Educator's guide</u> , Proctor and Gamble	

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time
- Completion of student packet

Suggested Timeline

Topic	Suggested Timeframe
Fourth grade skill and concept review	2 classes: beginning of school year
FITT principle	1 class introduction: developed throughout school year
Fitness test procedures and practice	1 class introduction; developed throughout school year
Lead-up sport activities	6 classes
Cardiovascular endurance, and flexibility exercises	1 class introduction; developed throughout school year
Muscular strength and muscular endurance exercises	1 class introduction; developed throughout school year
Large team games (strategy, invasion, chasing)	2 classes
Passing and shooting concepts	2 class
Cooperative learning activities	2 classes
Jump rope skills	1 class introduction; developed throughout school year
Sustained moderate to vigorous physical activity	1 class introduction; developed throughout school year
Striking activities	2 classes
Additional manipulative skill activities	2 classes
5th grade health lessons (growth and development)	8 classes
Reinforcement of 5th grade topics	8 classes
Teacher's choice of standards-driven activities	4 classes

Assessment

Evidence of Learning

Assessment Focus

Game Strategies: Offense and Defense

Rubric

S	Consistently applies offensive and defensive tactics to a variety of lead-up sports
	Distinguishes between offense and defense.
	Moves to open space when on offense.
	Attempts to stay between ball and target when on defense.
P	Applies offensive and defensive tactics to a variety of lead-up sports.
	Distinguishes between offense and defense.
	Moves to open space when on offense.
	Attempts to stay between ball and target when on defense.
N	Inconsistently applies offensive and defensive tactics to a variety of lead-up sports.
	Distinguishes between offense and defense.
	Moves to open space when on offense.
	Attempts to stay between ball and target when on defense.

Assessment Strategy

- Teacher Observation
- Participation

Assessment

Evidence of Learning

Assessment Focus

Cooperative Learning: Leadership

Rubric

S	Consistently demonstrates leadership skills in a variety of cooperative learning activities
	Respects players of lower and higher skill levels.
	Recognizes that everyone has a role on the team.
	Leads by example in an effort to guide the team towards goal-achievement.
P	Demonstrates leadership skills in a variety of cooperative learning activities
	Respects players of lower and higher skill levels.
	Recognizes that everyone has a role on the team.
	Leads by example in an effort to guide the team towards goal-achievement.
N	Inconsistently demonstrates leadership skills in a variety of cooperative learning activities
	Respects players of lower and higher skill levels.
	Recognizes that everyone has a role on the team.
	Leads by example in an effort to guide the team towards goal-achievement.

Assessment Strategy

- Teacher Observation
- Participation
- Self-Evaluation

Human Growth and Development/Sickness and Disease

Human Growth and Development

5th Grade students participate in classes focused on growth and development. During these scripted, introductory lessons, students watch a video and complete a gender-specific information packet under the supervision and guidance of the instructor. The first lesson is gender-exclusive, and content shall be delivered by a wellness instructor of the same gender. Subsequent lessons are conducted during normal wellness time. Student participation in the lessons is essential for meeting the following objectives:

1. Students will discuss physical, emotional, and social changes that occur in males and females during puberty.
2. Teacher will define **puberty**.
3. The students will be introduced to the anatomical structures and physiological functions of the male and female reproductive systems.
4. The lesson content will be delivered in a manner that fosters mutual respect for self and other students.
5. Students will be introduced to the notion that puberty is individual and that all people develop at different times (alarm clock example).
6. Students will be introduced to key aspects of healthy living including the need for rest, proper nutrition, personal cleanliness, and grooming.

Sickness and Disease

These scripted lessons re-visit some of the concepts related to the spread of germs, and the variety of sickness and disease with which one can become afflicted. Through the use of a variety of multimedia resources, students will also be able to distinguish between common illnesses that are communicable vs. noncommunicable. Student participation in the lessons is essential for meeting the following objectives:

1. Students will review the structures and functions of the immune system.
2. Teacher will define **communicable** and **noncommunicable**.
3. Students will identify specific illnesses, their symptoms, treatments, and prevention strategies.
4. Students will identify specific illnesses as communicable/noncommunicable.

Fitness Test Descriptions

P.A.C.E.R.

Measures cardio-vascular endurance: A paced, 20-meter (or 15-meter depending on your available space) shuttle run increasing in intensity as time progresses. Set to a specified audio track.

Sit-Up

Measures muscle endurance: Students lie down with knees bent, feet unanchored, and palms flat on floor. Students sit up while sliding hands on floor until fingers touch back of sneakers. Students complete as many repetitions as possible to a maximum of 80. Set to a specified audio track.

Push-Up

Measures muscle strength: Students lower and raise body to and from a 90-degree elbow angle while keeping back straight. Students complete as many repetitions as possible. Set to a specified audio track.

Sit-and-Reach (Left, Right Leg)

Measures lower- body flexibility: Students sit with test leg straight against a box, and opposite leg folded inward (figure four), bent at the knee. Students place one hand over the other and slide the mechanism forward in one fluid motion.

Shoulder Flexibility

Measures upper- body flexibility: Students try to touch their opposite-hand fingers together with one arm over the shoulder and one arm tucked under and behind the back; switch arm positions and repeat.