

Wilson Area School District Planned Course Guide

Title of Planned Course: 5th Grade Physical Education

Subject Area: Physical Education

Grade Level: 5th Grade

Course Description: During each lesson in physical education, students will be expected to learn and exercise.

Fifth grade physical education students are exposed to a variety of activities throughout the school year with the main purpose behind all activities being to drive the following big ideas.

- Team Skills
 - Demonstrate sportsmanship during games and activities
 - Exhibit a positive attitude in all activities
 - Be a positive contributor to the team effort
 - Use of motivational speech in order to uplift and encourage others
- Athletic Skills
 - Advanced passing and receiving within the various activities
 - Expand methods of manipulating objects with upper and lower body within the various activities
 - Controlled use of sporting equipment within the various activities
- Fitness
 - Attach physical activity to the fitness component it impacts
 - Differentiate between aerobic and anaerobic activities
 - Identify specific sports or activities that appeal to an individual interest

Time/Credit for this Course: One full academic year

Curriculum Writing Committee: Brandon Tigar

Curriculum Map

August: Introduction to Physical Education: Safety guidelines, course expectations and procedures.

September: Soccer

October: Handball

November: Frisbee

December: Hockey/Lacrosse

January: Cooperative Games

February: Basketball

March: Badminton/Pickleball

April: Volleyball

May: Diamond Games

June: Wrap-up activities

Planned Course Materials

Course Title: 5th Grade Physical Education

Teacher Resources:

- Dynamic Physical Education for Elementary School Children (Kirchner)
- Dynamic Physical Education for Elementary School Children (Pangrazi)
- The Ultimate Sport Lead-Up Game Book (Bailey)
- The Great Games Handbook for Elementary Physical Education (Tiller)
- Great Activities: K-6 Physical Education Games and Activities
- PE2theMax (Hughes)
- Pre-Sport Skills Activities Program (Turner)
- Fitness for Children (Hinson)
- Active Bodies, Active Brains (Clancy)
- No Standing Around In My Gym (Hughes)
- P.E. Central
- Mr. Gym
- PE4Life
- Aahperd.org
- Pelinks4u
- Openphysed.org

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Introduction to Physical Education: Safety guidelines, course expectations and procedures.

Time frame: 2 Classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Encourage my partner and classmates during Tabata skill practice and during game play.
- Focus on purposeful practice in an effort to build my skills.
- Use constructive language in my self-talk to stay focused on skill improvement.
- Teach 1 friend or family member how to play Slam Ball outside of class.
- Demonstrate respect for my classmates by playing 2-Square with the spirit of the game.
- Work to improve my skill and fitness during Volley Tabata practice.
- Discuss my action plan for reaching personal goals using constructive and encouraging language.
- Teach 1 friend or family member how to 2-Square outside of class.

Core Activities: Students will complete/participate in the following:

- Volley Tabata
- Slam Ball
- 2-Square

Extensions: 4-Square

Remediation:

- Use a variety of different playground balls (size, material, weight, colors, etc.).
- Allow students to explore and choose from the options.
- Use large, brightly colored organizational markers and lines to help clearly define courts.
- Use different colored cones or spots to desired student placement and positioning.
- Use spot markers to create travel routes.
- Change directions and expectations to reflect equity of skill acquisition, mobility, and fitness level.
- Vary movement expectations to increase equity. For example, allow different volleying alternatives.
- Adapt body positioning to student needs. For example, modify the activity to move while sitting, lying, or prone.
- Visually mark/define space in the activity area with visual markers like cones, spot markers, visual signs/cues.
- If indoors, adjust lighting (e.g., brighter or lighter).
- Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues.

- Be flexible. Adjust as needed. One size doesn't fit all.
- Establish consistent, predictable routines.
- Be concise. Speak slowly & clearly with a well-defined beginning & end.
- Give 1-step vs multiple-step directions.
- Provide time for students to process instruction.
- Give choice to motivate students.
- Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- Square Court Games Official Rules
- Square Court Games PE Vocab
- Activity Log
- YouTube Videos
- Discussion Questions

Assessments: Class discussion questions

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Soccer

Time frame: 4 Classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Demonstrate control of the ball and body by dribbling within the activity area boundaries.
- Identify the components of health- and skill related fitness developed by participating in Scramble.
- Increase my heart rate by participating in Scramble.
- Identify ways that I can exhibit personal responsibility during a game of Scramble.
- Use mature trapping techniques in order to control and then return passes.
- Recall and demonstrate the critical teaching cues for dribbling, passing, and trapping.
- Actively engage in the Pass vs. Dribble activity and encourage my classmates to remain engaged as well.
- Describe and discuss the social benefits of participating in group physical activities.
- Look for and then dribble into open space.
- Identify and define two or more academic language vocabulary words.
- Identify the components of health-related and skill-related fitness.
- Demonstrate responsible behavior by following all safety rules.
- Look for and move to open space in order to receive passes.
- Look for and pass to teammates who find open space.
- Discuss the challenges created in this activity and how those challenges helped me improve my skill.
- Actively engage in Keep Away and encourage my classmates to remain engaged as well.
- Remain engaged in Keep Away without needing reminders.
- Make smooth transitions from dribbling to passing while rescuing classmates who have been tagged.
- Discuss offensive and defensive strategies used in the game of Soccer Tag.
- Identify the components of health- and skill related fitness and how physical activity influences both.
- Help classmates who have been tagged by rescuing them with a pass.

Core Activities: Students will complete/participate in the following:

- Scramble
- Shark Attack
- Pass vs. Dribble
- Keep Away

Extensions:

- Call out, “Double Scramble.” Students must quickly move and tap a new ball, and then move and control a second ball.
- Play an Add-It-Up Cooperative Challenge for 1 minute. Calculate the sum of the number of passes and the number of laps around the circle. Students work to achieve the largest sum.
- Sharks also play with soccer balls and dribble as they chase. Sharks attempt to kick other players’ soccer balls out of bounds. If a Shark kicks a player’s ball out of bounds, that player retrieves her/his ball, does 5 stationary ball taps, and then returns to the game.
- Everyone is a Shark!
- Play 3 v 2 Keep Away.
- Tagged players do jumping jacks. Passes must make it through their legs as they jump their feet to the out position.

Remediation:

- Play Scrambled Bases by providing each student a poly spot or low profile cone. Students begin at a base. When they hear “Scrambled Bases,” they must dribble to a new base.
- Decrease the number of laps the Dribbler makes around the circle in order to increase opportunities for reinforcing proper technique.
- Play with only 1 Shark.
- Play with no defense. Place 4 poly spots or low profile cones in a square within the grid to show students exactly where to move in order to get to an open space.
- Use a high-5 to rescue tagged players rather than a pass.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphased.org
- 24 Soccer Balls
- 12 12” Cones
- 24 Low Profile Cones
- 12 Hula Hoops
- 3 Rubber Chickens
- 37 Academic Language Cards
- 8 Station Cards
- 1 Holistic Rubric
- 1 Self Check Assessment

Assessments:

- Self assessment
- Academic language quiz
- Holistic performance rubric

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Handball

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Control my actions and movements in order to work safely.
- Provide examples of activities that can enhance my fitness.
- Remain actively engaged in order to increase my heart rate.
- Identify and discuss safety principles.
- Use all of the skill cues for throwing to a target.
- Discuss the reasons why I enjoy different physical activities.
- Remain actively engaged in order to accumulate physical activity minutes.
- Maintain control of my actions and throws in order to keep myself and my classmates safe.
- Move thoughtfully in order to position my body to gain an advantage as a goalie.
- Identify movement concepts important to positioning as goalie.
- Remain actively engaged in order to accumulate physical activity minutes.
- Recognize and follow all activity rules.
- Combine locomotor skills (walk/jog) with foot dribbling/passing.
- Identify and apply basic offensive and defensive strategies.
- Discuss the health benefits of participating in today's activity.
- Work safely with my partner and classmates.
- Demonstrate throwing and catching cues in order to pass and shoot accurately.
- Identify and discuss basic skills and strategies needed to gain an offensive advantage.
- Remain actively engaged in order to enhance my fitness.
- Work safely while staying active.

Core Activities: Students will complete/participate in the following:

- Fitness Relay
- Over There
- The Grouch
- Golden Goalie
- Four Corners
- Switch

Extensions:

- Allow students to create fitness challenges to enhance both health- and skill-related fitness
- Add 1 or 2 roaming defenders attempting to knock the balls away from both teams.
- Divide the class into 2 teams. Each team will shoot on 1 goal only. The grouch will "defend" their team's goal by tossing yarn balls back out of the goal as

quickly as they can. Grouches will work to toss the balls into open space, away from the opposing team.

- Stagger spot markers to create a variety of shooting distances.
- Offensive players unlock elbows and travel together while staying approximately 6 to 10 feet apart.
- Add a second ball to the activity. This could be a different type of ball (e.g., a football).

Remediation:

- Use passable objects of various sizes, shapes, color, and texture.
- Use balls that provide auditory signals.
- Line students up on mats for support and protection.
- Use long-handled implements of various lengths, weights, shapes, and colors.
- Allow students to roll foam balls with their hands.
- Provide an auditory cue at each goal.
- Pairs work together with one partner gathering the ball and the other shooting.
- Use safe passable objects of various sizes, shapes, colors, and textures.
- Help the goalie hold the foam noodle using Velcro or other safe fastener.
- Provide 1-on-1 assistance to students needing hand-over-hand support.
- Use equipment that provides auditory cues/signals.
- Utilize brightly colored boundaries and equipment.
- Use auditory signals in goals.
- Play the game without goalies, focusing on traveling with the ball and shooting.
- Allow teams to continue as offense/defense for a set time, followed by an auditory cue to switch roles.
- Teammates must hand the ball off to teammates rather than passing/tossing.
- Vary the number of players on offense and defense to give one an advantage.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 2 Pair of MultiGoals (with stacker cords)
- 36 Foam Balls
- 24 Spot Markers
- 24 Foam Noodles 2' to 4' lengths
- 24 Low Profile Cones
- 6 12" Game Cones
- 12 Colored Wrist Bands or Pinnies

- 24 Fleece Balls
- 4 GenMove Balls
- Fitness Relay Cards
- Cue & Movement Concept Cards
- Academic Language Posters
- Selected Assessments

Assessments:

- Self assessment
- Academic language quiz
- Holistic performance rubric

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Frisbee

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Demonstrate proper throwing & catching technique.
- Explain proper throwing cues and apply proper technique in game settings.
- Demonstrate the health-related fitness components as they relate to Ultimate.
- Be aware of my surroundings and work safely with a partner during skill practice.
- Demonstrate a leading pass to my partner.
- Understand the importance of throwing a leading pass in Ultimate Disc.
- Demonstrate cardiorespiratory endurance while participating in partner activities.
- Follow the rules and maintain the spirit of the game.
- Throw and catch the disc using skill cues.
- Discuss the importance of self-officiating.
- Actively engage in base running and fielding while applying the health-related fitness components.
- Follow the rules and etiquette of the game.
- Demonstrate good defensive technique.
- Understand the importance of creating an opening for my team.
- Stay active and make quick transitions from offense to defense.
- Respect the equipment and play fairly with friends.
- Demonstrate my throwing and catching skills.
- Demonstrate understanding of the concepts required for throwing the disc at different angles.
- Discuss how health- and skill-related fitness connects to each station.
- Communicate with my partner and be respectful of the equipment.

Core Activities: Students will complete/participate in the following:

- Toss-Up
- Throw and Go
- Fly Disc Baseball
- Uno, Dos, Tres
- Ultimate Contests

Extensions:

- Students attempt to throw the disc at an arced angle instead of straight ahead. Provide enough space for students to safely experiment with disc angles and arcs.
- Split students into groups of 3. Play as described above, but with the 3rd student playing defense.
- Have the students play in teams of 2 to increase teamwork and apply levels of offensive and defensive strategy.
- Increase the number of players per team.

- Prompt students to experiment with the different angles and arcs at which you can throw the disc instead of straight.

Remediation:

- Use foam or smaller-sized discs.
- Decrease the distance between partners to increase chances of success.
- Shorten the distance between cones. This activity is great for outdoor instruction, but could be modified for gymnasium play: Students could demonstrate muscular strength by traveling around bases while crab or bear walking.
- Use a variety of tossable objects based on the preferences and needs of students.
- Increase or decrease the size of the playing area to meet the needs of students.
- Play 3 v 1 with only 1 defender.
- Provide a variety of foam and plastic discs for students to select.
- Provide demonstrations and visual cues for each station task.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 12 Foam Flying Discs
- 12 Regulation Flying Discs
- 24 Low Profile Cones
- 12 Hoops
- 12 Large Cones
- 6 Task Tents
- 4 Pop-Up Goals
- 12 Pinnies
- Academic Language Posters
- Ultimate Contest Station Cards
- Throw and Catch Cue Charts
- Universal Design Adaptations

Assessments:

- Holistic Performance Rubric
- Purposeful Practice Plan
- Spirit of the Game Exit Slip
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Hockey and/or Lacrosse (modify for one or the other)

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Demonstrate the cues for cradling a lacrosse/hockey ball.
- Discuss healthy foods that provide fuel for physical activity.
- Stay actively engaged in all activities.
- Demonstrate safe activity behaviors.
- Demonstrate the cues for scooping ground balls.
- Discuss the importance of working independently and safely with lacrosse/hockey equipment.
- Stay actively engaged in all activities.
- Work safely with my peers and equipment.
- Combine the skills of fielding ground balls and cradling with moving in open space.
- Discuss the enjoyment and importance of participating in challenging activities.
- Stay actively engaged in all activities.
- Use positive self talk while learning lacrosse/hockey skills.
- Demonstrate the cues for throwing/hitting a lacrosse/hockey ball to a target.
- Discuss the importance of safety and control during target practice.
- Stay actively engaged in all activities.
- Demonstrate safe behaviors during all activities.
- Look for and move into open space while fleeing taggers.
- Discuss strategies and tactics for fleeing.
- Stay actively engaged in all activities.
- Work independently and safely with 0 safety reminders from the teacher.

Core Activities:

- Yum Yum Yum
- Clean Your Yard
- Musical Lax/hockey
- Target Practice
- Lax/hockey Tag

Extensions:

- Add changes in speed and direction on the teacher's signal.
- Add a throw and catch from a cleaning partner to a hoop partner as students return with lacrosse balls
- Add cones throughout the activity area. When students approach a cone, they practice dodges.
- Add the jogging loop.

Remediation:

- Use a variety of different lacrosse/hockey sticks to allow students to experience success and practice basic movements.
- Use visual posters or models of healthy foods.
- Expand or reduce boundaries based on the needs of your students.
- Use brightly colored equipment and boundary markers.
- Use visual start and stop signals.
- Use different types and sizes of balls to make scooping ground balls less or more challenging.
- Increase the size of the targets.
- Use targets with bright colors and/or auditory signals.
- Provide videos and or graphical demonstrations visible from each target.
- Increase or decrease the number of taggers.
- Modify the reentry task to match the needs and abilities of the students.
- Change the locomotor requirements based on the needs and abilities of the students.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 24 Lacrosse/hockey Sticks
- 24 Soft Lacrosse/hockey-Sized Balls
- 24 Lacrosse/hockey-sized Foam Balls
- 24 Tennis Balls
- 24 Bean Bags
- 6 Cones
- 24 Low-Profile Cones
- 6 Task Tents
- 12 Hoops
- 4 Small Foam Noodles
- 1 Music Player
- 4 Buckets or Baskets
- Hand Placement and Skill Cue Charts
- Academic Language Posters
- Station Cards
- Module Assessments

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Cooperative Games

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.D-F, 10.5.6.A, C & F

Essential content/objectives: The students will be able to:

- Look for and then recognize open space in order to guide my robots safely into it.
- Describe the benefits of being active with a group of friends.
- Stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- Work safely with my group members without teacher reminders.
- Send foam balls into the open with the correct amount of force according to teacher prompts (i.e., ice, water, steam).
- Discuss my personal social behavior within the game of Ice, Water, & Steam.
- Stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- Exhibit personal responsibility through safe and appropriate behaviors.
- Mirror the movements of the Mirror Master.
- Provide one benefit of demonstrating proper etiquette in physical education class.
- Interact with my classmates using appropriate etiquette.
- Move safely throughout the activity area by using appropriate speed and keeping my eyes alert.
- Offer at least one health benefit of physical activity during class discussion.
- Stay actively engaged in the activity in order to increase my heart rate.
- Praise my teammates for good effort and performance.
- Use a mature underhand toss when completing each challenge.
- Describe the benefits of participating with players of all skill levels.
- Praise my teammates and celebrate our performance after each challenge.
- Pass/hand off my team's objects under control and in a safe manner.
- Define the word "independent" and discuss how it applies to my behavior in physical education.
- Demonstrate personal responsibility through teamwork and cooperation.
- Execute my team's charade routine as discussed and agreed upon.
- Discuss the benefits of being physically active with friends.
- Demonstrate personal responsibility by executing my part of my team's charade routine.
- Execute all exercises with proper form, balance, and control.
- Accurately demonstrate each aerobic pattern so my teammates can learn the routine that I studied.
- Identify the component of health-related fitness enhanced through the exercises performed in class.
- Listen to as well as provide corrective feedback as a member of a learning team.

Core Activities: Students will complete/participate in the following:

- Robotics lab
- Ice, Water, and Steam
- Reflection Perfection
- Foam Ball Frenzy
- Cooperative Triathlon
- Down and Back Relay
- Machine Shop
- Aerobic Pattern Perfection

Extensions:

- Add a third robot to each group.
- Increase the speed that the robots travel from a slow to a quick march.
- Use floor hockey or pillow polo sticks to keep foam balls moving.
- Give each student a basketball (or soccer ball), prompt Mirror Masters to perform ball handling skills.
- After students capture foam balls and take three steps, allow them to make a pass to a teammate on the other side of the play area.
- Passes must be caught. If a pass is dropped, it must be returned to the opposite team.
- Create additional dynamic challenges in which Holders move the hoops and Tossers must toss at a moving target.
- Add a muscular endurance component with students playing from plank or crunch positions.
- Play up-tempo music and instruct students to create a rhythmic routine as their charades activity.
- Provide muscular endurance activities on each poster in order for students to build muscular endurance exercise routines.
- Play music and provide sequential dance steps on each poster in order for students to build a dance routine.

Remediation:

- Remove a robot from each group so engineers are only working with one robot.
- Keep participation at the Ice and Water levels if students are having difficulty keeping the foam balls on the floor.
- Advance to Steam only when all students are ready to handle the increase in speed and intensity.
- Place the Mirror Master in the center of a larger circle with all students directly following her/his movement.
- Progress only after students have demonstrated the ability to appropriately mirror a classmate.
- Remove the hoops and add more foam balls.
- Foam balls can be captured and placed anywhere in the activity area.
- Create challenges with large targets and use large foam balls rather than beanbags. Each time the foam ball hits the target, the team scores a point.
- Use large objects, such as large foam balls, that are easier to hold and pass.
- Use adult aides and specialists as group leaders to assist students who benefit from additional classroom support.
- Create basic movement sequences that match the developmental levels of all students in class.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 12 Hula Hoops
- 24 Bean Bags
- 6 12" Cones
- 12 6.25" Foam Balls
- 24 Low Profile Cones
- 12 Reversible Scrimmage Vests
- 24 9" Poly Spots
- 3 Mesh Storage Bags
- 32 Academic Language Cards
- 8 Station Cards
- 1 Holistic Rubric
- 1 Self Check Assessment

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Basketball

Time frame: 4 Classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Dribble the basketball using the skills cues learned in class.
- Discuss the reasons why warming-up is important to activity performance.
- Complete the dribble triathlon in order to warm up my body and prepare for today's lesson.
- I will work independently without the need for teacher reminders.
- Dribble with both my right and left hands, using the skill cues we learned in class.
- Discuss some of the challenges I faced when dribbling with my non-dominant hand.
- Actively engage in physical education class without teacher prompting.
- Work through challenges in order to improve my skill.
- Switch my dribbling hand when I hear the signal.
- Give my partner performance feedback based on the cues for dribbling.
- Actively engage in physical education without teacher prompting.
- Work cooperatively with my partner by watching her/his performance, praising good effort, and providing feedback for improvement.
- Keep control of my body and basketball in order to safely give my classmates knuckle bumps while dribbling.
- Discuss the relationship between open space and dribbling.
- Follow all rules to ensure safe participation.
- Move into open space and away from potential taggers while keeping control of my dribble.
- Discuss offensive and defensive strategies for Dribble Tag.
- Work to increase my heart rate.
- Follow the rules and etiquette of Dribble Tag so that everyone is safe and has fun.
- Show hands in order to give my partner a passing target.
- Give all of the cues for passing and catching during group discussion.
- Warm up my muscles by completing the passing triathlon.
- Demonstrate personal responsibility by cooperating with my partner.
- Use the cues for shooting in order to give my shots a high rainbow arc.
- Remember and recite the cues for shooting.
- Demonstrate cooperation by following the rules and procedures of the activity.
- Move into open space in order to get open for a pass from my teammate.
- Discuss which game strategies worked and which did not work.
- Increase my heart rate by actively engaging in 3 v 3 Bounce Ball.

Core Activities: The students will be able to:

- Dribble Triathlon
- Hand Skills

- Drivers Test
- Knuckle Collectors
- Dribble Tag
- Passing Triathlon
- Shoot, Dribble, Pass, Dribble
- 3v3 Bounce Ball

Extensions:

- Students with mature dribbling skills can now work on speed with accuracy. How fast can they dribble while keeping complete control of the ball?
- Prompt students to learn new challenges at home by watching dribbling instructional videos on YouTube. Each student will then come in and teach the class what they've learned.
- Add obstacles, such as rubber critters and cones, to general space in order to increase the complexity of the activity area.
- Add a pass. Students make a bounce pass to classmates standing on spots before collecting a knuckle bump.
- Add more challenging fitness tasks for players working to re-enter the game.
- Add an overhead pass as a Triathlon event.
- Add active, half-speed defenders in general space. They can move and will try to force a dribbling or shooting error.
- Play this game on real basketball hoops (8 foot if possible).

Remediation:

- Students complete all 3 sets with their preferred hand.
- Focus on controlling the ball with the dominant hand only.
- Remove the peer evaluation. Instead, all students have a basketball with the students on the spot dribbling in personal space.
- Allow students to pick up their dribble while collecting knuckle bumps.
- Only 2 or 3 students are "it" and act as defenders while dribblers concentrate on ball handling.
- Students complete three sets of bounce passes.
- Replace poly spots with hula hoops to provide a larger target.
- Play the 3rd grade version of this activity with 2 offense v 1 defense.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 26 Basketballs
- 6 12" Cones
- 24 Poly Spots
- 25 Pairs of Colored Team Wristbands
- 2 Rubber Penguins
- 24 Academic Language Cards
- 8 Station Cards
- 2 Holistic Rubrics
- 1 Self Check Assessment

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Badminton/Pickleball

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives:

- Balance a beanbag on my paddle while walking.
- Recite the cues for gripping the paddle.
- Actively engage in physical education class without a reminder from the teacher.
- Move carefully and safely in open space while balancing the bean bag.
- Catch the beanbag on my paddle after I toss it up in the air.
- Discuss some of the challenges I faced when flipping my paddle to catch the beanbag.
- Actively engage in physical education class without a reminder from the teacher.
- Praise others for their success in their movement skills.
- Practice my underhand serve using the skill cues we learned in class.
- Describe the sequence of a proper underhand serve.
- Actively participate in the class warm-up to prepare for the activities in physical education class today.
- Exhibit responsible behavior while working independently at the class stations.
- Hit the birdie to my partner with accuracy.
- Describe how force affects accuracy.
- Stay actively engaged without reminders from the teacher.
- Use an appropriate amount of force in order to keep my birdie from flying out of control.
- Develop and provide constructive feedback to my classmates.
- Identify evidence that supports the constructive feedback I receive.
- Remain actively engaged without a reminder from the teacher.
- Be kind and respectful to my classmates when giving them constructive feedback.
- Demonstrate striking skill cues during rapid fire volley sessions.
- Complete a SMART goal sheet carefully and thoughtfully.
- Work to increase my heart rate.
- Cooperate with my partner and follow instructions with no reminders.
- Volley the birdie back and forth with my partner.
- Define the word “etiquette” and relate it to Pickleminton.
- Stay actively engaged without reminders from the teacher.
- Follow the safety and etiquette rules that the class creates.
- Score a point during game play.
- Define the word “integrity.”
- Remain actively involved without reminders from the teacher.
- Play with fairness and integrity to make the game fun for everyone.

Core Activities: The students will be able to:

- Hello Paddle
- Pancake Flipper
- Birdie in the Cage
- Splat the Spot
- Peer Assessment
- Time To Get SMART
- 1V1 PICKLEMINTON
- 2V2 PICKLEMINTON

Extensions:

- Have students use multiple locomotor movements, change speeds, or change levels.
- Have students use their non-dominant hand, increase height of the beanbag when tossed, or incorporate other objects.
- Continue to move students farther away from the target.
- Have students count how many volleys they can get back and forth.
- Allow students to use and assess a backhand strike.
- To determine heart rate, time students for 10 seconds, 15 seconds, or 30 seconds. Then have students do the multiplication to get their heart rate.
- Make the court bigger so the students have more court space to cover.

Remediation:

- Slow students down: tell them that their feet are super heavy and they must move in slow motion.
- Provide students with a bigger paddle, or start with a toss and catch without the paddle.
- Move students closer to the target. Use a foam ball instead of a birdie.
- Have students catch the birdie or object each time before striking the birdie or object back to their partner.
- Have the student who is being assessed self-toss the birdie and strike it over the net.
- To determine heart rate, time students for the full minute to avoid extra math. Or, provide a pulse bar/pulse tracker for instant heart rate data.
- Allow students to serve a second or third time if they miss their first serve.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 24 Low Profile Cones
- 24 12" (or 18") Cones
- 24 Paddles
- 24 Bean Bags
- 120 Poly Spot Markers
- 12 Hula Hoops
- 36 Birdies (Shuttlecocks)
- 24 Whiffle/Foam Balls (Variety)
- 12 Jump Ropes
- 24 Pedometers
- 6 Task Tents
- Academic Language Cards
- Pickleminton Cue Cards
- Station Cards
- Various Assessment Tools

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric
- Academic Language Quiz
- Peer Assessment Worksheet
- SMART Goal Guidelines

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Volleyball

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Accurately pass the ball back to a partner.
- Describe how hand position and force impacts the level of control.
- Actively engage and work to improve my striking and volleying skills.
- Work cooperatively with my classmates.
- Pass and set to a strategic space.
- Describe the strategies used to strike with control.
- Actively engage and work to improve my bumping/setting skills.
- Use positive language and challenge my partner(s) to improve.
- Underhand serve with accuracy.
- Describe the cues for a proper serve.
- Actively engage and work to improve my underhand serving.
- Describe characteristics of an appropriate response when giving or receiving feedback.
- Track a serve to anticipate where it will land.
- List the cues for an underhand serve.
- Actively engage and work to improve my serving and tracking skills.
- Accurately underhand serve the ball into a designated space.
- Discuss the challenge that comes from learning new physical activities.
- Stay actively engaged throughout this activity.
- Use good sportsmanship by shaking hands or giving a high five to the other team after each game.
- Work with teammates to volley a balloon ball back and forth over a net.
- Identify strategies to track and anticipate where the ball will land.
- Act responsibly and use positive and encouraging language with my teammates.
- Work with my teammates to volley back and forth as long as possible.
- Identify strategies and tactics needed to volley continuously with my teammates.
- Remain actively engaged throughout the lesson.
- Work together with my teammates for maximum possible success during this activity.
- Work with my partner to score points for our team during this activity.
- Identify ways integrity can impact physical activities and competitions.
- Stay actively engaged for the duration of this activity.
- Work cooperatively with my teammate during this activity.

Core Activities: The students will be able to:

- Pass and Set Circles
- Bump & Set 4-Square
- Volley Hoops
- I Got It! I Got It!

- Volley Battleship
- Scooter Volleyball
- Helpful Net
- Doubles Trouble

Extensions:

- Have partners join another group to toss and bump/set continuously with a group of 4.
- Add an overhead strike (spike) as an option.
- Convert rebounder into a serve receiver/passer.
- Players attempt to catch the foam ball after it bounces inside the hoop.
- Use more than one foam ball so that teams have to both serve and defend their hoops at the same time.
- Use king/queen of the court rules where the team with highest score moves up one court, and team with the lower score moves down one court.
- Have two teams of 4 join together to make a group of 8. The 2 jump ropes will be held so that a grid of 4 activity spaces is made with the helpful nets (similar to 4-square).

Remediation:

- Increase/decrease the size of the activity space.
- Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- Use verbal cues and visual aids along with demonstrations.
- Use peer partners as appropriate.
- Increase/decrease the distance from hoop to spot marker as needed.
- Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- Use verbal cues and visual aids along with demonstrations.
- Use peer partners as appropriate.
- Modify Peer Feedback Form to meet needs of all students, including use of assistive technology.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 30 Handleless Jump Ropes
- 30 Spot Markers
- 18 Foam Balls
- 30 Hula Hoops
- 12 Clipboards

- 36 Cones
- 8 Portable Nets
- 30 Scooters

Assessments:

- Peer Evaluation Form
- Academic Language Quiz
- Performance Rubric

Curriculum Scope & Sequence

Planned Course: 5th Grade Physical Education

Unit: Diamond Games

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Accurately throw the ball to my partner.
- Recite the cues for catching a ball at different heights.
- Stay physically active throughout the activity.
- Work cooperatively with my partner to make good throws and catches.
- Throw and catch using skill cues learned in class.
- Discuss safety considerations related to playing catch.
- Stay physically active throughout the activity.
- Participate safely and independently with my group members.
- Use throwing skills cues to throw for distance.
- Discuss the importance of athletic stance when fielding.
- Remain actively engaged in this activity.
- Practice safe behaviors in all positions played during this activity.
- Use cues for striking while batting the ball.
- Discuss ways to demonstrate responsibility when using a bat.
- Remain actively engaged in this activity.
- Use all equipment in a safe and appropriate manner.
- Safely transition from batting to running.
- Discuss the components of fitness that are related to bat and ball games.
- Remain actively engaged in this activity.
- Demonstrate responsible behaviors throughout this activity.

Core Activities: The students will be able to:

- Two Ball Tossers
- Catch on the Sandlot
- Throw-Run Derby
- Home-Run Derby
- Baseball Tag

Extensions:

- Prompt students to remain moving while throwing and catching. They must pick the ball up, move during both throws and catches, and then place the ball in a new part of the activity area.
- Allow students to create their own challenges.
- Increase the distance between the batter and the fence cones.
- Allow students to attempt to hit 3 pitched balls before hitting off of the tee.

Remediation:

- Use a variety of different balls, allowing students to select the ball they are most comfortable catching.

- Change the distance between players to match skill levels.
- Modify the rules to increase the level of success. For example, any ball thrown in fair territory counts as a Throw-Run.
- Provide bats of different sizes, shapes, and weights. Large barrel bats, or those with flat striking surfaces can increase the rate of success.
- Allow fielders to run with the ball to the pitcher's mound.
- Add tag-teamers to help the batter become successful tag fielders.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphased.org
- 24 Plastic Softballs
- 12 Plastic Bat
- 12 Large Cones (or Batting Tees)
- 24 Spot Markers
- 24 12" Cones
- 12 Hoops
- 12 Task Tents
- Academic Language Posters
- Bat and Ball Cue Cards
- Bat and Ball Station Cards
- Assessment Tools

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric
- Academic Language Quiz