

**2023 ~ 2024**  
**5<sup>th</sup> Grade Physical Education ~ Year-at-a-Glance**

Standard	Aug	September	October	November	December	January	February	March	April	May
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<b>Movement Competency and Understanding</b>	<u>Learning Games For Understanding (Fall): Territorial &amp; Invasion, Net &amp; Wall, Target, Striking &amp; Fielding</u> <i>(skill competency to participate in a variety of games and sports; impact of skill development on the principles of movement - shape, time, energy, space &amp; flow; analyze &amp; correct errors in locomotor, non-locomotor and manipulative skills; analyze &amp; use basic offensive &amp; defensive strategies; apply rules in modified games &amp; activities; a variety of games and activities from each game category)</i> <b>15 - 18 Lessons</b>		<u>Dance, Tumbling &amp; Gymnastics</u> <i>(simple gymnastics, tumbling and/or dance routines combining a variety of motor skills demonstrating mature form, weight transfer and smooth transitions; intentional changes in direction, speed &amp; flow; analyze &amp; perform a variety of social, folk, square, contemporary, jazz or creative dance)</i> <b>9 - 12 Lessons</b>		<u>Learning Games For Understanding (Spring): Territorial &amp; Invasion, Net &amp; Wall, Target, Striking &amp; Fielding</u> <i>(skill competency to participate in a variety of games and sports; impact of skill development on the principles of movement - shape, time, energy, space &amp; flow; analyze &amp; correct errors in locomotor, non-locomotor and manipulative skills; analyze &amp; use basic offensive &amp; defensive strategies; apply rules in modified games &amp; activities; a variety of games and activities from each game category)</i> <b>24 - 27 Lessons</b>						
	<p><u>Elements of Skill Related Fitness (speed, agility, balance, reaction time, coordination &amp; power):</u> Integrated with all locomotor, non-locomotor &amp; manipulative activities where appropriate</p> <p><u>Understanding Concepts of Force, Spatial Awareness &amp; Relationships:</u> Integrated with all locomotor, non-locomotor &amp; manipulative activities where appropriate</p> <p><u>Getting Better: Using Feedback to Improve Performance</u> (peer assessment to recognize &amp; evaluate the critical elements of movement; constructive feedback)</p>										
<b>Physical and Personal Wellness</b>	<u>Setting Goals for Fitness: FitnessGram Pre-Test</u> <i>(reporting required; setting short &amp; long term goals; planning for improvement)</i> <b>4 - 6 Lessons</b>		<u>The F.I.T.T Principle &amp; Components of Health Related Fitness</u> <i>(embedded within all activities as appropriate: basic training principles; body's response to exercise including pulse before, during &amp; after exercise, respiration, body temperature, HR training zone, difference between aerobic &amp; anaerobic exercise, exercises to improve each area of health related fitness, intensity as a function of perceived exertion)</i> <b>48 - 52 Lessons</b>						<u>Evaluating Goals for Fitness: FitnessGram Post-Test</u> <i>(goal evaluation; reporting required)</i> <b>4 - 6 Lessons</b>		
	<u>Nutrition &amp; Hydration</u> <i>(habits &amp; behaviors that lead to healthy food choices, federal nutrition standards &amp; guidelines, difference between disordered eating &amp; eating disorders)</i> <b>3 - 6 Lessons</b>			<u>Tobacco &amp; Other Drugs</u> <i>(evaluating credibility of information about tobacco use &amp; second hand smoke, dangers of tobacco products &amp; exposure to second hand smoke, avoidance strategies, proper use of OTC &amp; prescription drugs)</i> <b>3 - 6 Lessons</b>							
<b>Emotional and Social Wellness</b>	<u>TEAM: Together Everyone Achieves More</u> <i>(teambuilding activities)</i> <b>4 - 6 Lessons</b>		<u>Stress Mgmt.</u> <i>(safe &amp; healthy ways to confront negative peer pressure in physical activity)</i> <b>1 - 2 Lessons</b>		<u>Elements of Good Sportsmanship</u> ➔ <u>Intentionally Taught &amp; Embedded Within All Activities as Appropriate</u> <i>(attributes of good sportsmanship; identifying both positive &amp; negative examples; honoring the game; inclusion &amp; cooperation, respecting teammates, opponents &amp; game officials; owning one's behavior; winning &amp; losing in socially acceptable ways, concepts of self-direction, self-control, cooperation, inclusion, respectful communication &amp; problem solving)</i>						
<b>Prevention and Risk Management</b>	<u>Getting Off to a Good Start</u> <i>(Classroom Rules &amp; Procedures)</i> <b>1 - 2 Lessons</b>		<u>Movement Control for Safe Participation in Physical Activity</u> ➔ <u>Intentionally Taught &amp; Embedded Within All Activities as Appropriate</u> <i>(safety factors for various activities &amp; areas; proper warm-up &amp; cool down techniques and their role in preparing the body for physical activity and preventing injury)</i>								

ELA	Reading & Writing to Learn: <u>Using Language as a Tool for Learning</u> <i>(P.E.: journaling, portfolios)</i>	Expression <i>(P.E.: summarizing game play; comprehension of game tactics)</i>	Persuasion <i>(P.E.: dialogue &amp; discussion of essential questions; agree or disagree)</i>
Math	Addition & Subtraction <i>(P.E.: Measurement (P.E.: heart rate monitors, pedometers, activity logs, estimating, fitness assessment, computing distance, time &amp; pacing)</i>		

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	<i>counting &amp; scoring</i>	
<b>Social Studies</b>	<b>American Revolution</b> ( <i>Nov. - March</i> )	<b>Games, Activities, Rituals &amp; Dance by Culture and Geographic Region</b>
<b>Science</b>	<b>Body Systems</b> ( <i>P.E.: muscular, circulatory, respiratory</i> )	<b>Growing &amp; Changing</b>