Danville Area School District
Course Overview and Scope and Sequence

Course Title: Physical Education
Content Area: PE
Grade Level: 5th
Date Developed: Sept. 2023

COURSE OVERVIEW: COURSE OVERVIEW: The purpose of a quality health & physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in the physical education setting.
It is the mission of this planned course to help students:

- Acquire skills and knowledge that will form a firm foundation for later activities in physical education and recreation
- Develop a lasting desire for physical activity
- Develop a proper attitude towards activity
- Establish wholesome habits and attitudes of healthful living
- Develop worthwhile characteristics such as sportsmanship, responsibility, leadership, courtesy and fellowship.
- Health & wellness promotion

ANCHOR STANDARDS:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

KEY COURSE TEXT AND MATERIALS: Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.

KEY ASSESSMENTS:
Authentic Assessment
Teacher Observation
Think Pair Share
Student Demonstration

Show me - thumbs up or down
Pre and Post Skill Assessments Rubrics
Oral and/or Cognitive Quizzes
Student lead Peer Modeling
Peer Observation
Critical Elements

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Establish a safe learning environment	The physically literate individual utilizes cooperative skills, safety practices, positive behavior and communication that values respect for self and others	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5) Gives corrective feedback respectfully to peers. (S4.E3.5)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	August into September - 2 weeks at the start of the year. (Revisited throughout the year)
Manipulative - Overhand throw	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Throws overhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws overhand to a large target with accuracy. (S1.E13.5b)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	September - 1 or 2 classes. (Revisited throughout the year)
Movement concepts: Speed, direction, force - biomechanics	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to	Applies movement concepts to strategy in game situations. (S2.E3.5a)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules,	2 classes (roughly September, revisited throughout the school year.)

	movement and performance.	Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b) Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments. (S2.E3.5c)	Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	
Manipulative - Kicking	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.		Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (roughly October) (Revisited throughout the year)
Self-expression and enjoyment & challenges	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Compares the health benefits of participating in selected physical activities. (S5.E1.5) Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5) Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5) Describes the social	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (October) (Revisited throughout the year)

		benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)			
Engages in physical activity - Scooter activities	The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Actively engages in all the activities of physical education. (S3.E2.5) Differentiates between skill-related and health-related fitness.6 (S3.E3.5) Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5) Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (End of October) (Revisited throughout the year)
Manipulative - Dribbling and/or ball control with hands	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b) Catches with accuracy, both partners moving. (S1.E16.5b) Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c) Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2-3 classes (November) (Revisited throughout the year)

Strategies/team strategies & tactics, throwing & catching	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a) Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b) Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (End of November into December) (Revisited throughout the year)
Working with others - Holiday activities	The physically literate individual exhibits responsible personal and social behavior that respects self and others. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5) Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b) Gives corrective feedback respectfully to peers. (S4.E3.5) Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) Analyzes different	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 Classes (December) (Revisited throughout the year)

		physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)			
Personal responsibility, teamwork - Stations - Low organized activities	The physically literate individual exhibits responsible personal and social behavior that respects self and others. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5) Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b) Gives corrective feedback respectfully to peers. (S4.E3.5) Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) Critiques the etiquette involved in rules of various game activities. (S4.E5.5) Applies safety principles with age-appropriate physical activities. (S4.E6.5) Uses appropriate pacing for a variety of running	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 or 2 classes (January) (Revisited throughout the year)

		distances. (S1.E2.5)			
Manipulative - Underhand throw	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Throws overhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws overhand to a large target with accuracy. (S1.E13.5b)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	3 classes (January into February) (Revisited throughout the year)
Physical activity knowledge, Locomotor - jogging, running, sprinting	The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Combines manipulative skills and traveling for execution to a target (S1.E26.5) Actively engages in all the activities of physical education. (S3.E2.5) Differentiates between skill-related and health-related fitness.6 (S3.E3.5)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1-3 classes (February into March) (Revisited throughout the year)
Manipulative ball control. Accepts feedback	The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Gives corrective feedback respectfully to peers. (S4.E3.5)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 or 2 classes (March) (Revisited throughout the year)
Fitness, Self-expression and enjoyment	The physically literate individual recognizes the value of physical activity	Analyzes different physical activities for enjoyment and challenge,	Authentic Assessment Teacher Observation	Children Moving, Nat Standards & Grade Level Outcomes	1 class (March) (Revisited throughout the year)

	for health, enjoyment, challenge, self-expression and/or social interaction.	identifying reasons for a positive or negative response. (S5.E3.5)	Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	(aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	
Engages in physical activity, fitness knowledge - Kicking & Jump Rope	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5) Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a) Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b) Creates a jump rope routine with a partner, using either a short or long rope. (S1.E27.5)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 - 3 classes (April) (Revisited throughout the year)
Team work, applying strategies	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a) Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b) Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c) Strikes a pitched ball with a bat using a mature	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (April - May) (Revisited throughout the year)

		pattern. (S1.E25.5a) Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)			
Manipulative - Catching	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non dynamic environment (closed skills). (S1.E16.5a) Catches with accuracy, both partners moving. (S1.E16.5b) Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c) Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (May) (Revisited throughout the year)
Working with others, works cooperatively	The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5) Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (May) (Revisited throughout the year)

		activity. (S4.E2.5b) Gives corrective feedback respectfully to peers. (S4.E3.5)			
Student Choice - Self-expression and enjoyment Play Fairly/Play Safely/Play Actively/Play Skillfully	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Compares the health benefits of participating in selected physical activities. (S5.E1.5) Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5) Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5) Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	End of the Year - Encourage students to apply skills and to incorporate daily healthy habits over the summer break.