



Park Hill School District

Building Successful Futures • Each Student • Every Day

5th Grade Physical Education Curriculum

Course Description: Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals. Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

Resources for Physical Educators

- www.dynamicpeasap.com
- www.openphysed.org
- www.pecentral.org
- www.shapeamerica.org
- www.sparkpe.org
- www.thepespecialist.com

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1st Quarter	Introductory Skills	Topic 1: Foundations of Physical Education Topic 2: Fundamental Movements
2nd-3rd Quarter	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
3rd-4th Quarter	Advanced Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness

Unit 1: Introductory Skills

Subject: Physical Education

Grade: Fifth Grade

Name of Unit: Introductory Skills

Length of Unit: 1st Quarter

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

Priority Standards for unit:

- S1.E1.5a Demonstrate mature patterns of locomotor skills in dynamic small sided practice tasks, gymnastics, and dance.
- S1.E1.5b Combines locomotor and manipulative skills in a variety of small sided practice tasks/game environments.
- S1.E1.5c Combines traveling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey, and basketball).
- S1.E2.5 Uses appropriate pacing for a variety of running distances.
- S1.E1.5 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and game environments.
- S2.E2.5 Combines movement concepts with skills and small sided practice, tasks, and game environments, gymnastics, dance with self-direction.
- S2.E3.5a Applies movement concepts to strategy in game situations.
- S2.E3.5b Applies the concepts of directions and force (e.g. to strike an object with a long handled implement).
- S2.E3.5c Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.
- S3.E2.5 *Meet the national standard of daily physical activity.
- S3.E2.5 * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.
- S3.E3.5 *Identify activities that contribute to the development of each health-related component of fitness.
- S3.E4.5 Identifies the need for warmup and cooldown relative to various physical activities.
- S4. E1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
- S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.

- S4. E2.5b Exhibits respect for self and others with appropriate behavior while engaging in physical activity.
- S4.E3.5 Gives corrective feedback respectfully to peers.
- S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
 - Assist others in performance of tasks.
- S4. E5.5 Reflect and analyze the etiquette of self and others in following rules and various game activities.
- S4.E6.5 Applies safety principles with aged-appropriate physical activity.
 - Identify safety precautions for playing and working outdoors in different kinds of environmental conditions.
 - Identify ways to reduce injury as a pedestrian.
- S5.E1.5 Compares the health benefits of participating in selected physical activities.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Components of skill related fitness (agility, balance, coordination, reaction time, speed, power)	Recognize	Remember	Level 1
Individual strengths and weaknesses in health-related fitness	Distinguish	Understand	Level 2
Self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)	Apply	Apply	Level 2
Warm-up, cool-down, stretching, and conditioning and demonstrate examples of each	Differentiate	Analyze	Level 3
Ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games	Demonstrate	Apply	Level 2
Ability to include others with different ability levels	Apply	Apply	Level 2
Ability to provide feedback to peers in a respectful manner	Demonstrate	Apply	Level 2

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

Topic 1: Foundations of Physical Education

Title: Foundations of P.E.

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S1.E2.5 Uses appropriate pacing for a variety of running distances.
- S1.E1.5 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and game environments.
- S2.E3.5a Applies movement concepts to strategy in game situations.
- S2.E3.5b Applies the concepts of directions and force (e.g. to strike an object with a long handled implement).
- S3.E3.5 *Identify activities that contribute to the development of each health-related component of fitness.
- S3.E4.5 Identifies the need for warmup and cooldown relative to various physical activities.
- S4. E1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
- S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.
- S4. E2.5b Exhibits respect for self and others with appropriate behavior while engaging in physical activity.
- S4.E3.5 Gives corrective feedback respectfully to peers.
- S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
 - Assist others in performance of tasks.
- S4. E5.5 Reflect and analyze the etiquette of self and others in following rules and various game activities.
- S5.E1.5 Compares the health benefits of participating in selected physical activities.

Supporting

- S3.E2.5 *Meet the national standard of daily physical activity.

Engaging Experience 1

Detailed Description/Instructions: Soccer Noodle Tag

If you get tagged in this game, you are frozen, with your hand in the air and cannot move.

There will also be a few people dribbling a ball with their feet (if you have possession of a ball you are invincible and can't get tagged).

When the players with the ball see that you are frozen, they will call your name and give you a pass using the inside of the foot. **IF you can trap the pass, you are unfrozen and can take the ball and try to pass to someone else.** The person who passed the ball to you will now run around and try to avoid being tagged.

Equipment Needed: 4-5 noodles and 5-6 soccer balls.

3 Ways to get frozen:

- Falling Down, Getting Tagged, Going outside the boundary lines (the black basketball court lines)
- If you have a ball you are invincible and cannot be frozen, if you get tagged while in possession of the ball you should continue playing the game

Setup:

- Give out about 3-4 tagging sticks. (noodles on black carts)
- Give out about 5-6 ball

After a few minutes of playing, you can stop and switch who “starts” with the equipment. Make it a goal to try and not get tagged at all.

Refinements:

- Make sure you are dribbling with control, using soft touches
- Taggers – make sure you are tagging softly below the shoulders
- Call out a name before making a pass – Communication is important!

Variation:

- Have people spread their legs and make a bridge when frozen
- Instead of trapping it have the player with the ball dribble the ball between the frozen student’s legs to unfreeze them

Engaging Experience 2

One way to do this is to use the district shared Railyard equipment in an obstacle course. Students use strategy to get their entire team through the course without touching the floor. Other items that could be used in the obstacle course include: balance beams, poly spots, stepping stones, tumbling mats, scooters and jump ropes.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

One way to do this is to utilize the district shared SNAG Golf curriculum and equipment.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Fundamental Movements

Title: Fundamental Movements

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S1.E1.5a Demonstrate mature patterns of locomotor skills in dynamic small sided practice tasks, gymnastics, and dance.
- S1.E1.5b Combines locomotor and manipulative skills in a variety of small sided practice tasks/game environments.
- S1.E1.5c Combines traveling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey, and basketball).
- S1.E1.5 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and game environments.
- S3.E2.5 * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.
- S3.E3.5 *Identify activities that contribute to the development of each health-related component of fitness.
- S4.E6.5 Applies safety principles with aged-appropriate physical activity.
 - *Identify safety precautions for playing and working outdoors in different kinds of environmental conditions.
 - *Identify ways to reduce injury as a pedestrian.

Supporting

- S3.E2.5 *Meet the national standard of daily physical activity.

Engaging Experience 1

Detailed Description/Instructions:

Beat the Bucket

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

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

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One way to do this is to have students play Sideline Basketball. Students are numbered off into two teams. Teacher calls two or three numbers at the start of each round. Players work together to try and score a basket. Sideline players can also be used to pass the ball down the court. This is a good game to culminate a basketball unit.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to have students create their own gymnastics routine with a small group of 3. Students will have to combine preselected movements that they have already been taught into a routine that is 3-5 minutes long. They will then present their routine to the rest of the class.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Fitness Kickball

1. Make teams
2. All players will have an opportunity to score before switching infield and outfield
3. 1 point is given for each kicker that makes it back to home plate before the opposing team does
4. Each base has an activity- 1st is jump roping 10 times- 2nd is jumbo cup stacking and 3rd is using feet to upright a bowling pin
5. Outfield must pass the kickball to each baseman when the exercise is finished (outfield is racing the the kicker)
6. Pitcher must stay in the circle- outfield should spread out and stay out of baselines

Outs

1. Four fouls
2. Ball is caught
3. Outfielder finishes the bases before the kicking team

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: Fifth Grade

Name of Unit: Intermediate Skills

Length of Unit: 2nd and 3rd Quarter

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

Priority Standards for unit:

- S1.E3.5 Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics, and small sided practice tasks in game environments.
Note: This outcome applies to both horizontal and vertical jumping and landing.
- S1.E5.5 Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
- S1.E6.5 *Applies locomotor and manipulative skill combinations and various movement activities.
- S1.E7.5 Combines balance and transferring weight in a gymnastics sequence or dance with a partner.
- S1.E8.5 Transfers weight in tumbling/gymnastics, dance, games and sports skills environments.
- S1.E13.5 *Throws underhand with accuracy and dynamic situations.
 - Throws a variety of objects (frisbees, deck tennis rings, footballs), demonstrating both accuracy and distance.
- S1.E15.5a Throws with accuracy, both partners moving.
- S1.E15.5b Throws with reasonable accuracy in dynamic, small sided practice tasks.
- S1.E13.5a Throws overhand using a mature pattern and non dynamic environment (closed skills), with different sizes and types of objects.
- S1.E13.5b Throws overhand to a large target with accuracy.
- S1.E.16.5a 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.E16.5b Catches with accuracy, both partners moving.
- S1.E16.5c Catches with reasonable accuracy in dynamic, small sides practice tasks.
- S1.E22.5 *Applies skill in various situations.
- S1.E23.5 Strikes/volleys a ball using a two hand overhead pattern, sending it upward to a target.
- S2.E5.5a Applies basic offensive and defensive strategies/tactics in invasion small sided practice tasks.

- S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small sided practice tasks.
- S2.E5.5c Recognizes and demonstrates strategies and tactics needed for different games and sport situations (e.g., throw, volley, or striking action needed for different games and sport situations).
 - Identify the major functions of circulatory (blood flow); respiratory (oxygen); muscular (strength and motor performance) and skeletal (body support) systems.

Supporting Standards for unit:

- S3.E1.5 Charts and analyzes physical activity outside of physical education class for fitness benefits of activities.
- S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth and sports and personal health.
- S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

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

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed*Priority:*

- S1.E3.5 Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics, and small sided practice tasks in game environments.

Note: This outcome applies to both horizontal and vertical jumping and landing.

- S1.E5.5 Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
- S1.E6.5 *Applies locomotor and manipulative skill combinations and various movement activities.
- S1.E7.5 Combines balance and transferring weight in a gymnastics sequence or dance with a partner.
- S1.E8.5 Transfers weight in tumbling/gymnastics, dance, games and sports skills environments.
- S1.E13.5 *Throws underhand with accuracy and dynamic situations.
*Throws a variety of objects (frisbees, deck tennis rings, footballs), demonstrating both accuracy and distance.
- S1.E15.5a Throws with accuracy, both partners moving.
- S1.E15.5b Throws with reasonable accuracy in dynamic, small sided practice tasks.

- S1.E13.5a Throws overhand using a mature pattern and non dynamic environment (closed skills), with different sizes and types of objects.
- S1.E13.5b Throws overhand to a large target with accuracy.
- S1.E.16.5a 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.E16.5b Catches with accuracy, both partners moving.
- S1.E16.5c Catches with reasonable accuracy in dynamic, small sides practice tasks.

Engaging Experience 1

Detailed Description/Instructions:

CastleMania

Play Area

The teacher divides a rectangular playing area into two zones. At the end of each zone, the teacher creates an endzone area that will be known as the "Castle Areas". Each Castle Area is marked by a "moat" line that cannot be crossed during gameplay (except for retrieving a ball) Within each zone, the teacher will place several mats on the floor (one for every two students on that team). Each mat is a Slingshot Mount.

The teacher will then divide the class into two teams and invite each team to set up a "Castle" within their Castle Area. Castles can be made up of hula hoop structures, cones, pins, etc. Each team must build their Castle using the same list of equipment that the other team has.

Player Roles

Within each team, the teacher will divide students off into pairs. Within each pair, one player is assigned as the Slingshot and one player as the Loader.

Goal

The goal of the game is to destroy the other team's Castle before they do the same.

Play

To begin the game, each Slingshot will position themselves on a Mount in a sit-up start position. Each Slingshot's Loader will stand by their partner.

The teacher will then send gator balls into the game.

Once the gator balls are in play, Loaders may run to collect them one at a time and bring them to their Slingshot.

Once loaded with a ball, a Slingshot may launch the ball towards the other team's castle via a powerful sit-up.

This goes on for 2-3 minutes and then the teacher invites players to switch roles with their partner.

Play ends once one team's Castle has been completely knocked over.

Game Builds

Build One: Slingshots & Loaders

To prepare for build one, start by breaking each team off into pairs. Within each pair, assign one player to start as the slingshot and the other player to start as the loader.

Slingshots are set up by finding an open slingshot mount and getting into a sit-up start position. The loader partner should be standing by their mat with them.

The teacher will then send gator skin balls into the game. This is when the fun begins!

The goal of the game is to try to knock over as many of the other team's castle structures as possible.

To do so, loaders must run and collect one ball, return to their partner, and place the ball in their partner's hands.

Once they have been loaded up, slingshots launch balls towards the other team's castle via a powerful sit-up movement.

This goes on for two minutes. Once the timer has ended, players switch roles with their partners.

Build Two: Blockers & Batteries

For build two, dissolve the student pairings that you created in the previous build and then divide each team in half.

One half of the team will then be divided into pairs and be assigned the roles of slingshots and loaders for this build.

The other half will be divided into pairs as well, but will be taking on new roles: blockers and batteries.

The blocker's role is to prevent the other team's slingshots from damaging their team's castle. To do so, blockers stay along the moat line and block any balls that come flying their way.

However, blockers are battery powered! While a blocker plays their role and attempts to defend their castle, their battery partner must hold a wall squat outside of the playing area.

Blockers and batteries stay in constant communication with each other and may switch roles on the fly at any point throughout the round.

Rounds last two minutes after which partners exchange roles.

After two rounds within this build, each half of a team switches roles with the other half (so slingshots and loaders become blockers and batteries, and vice-versa).

Build Three: Laser & Power Unit

For build three, you will once again dissolve the student pairings that you created in the previous build and then divide each team into thirds.

One third of the team will serve as slingshots and loaders, the other third will serve as blockers and batteries, and the final third will serve as Lasers and Power Units.

While the students agree on the roles they will play, go ahead and place hoops in the playing area (one per laser). Each hoop is a laser mount.

When play begins, all of the students begin to play their roles. Here's how the two new roles work:

First of all, lasers need to be powered up in order to perform their role. To do so, their power unit partners need to perform jumping jacks outside of the playing area.

While their power unit does their job, the laser may move within their team's zone and collect TWO balls.

Once they have collected two balls, the laser must make their way to an available mount. Once there, they may launch a ball using an overhand throw.

Once the laser has launched both of the balls that they have collected, they go tag their power unit and the two partners exchange roles.

Rounds last two minutes after which partners exchange roles.

After two rounds within this build, each team third switches roles with another third so that every player gets to play each role.

Safety Considerations

Players should be mindful of where they are throwing. Students should also be taught to throw with proper sit-up form.

Equipment Requirements

- Mats
- Hoops
- Pins
- Gator Balls
- Pinnies

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One way to do this is to have your students play bocce Frisbee. In this activity students will have two of the same colored frisbee each. They will toss out a softball as a target. Each student gets two throws to get as close as they can to the softball. Whoever is the closest after everyone throws gets to toss the softball for the next round.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to have students practice throwing and catching a football from various distances. Students could also practice hiking. These skills would be taught at the beginning of a football unit.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S1.E22.5 *Applies skill in various situations.
- S1.E23.5 Strikes/volleys a ball using a two hand overhead pattern, sending it upward to a target.
- S2.E5.5a Applies basic offensive and defensive strategies/tactics in invasion small sided practice tasks.
- S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small sided practice tasks.
- S2.E5.5c Recognizes and demonstrates strategies and tactics needed for different games and sport situations (e.g., throw, volley, or striking action needed for different games and sport situations).

*Identify the major functions of circulatory (blood flow); respiratory (oxygen); muscular (strength and motor performance) and skeletal (body support) systems.

Supporting

- S3.E1.5 Charts and analyzes physical activity outside of physical education class for fitness benefits of activities.
- S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth and sports and personal health.
- S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

Engaging Experience 1

Detailed Description/Instructions:

Bean Bag Hockey

Prop: Bean Bags (You can make your own by filling a tube sock with dried beans) or a small ball.

Game: Partner 1 holds the top part of a push-up position (Arms are extended and knees are off the floor). From a few yards away, Partner 2 slides a bean bag across the floor. If the bean bag goes through the arms of Partner 1, it counts as a point. Next the partners switch roles. Partners keep track of their points, trying to get the highest score. But if your desire is to minimize competition between the partners, you can pose the following challenge: How many goals can you two score as a team during a two-minute song? Can you score more than 25? (A small ball can be used if sliding is an issue).

Bean Bag Grab

Prop: Bean Bags (You can make your own by filling a tube sock with dried beans) or a small ball.

Game: Both partners get into a push up position facing their partner. A bean bag is placed on the floor an even distance away from each player. On the word 'go', both players try to grab the beanbag and return to the push up position. If a player touches the floor with any body part other than their hands or feet they lose the point. Players keep track of their points, trying to get the highest score.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is to have small groups of 3 practice settings only. Then the group of 3 plays mini volleyball. In mini volleyball one person is the net. They hold up a small noodle and the other two practice volleying over them with a trainer volleyball. They rotate so that all members get a turn with each job.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to play small sided soccer games. After kickoff, students will either be on offense or defense. Offense players must cross the half court line while defense stays on their side. Students wear colored wrist bands for team identification.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Steal the Ball/Capture the Ball

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

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

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

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

For basketball, dribbling.

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

Unit 3: Advanced Skills

Subject: Physical Education

Grade: Fifth Grade

Name of Unit: Advanced Skills

Length of Unit: 3rd-4th Quarter

Overview of Unit:

Priority Standards for unit:

- S1.E10.5 Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, small sided practice tasks in game environments.
- S1.E11.5 Combines locomotor skills and movement concepts (levels, shapes\, extensions, pathways, force, time, flow) to create and perform a dance with a group.
- S1.E12.5 Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.
- S1.E17.5 Combines hand dribbling with other skills during 1v1 practice tasks.
- S1.E18.5 Combines foot dribbling with other skills in 1v1 practice tasks.
- S1.E20.5 Dribbles with hands or feet with mature patterns in a variety of small sided game forms.
 - Hand dribbles and foot dribbles a ball while preventing an opponent from stealing the ball.
- S1.E21.5 Demonstrates mature patterns in kicking and punting in small sided practice tasks environments.
- S1.E21.5 Strikes an object consecutively with a partner using a short handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
 - Continuously strike toward a target or a partner with a paddle, using forehand and backhand stroke.
- S1.E25.5a Strikes a pitched ball with a bat using a mature pattern.
- S1.E25.5b Combining striking with a long implement (e.g. back, hockey stick) with receiving and traveling skills in a small sided game.
- S1.E27.5 Creates a jump rope routine with a partner, using either a short or long rope.

Supporting Standards for unit:

- S3.E5.5a Analyzes results of fitness assessment (fitnessgram pre and post), comparing results to fitness components for good health.
 - Identify barriers to participation in physical activity.
- S3.E5.5b Set goals to address ways to use physical activity to overcome barriers and enhance fitness.
- S5.E4.5 Describe the social benefits gained from participating in physical activity (e.g. recess, youth sports)

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

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E10.5 Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, small sided practice tasks in game environments.
- S1.E11.5 Combines locomotor skills and movement concepts (levels, shapes\, extensions, pathways, force, time, flow) to create and perform a dance with a group.
- S1.E12.5 Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.
- S1.E17.5 Combines hand dribbling with other skills during 1v1 practice tasks.
- S1.E18.5 Combines foot dribbling with other skills in 1v1 practice tasks.
- S1.E20.5 Dribbles with hands or feet with mature patterns in a variety of small sided game forms.
 - Hand dribbles and foot dribbles a ball while preventing an opponent from stealing the ball.
- S1.E21.5 Demonstrates mature patterns in kicking and punting in small sided practice tasks environments.
- S1.E21.5 Strikes an object consecutively with a partner using a short handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
 - Continuously strike toward a target or a partner with a paddle, using forehand and backhand stroke.
- S1.E25.5a Strikes a pitched ball with a bat using a mature pattern.

Engaging Experience 1

Detailed Description/Instructions:

Perfect Pass:

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

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

Throwing Arcade:

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

Bloom's Levels: Apply, Analyze

Webb's DOK: Level 2, Level 3

Engaging Experience 2

One way to do this is to teach a unit on ping pong. Students can rotate ping pong tables and play with different opponents.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to play Foosball tag. The slides are in our shared P.E. drive. Students flee, dip, dodge, and change direction to avoid being tagged as they move down the foosball table (gym floor). This is a game of strategy and speed.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E25.5b Combining striking with a long implement (e.g. back, hockey stick) with receiving and traveling skills in a small sided game.
- S1.E27.5 Creates a jump rope routine with a partner, using either a short or long rope.

Supporting

- S3.E5.5a Analyzes results of fitness assessment (fitnessgram pre and post), comparing results to fitness components for good health.
 - *Identify barriers to participation in physical activity.
- S3.E5.5b Set goals to address ways to use physical activity to overcome barriers and enhance fitness.
- S5.E4.5 Describe the social benefits gained from participating in physical activity (e.g. recess, youth sports)

Engaging Experience 1

Detailed Description/Instructions: Fitnessgram Fitness Test

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One way to do this is to lead a discussion on the benefits of physical activity in our lives. Students can share with partners things that they have participated in and how it improved their wellness and overall well being.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is have students pair up and take turns hitting a wiffle ball off of a tee. One partner hits and the other retrieves the ball from the playing area. Students then switch roles.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Fitnessgram Physical Fitness Testing

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

State standards for meeting the HFZ (healthy fitness zones that are age appropriate)

<u>PACER</u>	(Cardiovascular Endurance)
Boys 23+ Girls 15+	
<u>CURL UP</u>	(Muscular Endurance)
Boys 15+ Girls 15+	
<u>PUSH-UP</u>	(Muscular Strength)
Boys 8+ Girls 7+	
<u>FLEXIBILITY</u>	(Sit and Reach)
Boys 8+ Girls 9+	

Use the following sheet for students to set goals and track data towards their goal.

Name: _____

	Push ups (Muscular Strength)	Sit ups (Abdominal Strength)	Pacer (Aerobic Capacity)	Sit and Reach (Flexibility)
Pre Test	Push ups: _____	Sit ups: _____	Pacer: _____	Sit and Reach: _____
GOALS for Mid Year:	Goal: _____	Goal: _____	Goal: _____	Goal: _____
Mid Year	Push ups: _____	Sit ups: _____	Pacer: _____	Sit and Reach: _____
Did you meet your goals? YES or NO	YES NO	YES NO	YES NO	YES NO
GOALS For End of Year:	Goal: _____	Goal: _____	Goal: _____	Goal: _____
End of Year	Push ups: _____	Sit ups: _____	Pacer: _____	Sit and Reach: _____
Did you meet your goals? YES or NO	YES NO	YES NO	YES NO	YES NO
How do you think you did with your fitness goals and scores this year?				

Unit of Study Terminology

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

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

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

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

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

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

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

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

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

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

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