

DEPARTMENT NAME
Health & Wellness: P.E.
GRADE LEVEL: 5th

YEAR AT A GLANCE
Student Learning Outcomes by Marking Period
2019-2020

FIRST TERM			
Overarching/general themes and resources			
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 9/5/19 Suggested Completion Date: 9/20/19	Unit: Introduction to Phys. Ed. Unit Title: PE 101 (Routines, Rituals and Relevance) Suggested Equipment: - Cones - Visuals of rules and routines - Poly Spots - Bean Bags	SPARK: 3-6 <i>The Basics</i> SPARK: 3-6 <i>The First 3 Lessons</i> SPARK: 3-6 <i>ASAPs</i> SPARK: 3-6 <i>Chasing and Fleeing</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Demonstrate the ability to apply class routines and procedures (PS. 21, F. 33) ● Construct a pattern or sequence combining locomotor and non-locomotor movements (M.30) ● Explain the short-term and long-term effects of physical activity on the heart and lungs (F.19) ● Identify several aerobic activities that can increase aerobic capacity (F.18) ● Demonstrate the ability to hold several stretch positions (F.28) ● Explain what muscles are being stretched during certain warm-up exercises (F.31) ● Describe at least two physical activities done outside of school that fulfill personal enjoyment needs (LL. 19) ● Demonstrate the ability to set a goal to improve a PE related skill and make a plan to work on that goal during non-school time (LL. 20)
Suggested Completion Date: 10/11/19	Unit: Personal & Social Skills: Cooperation Unit Title example: Project Adventure, Cooperative Games Suggested Equipment: -Rubber animals -Fleece balls -Noodle Sticks -Beach balls -Cones -Poly spots -Tarps or Parachute *Project Adventure from PE Lending Library *Omnikin Ball from PE Lending Library	Project Adventure: Elementary <i>Grade 5</i> SPARK: 3-6 <i>Cooperatives</i> Open Phys Ed: 3-5 <i>Personal and Social Responsibility</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Demonstrate how to solve a problem with a small group in a physical activity setting (PS. 14) ● Demonstrate the ability to respond appropriately to a challenge within a physical activity setting (PS.15) ● Describe the process for effective problem solving (PS.16) ● Demonstrate the ability to respond to winning and losing with dignity and respect (PS. 11) ● Demonstrate the ability to maintain balance effectively while manipulating an object (M.31) ● Demonstrate the ability to coach peers in a physical activity setting (PS. 17) ● Describe personal role in making physical activity fun for all (PS. 21)

<p>Suggested Completion Date: 11/1/19</p>	<p>Unit: Movement Skills & Concepts: Manipulating Objects with the hands</p> <p>Unit Title examples: Throw & Catch with non-standard objects, Frisbee Skills, Football Skills, Rugby Skills</p> <p>Suggested Equipment: -Fleece balls -Gator balls -Cones *Rugby unit from PE Lending Library -Frisbees</p>	<p>SPARK: 3-6 <i>Football</i></p> <p>SPARK: 3-6 <i>Flying Disc</i></p> <p>Open Phys Ed: 3-5 <i>Invasion Basics</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Throw a non-standard object using proper form (M.34, M. 45) ● Throw a non-standard object for increasing distances (M.34, M. 45) ● Throw a non-standard object for accuracy (M. 34, M. 45) ● Demonstrate the ability to track and catch a non-standard object thrown above head or below waist (M.35) ● Demonstrate the ability to catch a non-standard object while on the move (M.35) ● Identify strategies for creating open space in a sport-related game (M.48) ● Describe parts of a given activity that were personally enjoyable (LL. 19) ● Demonstrate the ability to adjust form in response to feedback (M.43) ● Identify the skill cues for throwing and catching (M. 42)
<p>Suggested Completion Date: 11/27/19</p>	<p>Unit: Movement Skills & Concepts: Manipulating Objects with the hands</p> <p>Unit Title examples: Dribble & Pass, Basketball Skills</p> <p>Suggested Equipment: -Basketballs -Cones</p>	<p>SPARK: 3-6 Basketball</p> <p>Open Phys Ed: 3-5 <i>Skillastics Basketball</i></p> <p>Open Phys Ed: 3-5 <i>Invasion Basics</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Hand dribble a ball while moving in different directions and at different speeds using dominant hand and non-dominant hands (M. 36, M. 44, M. 45) ● Hand dribble a ball, using dominant hand around obstacles or stationary defenders (M. 36, M. 47) ● Pass a ball, on the move, to a target while the target is also moving (M. 34, M. 45) ● Catch a ball thrown off center (M.35) ● Identify the skill cues for dribbling, passing and shooting (M. 42) ● Identify strategies for creating open space in sport-like games (M.48) ● Identify major components of traditional invasive style games (M. 49) ● Demonstrate the ability to adjust form in response to feedback (M.43)
<p>First Marking Period Ends: 11/29/19</p> <p>Assessments During This Period: <i>SPARK Folio 3-5 assessments; Department Throw & Catch Manipulative Skills Benchmark Assessments, <u>Throwing and Catching</u>; Project Adventure assessments</i></p>			

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SECOND TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):

<p>Marking Period Starts: 12/2/19</p> <p>Suggested Completion Date: 12/20/19</p>	<p>Unit: Movement Skills & Concepts: Manipulating objects with hands and short-handled implements</p> <p>Unit Title example: <i>Volley & Strike with hands and/ short-handled implements</i></p> <p>Suggested Equipment: -Paddles -Volleyballs -Beach Balls *Pickleball unit from PE Lending Library</p>	<p>SPARK: 3-6 <i>Volleyball</i></p> <p>Open Phys Ed: 3-5 <i>Pickleminton</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Strike, consistently, an object with one hand and/or short-handled implement towards a target (M.41) ● Strike, consistently, an object with one hand and/or short-handled implement for distance (M.41) ● Strike an object repeatedly with hands and/or short-handled implement while moving (M. 41) ● Volley an object back and forth with a partner using hands and/or a short-handled implement at least five times (M. 41) ● Identify the skill cues for striking and volleying with hands and /or a short-handled implement (M. 42) ● Explain how the principles of force, accuracy, and follow-through relate to changes in skill performance (M.45) ● Adapt personal style of play in physical activity to meet the needs of a group (PS. 20) ● Demonstrate the ability to adjust form in response to feedback (M.43)
<p>Suggested Completion Date: 1/17/20</p>	<p>Unit: Health-Related Fitness</p> <p>Unit Title example: <i>Fitness, Fitness Stations, Fitness Games, Jump Rope, Yoga</i></p> <p>Suggested Equipment: -Jump ropes -Scarves -Cones -Yoga mats</p>	<p>SPARK: 3-6 <i>Group Fitness</i></p> <p>SPARK: 3-6 <i>Aerobic Games</i></p> <p>SPARK: 3-6 <i>Fitness Circuits</i></p> <p>SPARK: 3-6 <i>Stunts and Tumbling</i></p> <p>SPARK: 3-6 <i>Jump Rope</i></p> <p>Open Phys Ed: 3-5 <i>Fitness Knowledge</i></p> <p>Open Phys Ed: 3-5 <i>Plug & Play Fitness</i></p> <p>Open Phys Ed: 3-5 <i>Ninja Warrior Skills</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Participate in MVPA for increasing periods of time (F.16) ● Identify differences between aerobic and anaerobic activity (F. 36) ● Demonstrate the ability to take and monitor heart rate (F. 20) ● Recall the appropriate target heart rate zone (F.21) ● Demonstrate the ability to hold own body weight in various positions for increasing amounts of time (F. 25) ● Demonstrate the ability to hold various stretches for increasing periods of time (F. 28) ● Identify the components of the FITT principle (F.38) ● Identify tools and resources to monitor physical activity (LL. 18)
<p>Suggested Completion Date: 2/14/20</p>	<p>Unit: Health Related Fitness</p> <p>Unit Title: <i>FitnessGram</i></p> <p>Suggested Equipment: -Fitnessgram Testing Kit</p>	<p>FitnessGram: <i>Test Administration Kit and Guide</i></p> <p>Open Phys Ed: 3-5 <i>Fitness Knowledge</i></p> <p>Open Phys Ed: 3-5 <i>Plug &</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Describe the purpose and importance of fitness assessments like FitnessGram (F. 35) ● Explain the components of health related fitness (F. 34) ● Define BMI and how physical activities can improve BMI (F. 34) ● Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit & reach and shoulder stretch (F. 17, F. 26, F. 27, F. 29, F. 30)

		<i>Play Fitness</i>	
<i>Suggested Completion Date:</i> 3/13/20	Unit: Lifelong Physical Activity Skills: Rhythms & Dance Unit Title examples: Rhythms & Dance, Cultural Dances, Rhythm Sticks, Jump Bands, Double Dutch, Aerobic Beats Suggested Equipment: *Rhythms & Dance unit from PE Lending Library	SPARK: 3-6 <i>Dance</i> SPARK: 3-6 <i>Movement Bands</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Perform several rhythmic patterns (M. 29, M. 30, LL. 14) ● Perform the sequence or pattern of a simple dance routine (M. 30, LL. 11, LL. 14) ● Name several types of music and rhythms activities that are personally enjoyable (LL. 13, LL. 15, LL. 19) ● Demonstrate a willingness to participate in several rhythms and/or dance activities (PS. 22, LL. 15) ● Explain the cultural significance of several rhythms and/or dance activities (LL. 15, LL. 17) ● Explain methods of participating in rhythms and/or dance activities outside of physical education (LL. 13) ● Demonstrate the attributes of a good partner or teammate in rhythms & dance activities (PS. 12)
<i>Second Marking Period Ends:</i> 3/13/20			
Assessments During This Period: <i>FitnessGram assessments grades 4-12; SPARK Folio 3-5 assessments; OPEN Phys. Ed. assessments</i>			

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THIRD TERM		Overarching/general themes and resources	
Dates	Unit Overview	District Endorsed Curricula Reference	<i>To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):</i>
<i>Marking Period Starts:</i> 3/16/20 <i>Suggested Completion Date:</i> 4/3/20	Unit: Movement Skills & Concepts: Manipulating Object with Long-handled implements Unit Title example: Strike an object on the ground, Hockey skills, Field Hockey Skills, Beach balls & Noodles Suggested Equipment: -Hockey Sticks -Gator Balls -Fleece Balls	SPARK: 3-6 <i>Hockey</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Strike an object along the ground using a long-handled implement toward a moving target (M. 41) ● Manipulate an object along the ground using a long-handled implement while moving in different directions (M.41) ● Manipulate an object along the ground using a long-handled implement using different speeds (M.41) ● Identify the skill cues for striking and passing (M. 42) ● Apply principles of force, accuracy, and follow-through to striking with a long-handled implement (M.45) ● Demonstrate the ability to avoid obstacles in a game setting (M.47) ● Demonstrate methods of support while coaching a peer (PS.17) ● Demonstrate the ability to adjust form in response to feedback (M.43)

	-Beach Balls -Noodles		
<i>Suggested Completion Date:</i> 5/1/20	Unit: Movement Skills & Concepts: Manipulating Objects with Long-handled implement Unit Title example: <i>Strike an object In the air or off a bounce, Softball skills, Tennis skills</i> Suggested Equipment: -Bats -Balls -Racquets -Balls *Tennis unit from PE Lending Library	SPARK: 3-6 Softball Open Phys Ed: 3-5 Bat and Ball Games	<i>Content/skill SWBAT statement (corresponding standards)</i> <ul style="list-style-type: none"> ● Strike an object, consistently, using given skill cues in the air or off a bounce with a long-handled (M. 41) ● Demonstrate the ability to apply proper follow through to striking an object in the air or off a bounce (M. 41, M. 45) ● Strike an object in the air or off a bounce with a long-handled implement to a target (M.41) ● Demonstrate proper start or “ready” position for striking objects in the air or off a bounce when given specific criteria (M. 46) ● Demonstrate ability to adjust form in response to feedback (M. 43) ● Identify the components of sport-related games (M. 49) ● Demonstrate appropriate responses to challenges and success in a physical activity setting (PS. 13)
<i>Suggested Completion Date:</i> 5/22/20	Unit: Movement Skills & Concepts: Manipulating objects with the feet Unit Title example: <i>Dribbling, Kicking & Trapping with the feet, Soccer skills</i> Suggested Equipment: -Soccer balls -Cones -Goals	SPARK: 3-6 Soccer Open Phys Ed: 3-5 Soccer Skills Open Phys Ed: 3-5 Invasion Basics	<i>Content/skill SWBAT statement (corresponding standards)</i> <ul style="list-style-type: none"> ● Track and trap a ball kicked-off center (M. 37) ● Trap a ball gently tossed in the air using 2 body parts (M.37) ● Kick a rolling ball using dominant and non-dominant foot (M.38) ● Kick a ball toward moving target (M. 38) ● Foot dribble a ball under control with obstacles or defenders (M.39) ● Demonstrate the concepts of accuracy as it relates to kicking ball in different settings (M. 45, M. 48) ● Identify and demonstrate basic small group offensive and defensive strategies and tactics (M. 49) ● Recognize motor skills utilized during games (M.49) ● Identify personal contributions to the fun of a particular activity (PS. 21) ● Identify the skill cues for dribbling and kicking a soccer ball (M.42) ● Demonstrate the ability to adjust form in response to feedback (M.43)
<i>Suggested Completion Date:</i> 6/17/20	Unit: Lifelong physical activity skills: Leisure & Self-Management Unit Title example: <i>Summer Leisure Activities, Yard and Park Games, Skating, Walking, Biking, Rowing, Frisbee Golf</i>	SPARK: 3-6 Map Challenges SPARK: 3-6 Walk/Jog/Run BPS PE Learning Community: Elementary Pedestrian Safety Open Phys Ed: K-5 Field Day Games	<ul style="list-style-type: none"> ● <i>Content/skill SWBAT statement (corresponding standards)</i> ● Demonstrate the skills needed to participate in leisure and/or wellness activities outside of school (LL. 11. LL.12, LL. 16) ● Explain how physical activity contributes to a healthy lifestyle (F.37) ● Record daily, weekly, or monthly progress on motor skill mastery using a given physical activity tool (LL.18, LL.21) ● Identify equipment needed for several leisure activities (LL.12) ● List activities in which to participate at home with friends or family members (LL.13) ● Identify two physical activities for personal enjoyment and why they are enjoyable (LL.19) ● Explain the game components including basic rules, skills and strategies needed to participate in given leisure activities (M. 49) ● Invite others to participate in activities regardless of differences (PS.19) ● Identify and celebrate different cultural games and activities (LL. 17)

Third Marking Period Ends: 6/19/20

Assessments During This Period: *SPARK Folio 3-5 assessments; HWD Kicking Manipulative Skills Benchmark Assessments; OPEN Phys. Ed. assessments*