KIRKWOOD
SCHOOL DISTRICT

PHYSICAL EDUCATION FIFTH GRADE

Approved by KSD Board of Education: February 23, 2026

Course Description:
Physical Education emphasizes enjoyable participation in physical activity. Students will develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. One of our primary goals is to encourage children to develop positive attitudes about themselves and about physical activity, so that they will choose to be physically active throughout their lives. Another primary goal is to help children develop the movement competence that enables them to participate in physical activity successfully.

Grade Level: Fifth Grade

Unit Scope and Sequence

Unit 1: Personal/Social Responsibility
Unit 2: Movement Concepts
Unit 3: Personal Fitness Concepts
Unit 4: Manipulative Skills
Unit 5: Rhythmic
Unit 6: Lifetime Activities

Course Enduring Understandings:

- Regular exercise habits and healthy behaviors are essential for a lifetime of wellness.
- Good sportsmanship and character are fundamental in group and individual activities.
- Being safe and self-aware are vital skills for effective personal and social behavior.
- Proper movement skills allow for a positive active lifestyle.

Course Essential Questions:

- How can I exhibit respect and appropriate social behavior while engaging in physical activity?
- What are different types of sport skills/movement concepts needed for different games and situations?
- How can I recognize and understand the differences in abilities and experiences related to sport skills?
- What are skill-related and health-related fitness concepts and how do I differentiate between the two?
- How can I transfer these skills for a lifetime of physical activity engagement?

PHYSICAL EDUCATION 5th
Unit 1: Personal/Social Responsibility

Students will be introduced and taught how to exhibit healthy personal and social behaviors that respect self and others in a physical activity setting. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I am responsible, aware, and in control of my body and movements. • I can include others of all abilities, skills, and experience levels. • I can travel safely in general space with different speeds, force, and directions and understand when to use differing movements. • I can recognize and follow the established protocol for class activities and can help others when necessary. • I can accept the outcomes of competitive activities and games, while displaying appropriate sportsmanship.	• How can I be a good teammate? • How can I exhibit respect and appropriate behavior while engaging in physical activity? • How can I keep myself, others, and equipment safe in PE class? • How can I be inclusive in PE? • How am I responsible to myself and others when engaging in physical activities? • Why should I demonstrate good character and respect to all during competition? • How does being exposed to various physical activities produce an understanding and desire to create a physically active lifestyle?
Students must know:	***Students must be able to:***
Vocabulary • Safety • Respect • Responsibility • Accountability • Attitude • Attentive • Sportsmanship • Fairness • Honesty • Cooperation • Collaboration • Healthy • Nutrition • Engagement	• Engage in physical activity with responsible interpersonal behavior. • Apply safety principles with age appropriate physical activities. • Exhibit etiquette and adherence to rules in a variety of physical activities. • Give corrective feedback and praise respectfully to peers without teacher prompting. • Accept, recognize, and actively involve others of all skill levels into physical activities with a positive attitude. • Describe the social benefits gained from participating in physical activities.

PHYSICAL EDUCATION 5th
Unit 1: Personal/Social Responsibility

Missouri Learning Standards

Priority Standard: Develops social skills through movement (SHAPE Standard 3).
Supporting Standards:

- 3.5.1 Describes the perspective of others during a variety of activities.
- 3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.
- 3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.
- 3.5.4 Demonstrates safe behaviors independently with limited reminders.
- 3.5.5 Solves problems independently, with partners, and in small groups.
- 3.5.6 Makes choices that are fair according to activity etiquette.
- 3.5.7 Describes physical activities that represent a variety of cultures around the world.

PHYSICAL EDUCATION 5th
Unit 2: Movement Concepts

Students will gain the ability to demonstrate a variety of locomotor and nonlocomotor skills. Additionally, the student can use their knowledge of movement concepts, tactics, and strategies across a variety of activities and game settings.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can combine spatial concepts with locomotor and nonlocomotor movements in small and large groups. • I can analyze movement situations and apply movement concepts in small-sided practice tasks. • I can apply basic offensive and defensive strategies and tactics during activities. • I can recognize the type of sport skill needed for different games and situations. • I can recognize and understand the differences in abilities and experiences related to sport skills.	• Why is it important to find and maintain personal space? • How can I analyze game situations and apply movement concepts? • What is offense and defense and basic strategies for both? • How is safety demonstrated in tumbling? • What body systems allow us to move? • What is the difference between general and personal space? • What are some ways to be a responsible citizen in Physical Education?
Students must know:	***Students must be able to:***
Vocabulary • Personal space • General space • Locomotor / Nonlocomotor • Levels - High, Medium, Low • Bending • Manipulating • Dodging • Pulling / Pushing • Walking • Running • Hopping • Jumping • Sliding • Galloping • Leaping • Skipping • Chasing • Fleeing • Balance • Sportsmanship	• Combine spatial concepts with movement. • Analyze movement situations and apply movement concepts. • Apply basic offensive and defensive strategies and tactics. • Recognize the type of sport skills needed for different games and situations. • Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. • Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and game environments. • Combine locomotor and manipulative skills in a variety of small-sided practice tasks, games, and environments.

PHYSICAL EDUCATION 5th
Unit 2: Movement Concepts

Missouri Learning Standards

Priority Standard: Develops a variety of motor skills (SHAPE Standard 1).
Supporting Standards:

- 1.5.1 Combines varied locomotor skills in a variety of practice tasks.
- 1.5.2 Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.
- 1.5.3 Demonstrates rolling with the body in a non-dynamic environment.
- 1.5.4 Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment.
- 1.5.5 Combines locomotor, non- locomotor, and manipulative movements based on a variety of dance forms.
- 1.5.6 Demonstrates jumping rope in a variety of practice tasks.
- 1.5.7 Demonstrates jumping and landing in a non-dynamic environment.
- 1.5.8 Demonstrates balancing on different body parts in a non-dynamic environment.

PHYSICAL EDUCATION 5th
Unit 3: Personal Fitness Concepts

Students will recognize the importance of and participate in various physical activities in order to maintain good health. Students will begin to learn about the components of physical fitness (e.g. muscular endurance, flexibility, and cardiovascular endurance).

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can explain ways to be active every day and how that will affect my body (sweat, heart rate, increased breathing.) • I can differentiate between skill-related and health-related fitness. • I can identify the need for warm-up and cool-down relative to various physical activities. • I can complete FitnessGram fitness tests to the best of my ability.	• Why is participating in regular exercise good for your body? • What are skill-related fitness concepts? • What are health-related fitness concepts? • Why do we do a warm-up before exercising and cool down after? • What do the fitness tests assess? • How can I stay active and healthy throughout my life?
Students must know:	***Students must be able to:***
Vocabulary • Fitness • Pace • Jogging • Stretch • Warm-Up • Cool-Down • Muscular Strength and Endurance • Flexibility • Cardiovascular Endurance • Heart • Sweat • Hydration • Breathing • Effort • Strategy • Technique • Assessment • Self-control • Teamwork • Goals	• Differentiate between skill-related (e.g. reaction time and agility) and health-related fitness (e.g. muscular strength and flexibility). • Explain the need for warm-up and cool-down relative to various physical activities. • Complete assessments in cardiovascular endurance, flexibility, muscular strength and muscular endurance. • Connect the importance of posture and body positions with performance of various skills. • Demonstrate sport-specific manipulative skills in games and modified sports activities. • Demonstrate manipulative skills with increased force, accuracy and control at different speeds, level and directions • Apply fundamental and specialized skills in game situations with increased proficiency • Critique techniques and provide feedback. • Demonstrate ability to follow rules, cooperate with teammates, and apply a simple strategy in a variety of sport specific lead-up games.

PHYSICAL EDUCATION 5th
Unit 3: Personal Fitness Concepts

Missouri Learning Standards

Priority Standard: Applies knowledge related to movement and fitness concepts (SHAPE Standard 2).

Supporting Standards:

- 2.5.7 Defines and provides examples of movement activities for developing the health-related fitness components.
- 2.5.8 Establishes goals related to enhancing fitness development
- 2.5.9 Defines and explains how to implement the FITT Principle for skill or fitness development.
- 2.5.10 Defines and provides examples of movement activities for developing the skill-related fitness components.
- 2.5.11 Identifies the need for warm-up & cool-down relative to various physical activities.
- 2.5.12 Identifies location of pulse and provides examples of activities that increase heart rate.
- 2.5.13 Explains the benefits of physical activity.
- 2.5.14 Recognizes and explains how physical activity influences physiological changes in their body.

PHYSICAL EDUCATION 5th
Unit 4: Manipulative Skills

Students will gain knowledge of and begin to demonstrate fundamental skills needed to participate in various sports and lifetime fitness activities. Students will develop ball handling skills such as throwing, catching, and dribbling. They will also develop a foundation of foot skills through kicking and dribbling activities. Students will participate in games that introduce and develop the skill of giving force to an object using long and short implements. Students will apply these skills in game settings by using a combination of learned locomotor and manipulative skills.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can throw underhand and overhand to a stationary and moving target. • I can pass with hands or feet, using reasonable accuracy, while both partners are moving or during activities. • I can catch with reasonable accuracy during activities. • I can dribble with hands and feet in a mature pattern. • I can kick and/or punt with mature patterns during dynamic activities. • I can volley a ball using a two-hand pattern, sending it upward to a target. • I can strike an object consecutively, with a partner, using a short-handed implement during dynamic activities. • I can strike and receive, using a long-implement (e.g., bat, hockey stick) during dynamic activities.	• How does proper skill development affect one's success in individual and team sports? • How does the application of teamwork create success within a sport? • What is the benefit of applying specialized skills in game situations? • How does participating in sports enhance social development? • What is the benefit to applying a combination of skills? • How can you position your body to defend a ball or a space? • How can combining kicking skills be applied to participate in physical activities with others? • How does controlling a ball with my feel help me to participate in games? • What different types of kicking and dribbling skills help us be successful in games?
Students must know:	***Students must be able to:***
Vocabulary • Overhand • Underhand • Follow Through • Accuracy • Force • Offense • Defense • Kick • Dribble • Distance • Speed • Pass • Shoot • Striking	• Throw overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. • Throw with accuracy while both partners are moving. • Throw overhand to a large target with accuracy. • Throw with reasonable accuracy in dynamic, small-sided practice tasks. • Catch a ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). • Catch with reasonable accuracy, while moving with a partner.

• Settle (trap) • Forehand • Backhand • Volley	• Catch with reasonable accuracy in dynamic, small-sided practice tasks. • Combine hand dribbling with other skills during 1v1 practice tasks. • Strike a ball with short and long implements using proper grip. • Pass and receive a ball from a partner with inside of feet to a partner in motion.

Missouri Learning Standards

Priority Standard: Develops a variety of motor skills (SHAPE Standard 1).
Supporting Standards:

- 1.5.9 Demonstrates rolling a ball in a non-dynamic environment.
- 1.5.10 Demonstrates throwing in a variety of practice tasks.
- 1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 1.5.13 Demonstrates striking with hands above waist in a variety of practice tasks.
- 1.5.14 Demonstrates striking with hands below waist in a variety of practice tasks.
- 1.5.15 Demonstrates serving an object in a non-dynamic environment.
- 1.5.16 Demonstrates striking an object with a short-handled implement in a variety of practice tasks.
- 1.5.19 Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks.
- 1.5.20 Demonstrates dribbling with feet in a variety of practice tasks.

PHYSICAL EDUCATION 5th
Unit 5: Rhythmic

Rhythmic activities are skills involving motion with a regular and predictable pattern. Students will participate in a variety of skill themes and movement concepts associated with games, parachute, dance, and ropes.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can recognize that rhythmic activities can be used to engage in fitness for a lifetime. • I can combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance • I can perform teacher selected and developmentally appropriate dance steps and movement patterns. • I can engage in individual and group rhythmic activities to promote health and inclusion.	• Why is dancing important? • When will I use dance in my life? • What are some examples of activities in which rhythm is necessary? • How are social skills enhanced through rhythm?
Students must know:	***Students must be able to:***
Vocabulary • Beat • Count • Tempo • Dance • Pattern • Rhythm • Movement • Coordination • Ropes • Routine • Speed	• Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and game environments. • Combine locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. • Combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. • Create a jump rope routine with a partner, using either a short or long rope.

PHYSICAL EDUCATION 5th
Unit 5: Rhythmic

Priority Standard: Develops a variety of motor skills (SHAPE Standard 1). Supporting Standards: ● 1.5.6 Demonstrates jumping rope in a variety of practice tasks.
Priority Standard: Applies knowledge related to movement and fitness concepts (SHAPE Standard 2). Supporting Standards: ● 2.5.6 Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.
Priority Standard: Develops social skills through movement (SHAPE Standard 3). Supporting Standards: ● 3.5.7 Describes physical activities that represent a variety of cultures around the world.

PHYSICAL EDUCATION 5th
Unit 6: Lifetime Activities

Lifetime Activities focuses on introducing students to sports and recreational activities that can be enjoyed throughout their lives to promote lifelong fitness, social engagement, and overall wellness. Students will develop the personal responsibility, and physical, social, and emotional skills needed to engage in a lifetime of physical fitness.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• I can identify activities that I can enjoy for a lifetime. • I understand how lifetime activities can create and improve social relationships. • I can describe how lifetime activities can enhance my health.	• Why is it important to move our bodies every day? • What are fun ways we can stay active with our friends and family? • How can I transfer these skills for a lifetime of physical activity? • What are some activities that you can do your whole life?
Students must know:	***Students must be able to:***
Vocabulary • Rolling • Underhand • Swing • Putting • Forehand swing • Grip	• Learn and engage in a variety of lifetime physical activities. • Perform a variety of movement skills so they can fully engage in different lifetime activities.

PHYSICAL EDUCATION 5th
Unit 6: Lifetime Activities

Missouri Learning Standards

Priority Standard: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity (SHAPE Standard 4).

Supporting Standards:

- 4.5.1 Explains how preferred physical activities meet the need for personal self-expression.
- 4.5.2 Explains how preferred physical activities meet the need for social interaction.
- 4.5.3 Describes how movement positively affects personal health.
- 4.5.4 Explains the rationale for one's choices related to physical activity based on personal interests.
- 4.5.5 Recognizes group challenges through movement.
- 4.5.6 Sets observable long-term goals.
- 4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.
- 4.5.8 Identifies physical activity opportunities outside of physical education class.
- 4.5.9 Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.
- 4.5.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.