



Physical Education (Grade 5)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Physical Education](#). Students entering fifth grade physical education will have a review to refining motor skills. They will also continue to demonstrate an understanding of how skill can improve performance, and how regularly participating in activities that have health benefits can be enjoyable. Students will continue to develop healthy habits as part of the components of physical fitness. Using safe practices, follow rules, procedures, cooperation and teamwork, and using good character are promoted in a physical activity setting. Students will continue to discover the values and benefits of participating in physical activity that provides personal meaning.

Essential Understandings:

1. Demonstrating competency in motor skills and movement patterns needed to perform a variety of physical activities increases the likeliness of physical activity in the near and distant future. (1:2:A1, 1:2:A2, 1:2:A3, 1:2:A4, 1:2:A5, 1:2:A6, 1:2:B1, 1:2:B2, 1:2:B3)
2. Demonstrating the understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities develop a present interest and future desire to participate in a variety of activities. (2:2:A1, 2:2:A2, 2:2:A3, 2:2:A4, 2:2:A5, 2:2:B1, 2:2:B2, 2:2:B3, 2:2:B4)
3. Participating in regular physical activity familiarizes participants to the positive changes in physical, social and emotional health. (3:2:A1, 3:2:A2, 3:2:A3, 3:2:A4, 3:2:A5, 3:2:B1, 3:2:B2)
4. Achieving and maintaining a health-enhancing level of physical fitness empowers an individual with independent choices that will allow optimal wellness to be consistent in their life. (4:2:A1, 4:2:A2, 4:2:A3, 4:2:A4, 4:2:B1, 4:2:B2, 4:2:B3)
5. Exhibiting responsible personal and social behavior that respects self and others in physical settings provides opportunities to gain self-confidence in similar future environments. (5:2:A1, 5:2:A2, 5:2:A3, 5:2:A4, 5:2:B1, 5:2:B2, 5:2:B3, 5:2:B4, 5:2:B5, 5:2:B6, 5:2:B7, 5:2:B8)
6. Describing and analyzing the values of physical activity for health, enjoyment, challenge, self-expression, and social interaction develops and clarifies the importance of including movement in one's life. (6:2:A1, 6:2:A2, 6:2:A3, 6:2:A4, 6:2:A5, 6:2:B1, 6:2:B2, 6:2:B3)

Unit	Description of Unit and Learning Targets
Fitness Activities • Why is it important to know how to check your Heart Rate during exercise? • What are different ways that you can get your Heart Rate into a good "Working Heart Rate Zone"? • What are the benefits for keeping your Heart Rate above 120 while exercising? • What are some areas in fitness that you would like to improve in and what could you do to get to that goal?	Fitness activities are an introduction to our "FitnessGram" assessment, and a variety of activities to raise the elevations of the heart rate. These activities will help students gain the knowledge of the five components of health-related fitness. We will skill test: Endurance (Pacer Test), Upper Body (Push-ups), Flexibility (Sit-N-Reach), Back Strength/Flexibility (Trunk-Lift), and Core (Curl-Ups). The FITNESSGRAM is designed to assess each student's physical fitness levels. They will be assessing their cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. <u>Learning Targets:</u> • I can perform a combination of movements in skills. • I can skip, hop, jump, gallop, etc.. using a mature form. • I can perform tumbling activities, dance or jump rope sequence. • I can explain how appropriate practice improves performance. • I can explain that warm-up prepares the body for physical activity. • I can Identify two personal fitness goals to improve personal

	fitness. • I can identify strengths and weaknesses based upon the results of physical fitness testing and set goals to show improvement in at least two fitness tests. • I can meet the age- and gender-specific health-related fitness standards. • I can participate in selected activities that develop and maintain each component of physical fitness. • I can identify at least one muscle for each of the fitness test in "FitnessGram" • I can demonstrate safe control of my body. • I can cooperate with all class members by taking turns and sharing equipment. • I can work productively with a partner to improve performance. • I can select and practice skill on which improvement is needed. • I can identify positive feelings associated with participation in physical activities.
Spatial / Body Awareness • What are some different ways that I can move throughout the area we are working in? • How does moving certain ways throughout space affect my speed and distance?	Students will be assessed on their ongoing and introduction to spatial and body awareness skills in such areas as jumping vertically, rolling, stunts, balancing, moving in different ways and rhythmically. Examples of activities in this unit include rock wall, tumbling, dance/rhythms, etc. Students work on balancing while moving with control through locomotor and nonlocomotor skills. <u>Learning Targets:</u> • I can jump vertically and land using mature form. • I can skip, hop, jump, gallop, etc. using a mature form. • I can locate heart rate and describe how it is used to monitor exercise intensity. • I can identify and demonstrate key element of skill being taught. • I can choose to participate in structured and purposeful activity. • I can identify at least one muscle for each of the fitness test in "FitnessGram" • I can follow class, activity, or game rules respectfully. • I can recognize and appreciate similar and different activity choices of classmates. • I can work independently, productively, and demonstrates a willingness to challenge self. • I can participate in group physical activities.
Motor Skills • What are the benefits for learning mature technique while performing a skill? • Is there always only one correct way to perform a skill or movement?	Students will be assessed on their ongoing and introduction to motor skills such as jumping vertically, overhand throwing, catching, striking an object using hands, feet or implement to a target. Examples include volleyball, floor hockey, baseball/softball activities, bowling, etc. Students will work on balancing while moving with control through locomotor and nonlocomotor skills and balancing with control on a variety of objects. <u>Learning Targets:</u> • I can throw overhand with mature form. • I can skip, hop, jump, gallop, etc.. using a mature form. • I can identify and demonstrate key element of skill being taught. • I can identify physical benefits that result from long-term

	participation in physical education. • I can participate in selected activities that develop and maintain each component of physical fitness. • I can work productively with a partner to improve performance. • I can take the role of teaching an activity or skill to his or her team. • I can develop movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play. • I can identify positive feelings associated with participation in physical activities.
Knowledge • How does learning about physical activity help us prepare for future life situations? • Why would working with others in class help you with dealing with group situations in your future?	In each of the topic areas there will be a variety of area/skill knowledge that will be demonstrated by either observation, skill testing, rubric assessment and or homework. <u>Learning Targets:</u> • I can perform a combination of movements in skills. • I can skip, hop, jump, gallop, etc. using a mature form. • I can perform tumbling activities, dance or jump rope sequence. • I can participate in games and activities that use academic and health skills to enhance learning. • I can explain the necessity of transferring weight in skills. • I can maintain a physical activity log by participating in a school fitness program. • I can maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity. • I can identify at least one muscle for each of the fitness test in "FitnessGram" • I can participate in a variety of team building activities. • I can work with others to solve problems in a game or activity. • I can interact with others by helping with their physical activity challenges. • I can explain that skill competency leads to enjoyment of movement and physical activity.
Game Play • Why would you want to learn new or different strategies while doing a skill or activity? • What modifications can you make to our activity(s) to make it better for our situation?	Students will learn skills in many team and individual activities, where they will play modified games with the skills taught, such as basketball, volleyball, floor hockey, bowling, and field day activities. <u>Learning Targets:</u> • I can strike an object using feet, hands, or implement to a target. • I can design a new game incorporating at least two motor skills and rules. • I can choose to participate in moderate to vigorous physical activity outside of PE class on a regular basis. • I can accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others. • I can explain that skill competency leads to enjoyment of movement and physical activity.