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# **BIG HOLLOW SCHOOL DISTRICT**



## **CURRICULUM MAP**

### **GRADE 5 PHYSICAL EDUCATION**

202\_-202\_

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### Curriculum Blurbs

- **State Goal 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.**
  - Performance of physical activities involved competency in a wide range of motor, non-motor, and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.
- **State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**
  - Regular physical activity is necessary to sustain physical fitness and health. Students need to apply training principles- frequency, intensity, time, and type (FITT)- to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related and skill-related components of fitness, including endurance, strength, flexibility, cardiorespiratory fitness, body composition, balance, agility, spatial awareness, power, reaction time, coordination and speed. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.
- **State Goal 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.**
  - As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively, and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

### Content Core Practices Blurbs (if needed)

### Connection to Standards Based Grading

Teachers at Big Hollow have worked to unpack and understand more deeply the learning targets that align with our goals of students grasping key mathematical concepts. Through this work teachers have prioritized standards, created learning targets, and developed proficiency scales aligned with each prioritized standard. This work enables learning to be more visible for student learning and allows students to be reflective learners. By students engaging in reflective practice they will be able to more accurately determine where they are in relation to the learning journey and develop goals to continue to improve their mastery of skills. These proficiency scales are linked below, as well as on our Teaching and Learning page. This is the “rubric” teachers use to report final grades.

## Grade 5 Scope & Sequence

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Unit \_:  
Approximate Time Frame:

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DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
Priority Standards:		
Supporting Standards:		
Acquisition		
Knowledge and Understanding:	Skills:	
<i>Students will know and understand...</i> •	<i>Students will be skilled at (be able to do)...</i> •	
Assessments		
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input type="checkbox"/> Performance-Based Task	