



Physical Education: Grade 5 Syllabus

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Location: Room 203, 5th Grade Wing

Credit: N/A

Date this Syllabus was last updated: 8/27/2025

NOTE: This syllabus is subject to change throughout the year.

A. Course Description

The Grade 5 Physical Education Course will focus on developing the student's knowledge and understanding of their physical self and the importance of physical fitness as it pertains to long term health, wellness and social relationships. Through participating in a variety of indoor and outdoor sports and activities (at times aligned with the content of the Musical Arts and Visual Arts courses), students will hone fine motor skills, develop and refine their ability to work collaboratively with peers, learn the importance of physical fitness and obtain a healthy sense of self.

B. Course Objectives

Students will:

- Demonstrate personal growth in utilization of motor skills and movement strategies
- Apply concepts, principles, strategies and tactics related to movement and performance
- Demonstrate knowledge and skills to achieve and maintain an individually balanced level of physical fitness and activity
- Exhibit responsible personal and social behavior that respects self and others

- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

C. How this Class Supports Founders' Mission and Themes

Games and sports have been an important part of society dating back thousands of years, and still play a major role in modern society. Students will build character, confidence and a strong sense of self through participating in various physical activities and learning about the human body. They will learn responsible personal and social behavior that demonstrates respect for themselves and others, along with the ability to collaborate, which will aid them in being functioning and contributing members of society.

Mission Statement:

The Founders Academy is a public charter school encompassing grades 6-12 that is free and open to all New Hampshire students. The academy develops citizens and leaders, who understand and apply the lessons of the past, demonstrate exceptional character, participate knowledgeably in community activities, and lead by example. The Academy recognizes the importance of balance in the development of each person and respects each student's individual journey.

Principled leadership and good citizenship are fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

The Vision:

The Founders Academy prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Leadership Code of Conduct:

The students at The Founders Academy created and adopted the following "Leadership Code of Conduct" in January, 2015:

1. Be responsible
2. Be respectful
3. Be honest
4. Be lawful
5. Be determined
6. Be polite
7. Be open-minded
8. Be courageous
9. Be confident
10. Be helpful

Policy: As outlined in the Student Handbook, students are to follow Section 3.0

D. Texts and Class Supplies

Supplies (*provided by the school unless otherwise noted, and including but not limited to*):

- Notebook (used in all classes)
- Yoga Mats
- Various sports equipment (Kickball, wiffleball, basketball, hockey, soccer, football, volleyball, dodgeball, etc)
- Jump-ropes
- Hula hoops
- Bean-bags
- Frisbees
- Chromebook (used in all classes)

Important Information

1. Students should bring a pair of active-style footwear to be left at the school for use during the warmer months, and a pair of snow-boots (or similar footwear) to be either left at the school or brought in for use over the winter months. Crocs, sandals, heels, flats and other types of footwear not intended for athletic activity will not be considered suitable footwear, possibly resulting in your child being asked to sit out from the day's activities, and given alternative activities if possible. This should not, however, be considered acceptable, or become a regular occurrence. Students will still be expected to adhere to The Founders Academy Student Dress Code (see The Founders Academy

[Student Handbook](#)). If there are any extraneous circumstances contributing to an inability to meet this request, please contact me directly at john.marineau@tfanh.org.

2. Throughout the year, students will be given the opportunity to play games or sports which either involve equipment made from rigid materials (street-hockey sticks/balls, wiffle-ball bats/balls, etc), or may be physical in nature (tag, touch football, dodgeball, etc). The safety and well-being of your child is our highest priority. If you have any questions, concerns about your child and their participation in such activities or the use of such equipment, or important medical information which would affect your child's ability to participate, please contact me directly at john.marineau@tfanh.org.

E. Grading Scheme, Homework, Mid-Term and Final Assessments

Grade 5 Musical Arts, Visual Arts and Phys Ed are clustered together, as one class, under the title "Enrichment". Therefore, classes are graded collectively, and which class a grade aligns with will be specified in the category of the assignment on our grading platform, [Alma](#). Enrichment class is graded as a Pass/Fail class, and grades are determined using a point system, with higher-point assignments being worth more towards their final grade. Students will receive periodic assessments throughout the year, quarterly assessments at the end of each unit and a final assessment at the end of the year. Assessments often consist of a written portion, a presentation, and/or a project in order to determine their overall understanding of the content. Total point accumulation is then averaged into a percentage value between 0 and 100. Aligning with The Founders Academy's policy concerning "Mastery", anything under an 80% will be considered as "not passing", as the student has demonstrated that they either did not thoroughly grasp the material, or did not apply themselves productively and responsibly in the class. Assignments and related grades will be labeled with the type of assignment, and further detailed in the assignment's description. Assignments will be specified with the following labels:

- Homework: *Practice routines, paper or digital in-class assignments which were not finished on time, research or planning for in-class projects, at-home activities*
- Classwork: *Paper or digital in-class assignments*
- Active Participation: *A student's willingness to participate actively, proper use of equipment, adherence to rules and guidelines, as well as the Founders Academy Code of Conduct*
- Quiz/Test: *Periodic assessments on based unit content*
- Project: *Periodic projects throughout the quarter based on unit content*
- Quarterly Assessment: *Written assessment and/or project based on unit content*
- Final Assessment: *Written assessment and/or project based on yearly content*

"The academic year is divided into four quarters. The school will email end of quarter report cards only to 'primary contacts' and students on @tfanh.org email addresses." See Student Handbook, section 2.2.

For classes not eligible for high school credit, mid-term and final assessment grades will be factored into quarters 2 and 4 and graded according to the testing standards set by individual faculty.

Quarter 1 – 25%
 Quarter 2 – 25%
 Quarter 3 – 25%
Quarter 4 – 25%
 Full Year Grade – 100%

For classes that are eligible for high school credit, mid-term and final exam grades are factored into final grades as follows:

For Full Year Courses:	For One Semester Courses:
Quarter 1 – 20% Quarter 2 – 20% Mid-Term – 10% Quarter 3 – 20% Quarter 4 – 20% <u>Final Assessment – 10%</u> Full Year Grade – 100%	Quarter 1 or 3 – 40% Quarter 2 or 4 – 40% <u>Final Assessment – 20%</u> Final Grade – 100%

The Grade Scale used at Founders is as follows:

A+ - 98–100%	A+ = 4.33
A – 94-97%	A = 4.0
A- - 90-93%	A- = 3.67
B+ - 87-89%	B+ = 3.33
B – 84-86%	B = 3.0
B- - 80-83%	B- = 2.67

C+ - 77-79%	C+ = 2.33
C – 74-76%	C = 2.0
C- - 70-73%	C- = 1.67
D+ - 67-69%	D+ = 1.33
D – 64-66%	D = 1.0
D- - 60-63%	D- = 0.67
F – 59% and below	F = 0

See The Founders Academy Student Handbook, section 2.2 for more information

F. Mastery

Definition of Mastery at The Founders Academy

Mastery is the acquisition of a deep level of knowledge through meeting content specific benchmarks. Students develop a thorough understanding of the subject matter by consistently applying their skills and demonstrating strong command of the material.

Why “mastery?”

Mastery ensures that the goal of a rigorous curriculum and high expectations are maintained at The Founders Academy. We do not simply require that students “pass” a course, but that they “master” the content of each course. Additionally, the process allows students whose mastery is in question at the end of a quarter or course to continue to work towards mastering the content, and to demonstrate their mastery for the purpose of moving forward to the next level of instruction in a particular subject area.

What is the “process?”

1. The process includes benchmarks for assessment. This includes an assessment of mastery at the end of each quarter; students who earn grades of a B- or above are considered masters of the content automatically. Mastery must be demonstrated in all courses in order to pass the course or to receive high school credit. The only exceptions to this policy are in middle school art, band, or chorus courses.

2. Students who earn cumulative grades of C- to C+ may still demonstrate mastery by completing additional work, at the teacher's discretion. The additional work must be completed within a specified window of time.
3. The process includes both teacher and student reflection. Quarterly benchmarks allow students, parents, and teachers to address any deficiencies in progress as the school year progresses. All should work to monitor student progress towards final course mastery through the school year.
4. Supplementary instruction is pivotal in this process. Students who do not demonstrate mastery with a semester or course grade of a B- or above may have the opportunity to demonstrate mastery at the end of the course by completing supplemental instruction, provided by the teacher.

Course Mastery:

At the end of a semester-long or full-year course, students who earn a grade of a B- or above will be considered masters of the content and automatically be promoted to the next level within that course's subject area (if there is one).

Students who earn a grade of C- through C+ will only pass the course/receive high school credit, and be allowed to proceed to the next level (if applicable), by completing additional work at the teacher's discretion to demonstrate mastery. The only exceptions to this policy are middle school art, band, and chorus courses.

For semester-long courses that are completed at the end of Semester 1, attempts for Mastery must be completed within 2 weeks of issuance of quarter 2 report cards. For courses that are completed at the end of the school year, mastery work must be completed within two weeks of the issuance of end of year report cards.

If a student demonstrates course mastery through completing supplementary work, their cumulative grade does not change.

Forms of demonstrating mastery may include:

Projects, Oral Exams, Written Exams, Exam Re-takes, Khan Academy, After School Tutoring, and other assignments deemed appropriate by teachers.

Necessary Steps to Success of the Mastery Process:

- Teachers must explain Mastery to their students clearly and frequently during the school year. It should be emphasized even more than the numeric value of the grade the student earns, as only mastery is used to determine if students progress to the next level in a subject area.
- Students must understand that a letter grade of a B- or higher at the end of the course determines whether mastery is automatically recognized.
- At the end of the course, only students who have earned a grade of C- through C+ may complete additional work to demonstrate mastery.
- Students are highly encouraged to initiate the request to do extra work to demonstrate mastery by emailing their teachers once they have received their report cards. Student initiation demonstrates student responsibility and commitment to their academic success.
- By the deadlines mentioned above, teachers will determine if mastery has been achieved through the supplemental work completed by the student.

The letter grade "I" (Incomplete) may be assigned to a student who has been absent due to extenuating circumstances and has not had enough time to complete the necessary work in that marking period. Students are responsible for making up all incomplete work within two weeks of the end of the marking period. If the work is not completed, the grade may be calculated with zero credit given for the missing assignments. Written requests for extensions may be submitted by parents/guardians stating the reason for the request (for example, severe illness). Approval of extensions is not automatic. The letter grade "NG" (No Grade) may be assigned to a student who has not completed enough of the course to receive a grade.

See The Founders Academy Student Handbook, section 2.1.

G. Attendance and Make-Up Work

When a student is absent (either excused or unexcused) it is the responsibility of the student to make up all work missed, including in-class assignments. The teacher will decide on the appropriate amount of time for make-up work. Work which was assigned prior to the absence and due on the day of the absence must be passed in upon the student's return to class. Missed

assignments and class work should be obtained from Google Classroom or Alma, or if further clarification is needed, the teachers.

Students absent on the day of a quiz or test must make arrangements with the teacher on the day of return for make-up. Students may not be given tests or quizzes in advance of an absence without prior permission.

The Founders Academy regulations in relationship to attendance, absenteeism and truancy are based on the following New Hampshire statutes and administrative rules, as well as additional rules as needed:

Legal References Related to Attendance:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism”

See The Founders Academy Student Handbook, section 3.2.

H. Scope & Sequence

Collaborative Cooperation

- Individual and team sports and games
- Proper sportsmanlike conduct: Why rules and structure are necessary
- How we can cooperate and communicate to achieve common goals
- Honing and refining fine motor skills

Lifetime Skills

- Intentional breathing and its benefits
- Maintaining baseline physical fitness through proper nutrition and regular activity
- Enhancing physical, mental, social and emotional development through physical activities

Personal & Social Wellness

- The different types of physical exercise
- Individual wellness-enhancing activities such as stretching and mobility workouts
- Physical health and its effects on mental health

I. References and Videos

Throughout the course, videos may be utilized for content relevant examples, and may be sourced from varying online sources, including but not limited to [DiscoveryEd](#), [TedEd](#), and [YouTube](#). All videos are pre-screened to ensure age-appropriate content. If you have any questions, or wish for your child to be omitted from any viewing of video materials, please contact me directly at john.marineau@tfanh.org.