

Fifth Grade P.E. Curriculum

Curriculum Heading	District Curriculum Statement	Aligned State Standards	Teacher Resources	Performance Indicators
Physical Competency	Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	<b>19.A.1</b>	Cones, Gator Skin balls, Yarn Balls, Bean Bags, Scarves, Poly Spots	<ol style="list-style-type: none"> <li>1. Utilize locomotor and/ or non-locomotor movements in physical activity.</li> <li>2. Refine control while performing a manipulative skill.</li> <li>3. Refine control while performing a locomotor and/or a non-locomotor sequence.</li> <li>4. Perform two or more locomotor and/or non-locomotor skills in combination/sequence with control.</li> <li>5. Combine basic locomotor and non-locomotor patterns with smooth transitions.</li> </ol>
Movement Awareness	Identify the principles of movement (e.g., absorption and applications of force, equilibrium).	<b>19.B.2</b>	Bosu's, Swiss Exercise Balls, Wobble Boards, Balance Beams	<ol style="list-style-type: none"> <li>1. Demonstrate locomotor movements using a variety of changes in effort, flow, space, and time.</li> <li>2. Demonstrate manipulative skills using a variety of changes in effort, flow, space, time, weight, transfer, balance, absorption, and application of force.</li> <li>3. Participates in a wide variety of physical activities without interfering with others or with objects.</li> <li>4. Identify biomechanical principles of movement related to weight transfer, balance, absorption, and application of force.</li> <li>5. Demonstrate movement where balance is established, lost, and gained.</li> <li>6. Perform a sequence that combines weight transfer and balance movements.</li> <li>7. Identify the components of a locomotor, non-locomotor, and manipulative skill</li> </ol>

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Rules/Safety Procedures	Identify and apply rules and safety procedures in physical activities.	<b>19.C.2a</b>	Hands Free Microphone and Sound System For Gyms	<ol style="list-style-type: none"> <li>1. Demonstrate safety procedures/rules when participating in group physical activity.</li> <li>2. Apply rules for activity necessary to maintain a safe environment.</li> </ol>
Collaborative Skills	Identify offensive, defensive and cooperative strategies in selected activities and games.	<b>19.C.2b</b>	Rules Books	<ol style="list-style-type: none"> <li>1. Explain offensive, defensive, and cooperative strategies.</li> </ol>
Health and Fitness	Describe the benefits of maintaining a health-enhancing level of fitness.	<b>20.A.2a</b>	Books, Posters	<ol style="list-style-type: none"> <li>1. Identify activities appropriate for warm-up and cool down.</li> <li>2. Identify the benefits of health-related fitness.</li> <li>3. Identify diseases/disorders associated with poor levels of fitness.</li> <li>4. Define the effects of selected components of health-related fitness on current and future health.</li> <li>5. Use and understand age appropriate vocabulary related to fitness.</li> </ol>
Personal Fitness	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.	<b>20.A.2b</b>	Aerobic Equipment	<ol style="list-style-type: none"> <li>1. Participate in health-enhancing levels of physical activity on a daily basis.</li> <li>2. Participate in a progression of activities that will maintain or improve personal fitness levels.</li> </ol>

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Personal Fitness	Monitor individual heart rate before, during and after physical activity, with and without the use of technology.	<b>20.B.2a</b>	Heart Rate Monitors, Pedometers	<ol style="list-style-type: none"> <li>1. Record heart rate after engaging in physical activity.</li> <li>2. Identify target heart rate, maximum heart rate, resting heart rate.</li> <li>3. Recognize the immediate effects of exercise on heart rate.</li> <li>4. Monitor heart rate before, during, and after physical activity.</li> <li>5. Identify the health-related fitness components in various activities.</li> <li>6. Perform at intensity level needed to improve cardiovascular fitness while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor).</li> </ol>
Personal Fitness	Set a personal health-related fitness goal.	<b>20.C.2a.</b>	Presidential Fitness Testing Equipment	<ol style="list-style-type: none"> <li>1. Set a personal goal specific to a component of health-related fitness.</li> </ol>
Personal Fitness	Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardio respiratory, tug-of-war/strength).	<b>20.C.2b</b>	Fitness Logs or Log Sheets	<ol style="list-style-type: none"> <li>1. Monitor progress in reaching the goal.</li> <li>2. Write a planned list of activities used to accomplish the personal goal.</li> <li>3. Explain how movement can improve health-related fitness components.</li> <li>4. Explain the relationship between various movements and health-related fitness components (e.g., running/cardiovascular).</li> <li>5. Interpret personal fitness results.</li> <li>6. Explain the relationship between behavioral choices and wellness levels.</li> </ol>

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Teamwork	Accept responsibility for their own actions in group physical activities.	<b>21.A.2a</b>	Conflict Resolution Strategies	<ol style="list-style-type: none"> <li>1. Discuss the class procedures to be followed during participation in a group physical activity.</li> <li>2. List the consequences for not following the class procedures/rules.</li> <li>3. Analyze the impact of individual behaviors on group physical activity.</li> <li>4. Examine how to settle disagreements concerning rule discrepancies without teacher intervention during physical activity.</li> </ol>
Rules/Safety	Use identified procedures and safe practices without reminders during group physical activities.	<b>21.A.2b</b>	Safety Procedures in Group Activities	<ol style="list-style-type: none"> <li>1. Explain the safety procedures and rules to be followed during participating in a group activity.</li> <li>2. Respect the personal space of others as well as the relationship to objects</li> <li>3. Follow rules and directions when participating in group physical activity.</li> <li>4. Follow specific instructions when participating in a physical activity.</li> <li>5. Discuss the need for officiating during physical activity.</li> </ol>
Responsibility	Work independently on tasks until completed.	<b>21.A.2c</b>	Time Management Skills	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to remain on task when participating in physical activity.</li> </ol>
Teamwork	Work cooperatively with a partner or small group to reach a shared goal during physical activity.	<b>21.B.2</b>	Cooperative Learning	<ol style="list-style-type: none"> <li>1. Explain safety procedures that should be followed when working with a partner.</li> <li>2. Perform cooperatively in a small group when participating in structured group activity.</li> <li>3. Complete a task with a partner or small group in a given amount of time with no teacher intervention.</li> <li>4. Give examples of ways to achieve individual and/or shared goals during group activity.</li> </ol>