

Effective Date:

Hamburg Area School District

Name of Course: Elementary Physical Education

Department: Health and Physical Education

Grade Level: Grade 5

Instructional Time: 45 minutes

Length of Course: 1 year

Period Per Cycle: 1

Length of Period: 45 minutes

Texts and Resources:

Dynamic Physical Education for Elementary School Children-
Pangrazi

Standards-Based Physical Education Curriculum Development-
Lund, Tannehill

Adventure Curriculum for Physical Education- Panicucci and
Constable

The President's Challenge Physical Activity & Fitness Awards
Program- President's Council on Physical Fitness and Sports
US Department of Health and Human Services

Assessments:

Daily In-Class Performance Assessments

Skill Assessments with Rubrics

Physical Fitness Testing

Worksheets

Personal Logs

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 5

Unit: Games for Understanding

Time Line: All Year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What is the link between skills practiced and the application in game situations?	<ul style="list-style-type: none">Describe the relationship between practice and skill development.Recognize and apply skills learned during practice time to games meant to assess the student's learning of the skill.	10.4.6E, 10.5.6C
2. How does learning one component help with numerous games?	<ul style="list-style-type: none">Identify the skill components of a game and the possible application to other games.Apply the strategies learned in one game to succeed and excel in another game.Recognize that game playing is an enjoyable activity, and indeed, a lifetime activity that promotes the maintenance of an active lifestyle.	10.4.6A, 10.5.6A
3. Where are the places that we can use games that we learn in school?	<ul style="list-style-type: none">Identify the places in which the games learned in class can be applied outside of the gymnasium setting.Identify and engage in the four classifications of games taught in the Games for Understanding unit. Invasion Net/Wall Striking/Fielding Target	10.4.6A
4. What is the intention of an invasion game?	<ul style="list-style-type: none">Identify the purpose of an invasion game and recognize the benefits that each game has on the motor skill development of an individual.Engage in discussion that helps individuals focus on the tactical problem presented in the game and its solution.	10.4.6A

5. What tactics can be used to increase the success of an individual or team?	<ul style="list-style-type: none"> • Recognize the tactics that can be used to increase the success of an individual and/or team. • Identify and discuss possible tactics with members of a small or large group. • Identify and use techniques that can be applied to game situations that require one team to invade another team's territory to score. 	10.5.6F
6. What are the main skills needed to be successful at invasion games? Offense/Scoring Defense/Preventing Scoring Starting/Restarting Play	<ul style="list-style-type: none"> • Explain the offensive/scoring techniques needed to succeed in numerous invasion games when asked by the teacher. • Describe how a good defensive strategy can prevent another team from scoring when participating in an invasion game. • Explain the ways to start and restart the various invasion games presented in physical education class. 	10.5.6F
7. What are the requirements of a net/wall game?	<ul style="list-style-type: none"> • Explain the rules and scoring of a net/wall game when asked by the teacher. • Identify the requirements of scoring and how to prevent the other team or individual from score acquisition. 	10.4.6A
8. What skills are required to be successful at striking/fielding games?	<ul style="list-style-type: none"> • Identify the skills required to be successful at striking/fielding games. • Engage in lead-up games meant to improve the skills needed to be successful in numerous striking/fielding games. 	10.4.6A
9. What are the tactics to winning or the prevention of scoring in games designated as striking/fielding games?	<ul style="list-style-type: none"> • Identify the rules of numerous striking/fielding games presented in physical education class. • Describe and apply tactics learned in class to improve the success of both the individual and the team. 	10.5.6F
10. What are the requirements of a target game?	<ul style="list-style-type: none"> • Identify the two types of target games when prompted by the teacher. Opposed Unopposed • Explain the differences in strategy between an activity with a fixed target and one with an open-end target. 	10.4.6A

<p>11. How can skills learned in previous lessons influence the success of an individual?</p>	<ul style="list-style-type: none"> • Identify and use skills learned in lead-up games from previous years when participating in more complex target games. • Engage in small sided games to improve skills needed to be successful in target games presented in class. 	<p>10.4.6A</p>
<p>12. What are the factors that need to be taken into consideration when attempting to strike a target?</p>	<ul style="list-style-type: none"> • Identify and use different techniques and concepts when attempting to strike a target from different distances and angles. • Describe the impact that scientific principles have on the product when participating in a target game. 	<p>10.5.6E, 10.5.6B</p>

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 5

Unit: Physical Fitness

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How does engaging in moderate to vigorous activities help to improve physical fitness and health?	<ul style="list-style-type: none">• Identify the positive effects that physical activity has on the human body.• Identify the negative effects that physical activity has on the human body.• Apply lessons learned about physical fitness in class to everyday activities.	10.4.6A
2. How does physical activity affect the various body systems?	<ul style="list-style-type: none">• Identify the effects that physical activity has on various body systems.• Engage in moderate to vigorous activities meant to spark changes in the numerous systems of the body.• Describe and engage in activities meant to target changes in one specific system of the body.	10.4.6B
3. How can you monitor the body's response to physical activity?	<ul style="list-style-type: none">• Identify and apply ways to monitor the body's responses to physical activity.• Identify and apply ways to assess the body's responses to physical activity.• Explain and apply ways to monitor an individual's blood pressure.• Explain and apply ways to monitor an individual's heart rate.• Apply the knowledge learned in class to create a way to properly monitor physical fitness outside of the gymnasium. (e.g., Daily Health and Fitness Log)	10.4.6C

4. What factors contribute to engaging in lifelong physical activity?	<ul style="list-style-type: none">• Explain reasons that someone would participate in activities meant to promote lifelong physical fitness.• Identify how much enjoyment and personal interest factors into prolonged participation in a given activity.	10.4.6D
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Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 5

Unit: Movement Concepts and Skills

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can basic movement skills and concepts help create movement sequences (serial skills)?	<ul style="list-style-type: none">Recognize and apply concepts that impact the quality of increasingly complex movement performance.Combine movement skills in applied settingsUse combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.	10.4.6A, 10.5.6A
2. How do specific scientific principles affect an individual or serial skill? <ul style="list-style-type: none">Force- Any external agent that causes a change in the motion of a body.Static Balance- Maintaining equilibrium while holding a pose or remaining motionless.Dynamic Balance- Equilibrium used when in motion, starting and stopping.	<ul style="list-style-type: none">Identify apply Sir Issaac Newton's three laws of motion to basic movement and skills.<p>The Law of Inertia- An object at rest will remain at rest unless acted on by an unbalanced force. An object in motion continues in motion with the same speed and in the same direction unless acted upon by an unbalanced force.</p><p>The Law of Force and Acceleration- Acceleration is produced when a force acts upon a mass. The greater the mass (of the object being accelerated) the greater the amount of force needed (to accelerate the object).</p><p>The Law of Reacting Forces- For every action there is an equal and opposite re-action.</p>Recognize the effects that force and balance has on both individual and serial skills.	10.5.6E

<p>3. What are the four main concepts of movement?</p>	<ul style="list-style-type: none"> • Identify that human movement is classified into four main concepts: Body awareness, space awareness, qualities of movement, and relationships. • Recognize that the four main concepts of human movement can positively and negatively impact the performance of an individual. 	<p>10.5.6A</p>
<p>4. Are there skills that can be transferred from one activity to another?</p>	<ul style="list-style-type: none"> • Identify skills learned in previous units to develop strategies that can be used in more than one activity. • Recognize and use skills learned in class to positively impact the success of an individual or group. • Understand that they must learn the vocabulary of movement in order to increase their understanding of the diversity of movement possibilities. 	<p>10.5.6B</p>

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 5

Unit: Motor Skill and Body Control Activities

Time Line: All Year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What factors have an impact on the relationship between regular participation in physical activity and motor skill improvement?	<ul style="list-style-type: none">• Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.• Recognize the impact that success-oriented activities have on the degree of motor skill improvement.• Recognize the impact that school and community resources have on the degree of motor skill improvement.• Recognize the impact that time of task has on the degree of motor skill improvement.• Recognize the impact that variety (of activities) has on the degree of motor skill improvement.• Describe the relationship between practice and skill development.	10.4.6E
2. What is the difference between developing a basic motor skill and a more complex one?	<ul style="list-style-type: none">• Recognize that more precise the skill, the more important the need is to establish proper technique.• Identify the differences between a basic motor skill and a complex motor skill.	10.5.6A
3. What is the importance of feedback when developing new movement concepts and skills?	<ul style="list-style-type: none">• Use information from a variety of internal and external sources to improve performance.• Recognize the importance of feedback and apply it to skill development situations.	10.5.6B

<p>4. What are the concepts of motor skill development?</p>	<ul style="list-style-type: none"> • Identify and apply the concepts of motor skill development to a variety of basic skills. Transfer between skills Selecting relevant cues Types of feedback Movement Efficiency Product (Outcome/Result) • Recognize the importance that these concepts have on the process of developing a new motor skill. 	<p>10.5.6B</p>
<p>5. What are the stages of motor learning?</p>	<ul style="list-style-type: none"> • Know that there are three stages of motor learning. Cognitive Phase Associate Phase Autonomous Phase • Use components of the Cognitive phase to learn new skills presented in class. • Use components of the Associate Phase to learn which skills are important enough to retain in order to improve an individual's physical fitness. 	<p>10.5.6B</p>

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 5

Unit: Adventure Activities

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How can the student use the concepts of Full Value outside of the gymnasium?	<ul style="list-style-type: none">• Identify and apply the components of a successful Full Value contract. Play Hard Play Safe Play Fair Have Fun• Explain and apply the concept of full value to develop an effective Full Value contract.	10.4.6F
2. What is the purpose of inclusionary levels of difficulty when participating in adventure activities?	<ul style="list-style-type: none">• Explain the benefits of inclusionary techniques when participating in adventure activities.• Identify behaviors that are inclusive and supportive, as well as those that are exclusionary and not supportive.• Demonstrate strategies for inclusion of all students in classroom activities.	10.4.6A
3. What decision-making skills are important to the success of an individual?	<ul style="list-style-type: none">• Demonstrate the steps involved in good decision-making and refusal skills.• Use decision-making, refusal skills and goal setting in varying levels of adventure activities.	10.3.6C

<p>4. What are the interactions that can occur between group members in varying levels of physical activity?</p>	<ul style="list-style-type: none"> • Identify the various feelings that most people experience, and describe the physical and emotional reactions of the body to intense positive and negative feelings. • Identify the effects of leadership skills on the promotion of teamwork. • Acknowledge differences in the behaviors of people of different genders, cultures, ethnicities and disabilities, and seek to learn more about similarities and differences. 	<p>10.5.6F</p>
<p>5. How can communication and conflict resolution impact the atmosphere of a group or class?</p>	<ul style="list-style-type: none"> • Understand how one responds to the behavior of others and how one's behavior may evoke responses in others. • Apply both verbal and nonverbal communication skills to develop positive relationships. • Know the difference between positive and negative behaviors used in conflict situations. • Develop skills needed to peacefully resolving conflicts in socially acceptable ways. 	<p>10.3.6C</p>
<p>6. What are the potential outcomes for participating in adventure activities?</p> <p>Challenge Enjoyment Self-Expression Social Interaction</p>	<ul style="list-style-type: none"> • Experience enjoyment while participating in adventure activities. • Use adventure activities as a means of self-expression. • Understand that adventure activities provide a personal challenge as well as a group challenge. • Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well-being. 	<p>10.4.6D</p>

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 5

Unit: Physical Fitness Assessment

Time Line: 6 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What has participation in physical fitness testing told you about your overall physical fitness?	<ul style="list-style-type: none">• Identify the benefits that assessments have had on their overall physical fitness.• Explain, in detail, the impact that practice has had on the development of skills needed to succeed in each individual physical fitness assessment.	10.4.6A
2. How do your choices outside of the gymnasium affect your overall physical fitness?	<ul style="list-style-type: none">• Describe the choices an individual can make to improve their overall physical fitness.• Describe the choices an individual can make to hinder the improvement of their overall physical fitness.• Engage in enjoyable activities inside the gymnasium that will impact an individual's choice of activity outside of the gymnasium.	10.4.6D
3. How have your scores changed from year to year?	<ul style="list-style-type: none">• Use the three year printout presented from the teacher to describe the changes in physical ability from year to year.• Explain the reasons why physical fitness assessment scores may have changed from year to year using lessons learned in class.	10.4.6C
4. What is the proper way to interpret the results of physical fitness testing in physical education class?	<ul style="list-style-type: none">• Identify the proper way to interpret the results of the physical fitness assessments presented in class.• Identify the impact that physical fitness testing has on the components of health and skill-related fitness.• Describe activities outside of the gymnasium that are meant to improve performance in assessments meant to measure an individual's physical fitness level and apply them.	10.4.6C

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Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 5

Unit: Rhythmic Activities

Time Line: All Year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What impact do different forms of dance have on the overall physical fitness of an individual?	<ul style="list-style-type: none">• Identify the benefits of rhythmic activities, such as dance, and how they impact the physical fitness of an individual.• Engage in different types of dances meant to improve the overall physical fitness of an individual. Dances include folk, line, aerobic, and square dances.• Describe and apply a plan to use dance outside of the gymnasium to improve an individual's overall health.	10.4.6A
2. What are the benefits of rope jumping/tinikling involving different forms of music?	<ul style="list-style-type: none">• Recognize how differences in tempo affect the way an individual participates in jump roping activities.• Engage in intermediate and advanced tinikling steps when participating in physical education class.	10.4.6A, 10.4.6C
3. What are the cognitive benefits to a student's involvement in rhythmic activities?	<ul style="list-style-type: none">• Identify the impacts that rhythmic activities have on the cultures and customs of a community.• Recognize the cognitive benefits of rhythmic activities, such as increased memory function.	10.4.6B