



# Wachusett Regional School District

## Physical Education Curriculum Maps

School: \_\_\_\_\_

Grade: 5

### September

#### Essential Questions:

1. How can locomotor movements be used to improve lifelong fitness?
2. What makes a good teammate?
3. What does it look like to play safe, play fair, and show respect?

Content	Skills	Assessments
<b>Orientation, Safety &amp; Participation</b> *5, 6 (2.5, 2.7) <ol style="list-style-type: none"> <li>a. Safety Zones</li> <li>b. Arrival &amp; Departure</li> <li>c. Rules &amp; Procedures</li> <li>d. Conflict Resolution</li> <li>e. Equipment Distribution</li> <li>f. Fire Drill &amp; Shelter-in-Place</li> </ol>	-Follow safety rules and procedures. -Demonstrate peaceful conflict resolution. -Participate in class activities. -Show self-control. -Respect others. <i>-Actively engages in all the activities of physical education (S3.E2.5)</i> <i>-Accepts responsibility for interpersonal behavior in physical activity environments (e.g. peer to peer, student to teacher, student to referee) (S4.E1.5)</i> <i>-Accepts responsibility for personal behavior in physical activity environments (S4.E2.5a)</i> <i>-Exhibits respect for self (e.g. display of inflated/deflated ego) while engaging in physical activity (S4.E2.5b)</i> <i>-Applies safety principles with age-appropriate physical activities (S4.E6.5)</i>	Teacher observed  Self assessment
<b>Movement Concepts</b> *1, 2 (2.1, 2.2) <ol style="list-style-type: none"> <li>a. Space Awareness</li> <li>b. Pathways</li> <li>c. Levels</li> <li>d. Directions</li> <li>e. Boundaries</li> </ol>	-Change directions and pathways as they move through general space in order to not collide with others. -Use movement to create or eliminate space. <i>-Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and game environments (S2.E1.5)</i> <i>-Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance with self-direction (S2.E2.5)</i>	Create a movement sequence (e.g. Task Cards).
<b>Locomotor Movements</b> *1, 2 (2.1, 2.2, 2.3) <ol style="list-style-type: none"> <li>a. Hop</li> <li>b. Skip</li> <li>c. Jump</li> <li>d. Slide</li> <li>e. Gallop</li> </ol>	-Leap, hop, jump as far and high as possible. -Leap, hop, jump for an allotted time without stopping. -Combine locomotor and manipulative skills in a variety of small-sided practice task/games environment. <i>-Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance (S1.E1.5a)</i>	Teacher observed  Peer review/tutor
<b>Cooperative Games</b> *1, 2 (2.1, 2.2, 2.3)  **schedule may vary due to equipment, school events, and/or inclement weather.	-Communicate with teammates/classmates to accomplish a common goal. <i>-Gives corrective feedback respectfully to peers (S4.E3.5)</i> <i>-Accepts, recognizes, and actively involves others, both higher and lower skill abilities, into physical activities and group projects (S4.E4.5)</i> <i>-Critiques etiquette involved in rules of various game activities (S4.E4.5)</i>	Teacher observed

### October



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Grade: 5

**Essential Questions:**

- 1. What does it mean to be physically fit?**
- 2. How could you design a fitness routine at home without using equipment?**
- 3. What do your FitnessGram scores tell you?**

Content	Skills	Assessments
<b>Health-Related Fitness</b> a. Introduce Fitness Components *3, 4, 6 (2.4, 2.5, 2.6) b. Balance between exercise and nutrition. *4 (2.5, 2.6) c. Incorporate skills and understanding into lifestyle *1, 3 (2.2, 2.4, 2.5)	-FitnessGram Testing (P.A.C.E.R., push-up, curl-up, sit & reach, and trunk lift). -Identify all five health-related components of fitness while participating in related activities (cardiovascular endurance, muscular strength & endurance, flexibility, and body composition). -Complete a 6-10 station fitness circuit. -Compare personal scores to FitnessGram to recommended healthy standards. -Identify the terms “prone” and “supine”. -Identify fitness scores that need improvement. -Create individualized S.M.A.R.T. goals. <i>-Demonstrates appropriate pacing for a variety of running distances (S1.E2.5)</i> <i>-Charts and analyzes physical activity outside physical education class for fitness benefits of activities (S3.E1.5)</i> <i>-Compares the health benefits of participation in selected physical activities (S5.E1.5a)</i> <i>-Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participation in a favorite physical activity (S5.E1.5b)</i>	FitnessGram scores  S.M.A.R.T. goal setting  Assemble a fitness portfolio  Peer review and tutor  Design a fitness circuit
<b>Chasing, Fleeing and Dodging</b> *1,2 (2.1, 2.2)  **schedule may vary due to equipment, school events, and/or inclement weather.	-Cooperatively devise strategies to keep opponents from reaching a specified area, person or object. -Purposefully use general space to create or deny space when developing or using game strategies. -Cooperatively play a designed or given small-group game with opponents that involves throwing/catching or other skill themes with chasing, fleeing and dodging.	Ticket to leave (exit slip)



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**Essential Questions:**

- 1. How can I enjoy throwing and catching skills outside of school?**
- 2. What games involve throwing and catching skills?**
- 3. How can practice and effort improve throwing and catching skills?**

Content	Skills	Assessments
<p><b>Throwing and catching</b> with a partner and small group (e.g. ball, football, frisbee, beanbag).</p> <p>*1, 2 (2.1, 2.2)</p> <ol style="list-style-type: none"><li>Skill applications</li><li>Game applications</li></ol> <p>*2(2.1)</p> <ol style="list-style-type: none"><li>Carry-over to recess and leisure time activities.</li></ol> <p>*2, 3,6 (2.1, 2.4, 2.6)</p> <ol style="list-style-type: none"><li>Fitness relationships</li></ol>	<p>-Throw to a partner or target using varying degrees of force and speed.</p> <p>-Using a variety of objects throw a leading pass overhead to a moving partner.</p> <p>-Throw and Catch in a self-designed or given small group game to keep the object away from the opponents or to reach a goal area.</p> <p>-Catch objects of different sizes and weights while moving to a specified area.</p> <p><i>-Throws (underhand and overarm) using a mature pattern in non-dynamic environments with different sizes and types of objects (S1.E13.5a)</i></p> <p><i>-Throws to a target with accuracy, both underhand and overarm (S1.E14.5b)</i></p> <p><i>-Throws with accuracy, both partners moving (S1.E15.5a)</i></p> <p><i>-Throws with reasonable accuracy in dynamic, small-sided practice tasks (S1.E15.5b)</i></p> <p><i>-Catches a batted ball, above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (S1.E16.5a)</i></p> <p><i>-Catches with accuracy, both partners moving (S1.E16.5b)</i></p> <p><i>-Catches with reasonable accuracy in dynamic, small-sided practice tasks (S1.E16.5c)</i></p>	<p>Teacher observed</p> <p>Self-assess skills</p> <p>Peer review and tutor</p> <p>Video clip/digital picture</p>



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### Essential Questions:

1. How can practice and effort improve non-locomotor movements?
2. Why is it important to maintain good balance during movement?

Content	Skills	Assessments
<b>Non-Locomotor Movements</b> *1,2 (2.1, 2.2) a. Rolling b. Balancing c. Weight Transfer	<b>Rolling:</b> -Roll smoothly forward and backward direction. -Travel, jump over low equipment land and roll. - Design, refine, and perform (alone or with a partner) repeatable sequences in a small group. <i>-Performs curling, twisting, stretching actions with correct application in dance, gymnastics, and small-sided practice tasks/games environment (S1.E10.5)</i>  <b>Balance:</b> -Balance on a variety of moving and other balancing objects (Indo Board, T-Bow and stability ball). -Balance with partners using principles of counter-balance (pushing) and counter-tension (pulling) <i>-Combines balance and transferring weight in a gymnastics sequence or dance with a partner (S1.E7.5)</i>  <b>Weight Transfer:</b> - Transfer weight from one body part to another ( hands, knees, feet) in a variety of ways maintaining balance and control. <i>-Combines actions, balances, and transferring weight to create a gymnastics sequence with a partner on equipment/apparatus (S1.E12.5)</i>	Teacher observation  Design a routine  Peer review and tutor  Video  Self-assessment
<b>Movement Concepts</b> *2 (2.1) a. Effort b. Relationships	<b>Movements Concepts: Effort</b> -Move in a variety in ways that focus on accelerating and decelerating their speed, contrasts of bound and free flowing movements.  <b>Movement Concepts: Relationships</b> -Move in a variety of ways (e.g. mirroring) in relation to a partner with or without a piece of equipment. <i>-Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environment (S1.E1.5b)</i>	Create a routine  Performance checklists/ task cards  Graphic response  Peer coaching
<b>Check S.M.A.R.T. Goals</b> *4 (2.4)  **schedule may vary due to equipment, school events, and/or inclement weather.	-Perform FitnessGram assessments during warm-up and during lesson's core activity. -Student initiated work on improving performance levels on health related fitness (push up games, sit up games, cardio games, Yoga, etc. activities in warm ups and lesson material).	Goal sheets (FG test items)



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**January**

**Essential Questions:**

- 1. When are jumping skills used outside of school?**
- 2. What are the key points of volleying?**
- 3. How can you be a good teammate/classmate?**

Content	Skills	Assessments
<b>Jumping and Landing</b> *1, 2 (2.1, 2.2)	<ul style="list-style-type: none"><li>-Jump a self-turned rope with as many different types of jumps as possible.</li><li>-Perform jumping skills in <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math> time, using ropes, tinikling sticks, elastic jumping bands.</li><li>-Design and refine a repeatable routine with a partner or small group.</li><li><i>-Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks/games environments (S1.E3.5)</i></li></ul>	Teacher observation  Design a jump rope routine
<b>Volleying</b> *1, 2, 6 (2.1, 2.2)	<ul style="list-style-type: none"><li>-Forearm passes a lightweight ball to an area different from where the ball was tossed from (partner or small group).</li><li>-Underhand serve a lightweight ball over medium level net from an appropriate distance.</li><li>-Use underhand/overhand volley and forearm pass in a small group game.</li><li><i>-Strikes/volleys a ball, two-hand/overhead pattern, sending it upwards to a target (S1.E23.5)</i></li></ul>	Teacher observation  Peer review and tutor  Self-assessment
<b>Rules, Etiquette, Personal Responsibility</b> *2, 5 (2.1)  **schedule may vary due to equipment, school events, and/or inclement weather.	<ul style="list-style-type: none"><li>-Critiques etiquette involved in rules of various game activities.</li><li>-Accepts responsibility for interpersonal behavior in physical activity environments, i.e., peer to peer, student to teacher, student to referee.</li></ul>	Self-assessment  Task cards  Harrison's model



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**February**

**Essential Questions:**

- 1. Why is PE/athletic equipment enjoyable to use for fitness purposes?**
- 2. How can practice and effort improve manipulative skills?**

Content	Skills	Assessments
<b>Manipulating Long-Handled Equipment</b> *1, 2, 6 (2.1, 2.2)	<i>Long-Handled Equipment:</i> -In a large group, dribble a ball so as to not collide with others or obstacles. -Dribble a ball around stationary obstacles without losing control of the ball. -Strike a self-tossed ball with a bat. -Strike a ball along the ground to a moving partner or a small group game. -Receive a ball along the ground from a moving partner or in a small group game. -Cradle a ball with a lacrosse stick so as to not collide with others or obstacles. -Cradle a ball around stationary obstacles without losing control of the ball. -Pass a ball in the air to a moving partner with a Lacrosse stick. -Receive a ball in the air with a lacrosse stick from a moving partner. -Scoop up a moving ball with a lacrosse stick. <i>-Strikes a pitched ball with a bat using mature pattern (S1.E25.5a)</i> <i>-Combines striking with a long implement with receiving, traveling skills in a small-sided game (batting, hockey) (S1.E25.5b)</i> <i>-Combines manipulative skills and traveling for execution to a target (e.g. scoring in soccer, hockey and basketball (S1.E26.5)</i>	Teacher observation  Peer review and tutor  Digital video  Task cards
<b>Manipulating Short-Handled Equipment</b> *1, 2, 6 (2.1, 2.2)  **schedule may vary due to equipment, school events, and/or inclement weather.	<i>Short-Handled Equipment:</i> -Strike self-tossed ball. -Repeatedly strike a rebounding ball from wall using forehand or backhand stroke moving back to a ready position in between strokes. -Identifies activities (from above) used outside of school for leisure use. <i>-Strikes consecutively with a partner, using a short-handled implement (over a net, against a wall) in either competitive or cooperative games (S1.E24.5)</i>	Video  Task cards  Peer review and tutor



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**March**

**Essential Questions:**

- 1. How can the Food Pyramid and MyPlate.gov contribute to personal health and wellness?**
- 2. How can practice and effort improve dribbling skills?**

Content	Skills	Assessments
<b>Partner Dribbling</b> *1,2 (2.1, 2.2),	-Dribble while traveling in a group without touching others. -Dribble and then throw a leading pass to a moving partner using a chest or bounce pass. -Cooperate and play a small group game using passing receiving and shooting toward an appropriate height goal. <i>-Demonstrates hand dribbling in combination with other skills during one-on-one practice tasks (S1.E17.5)</i>	Teacher observation  Game Play rubric  Video  Self-assessment
<b>Nutrition</b> (MyPyramid.gov curriculum) *4 (2.6, 3.1, 3.2)	-Identify food groups and important message relating to each. -Chart the foods they eat during 1 day and place each food into the appropriate food group. -Analyze food choices from fast food restaurants. -Identify the health and nutritional benefits from eating foods rich in calcium -Analyze food labels as it relates to calcium. <i>-Analyzes the impact of food choices relative to physical activity, youth sports, personal health (S3.E6.5)</i>	Lunch menu assessment  Food math sheet  "MyPlate" food log
<b>Check S.M.A.R.T. Goals</b> *4 (2.4)  **schedule may vary due to equipment, school events, and/or inclement weather.	-Perform FitnessGram assessments during warm-up and during lesson's core activity. -Self-directed activity on Health related fitness items.	Goal sheets (FG test items)



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**April**

**Essential Questions:**

- 1. How can I move rhythmically to a beat and/or music?**
- 2. How can rhythmic movements and/or dance contribute to social settings outside of school?**

Content	Skills	Assessments
<b>Body Awareness, Creative Dance and Rhythm</b> *1, 2 (2.1, 2.2)  **schedule may vary due to equipment, school events, and/or inclement weather.	<i>Body Awareness:</i> -Purposefully use force, pathways and levels to change the continuity and flow and add variety to a dance routine. <i>-Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group (S1.E11.5)</i>  <i>Dance &amp; Rhythm Activities:</i> -Follow (solo, with a partner or with a group) given simple patterns of locomotor skills from various cultures. <i>-Demonstrates combinations of locomotor skills in cultural as well as self and group created dances, with correct rhythm and pattern (S1.E5.5)</i>	Teacher observation  Self-assessment  Peer review  Task cards





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**May**

**Essential Questions:**

- 1. How can S.M.A.R.T. goals contribute to health and wellness outside of school?**
- 2. How can goal setting affect fitness and athletic performance?**

Content	Skills	Assessments
<p><b>Skill-Related Fitness</b> (Introduce skill-related fitness) *3, 4, 6 (2.5, (2.6)</p> <p>**schedule may vary due to equipment, school events, and/or inclement weather.</p>	<p>-FitnessGram Testing (P.A.C.E.R., push-up, curl-up, sit &amp; reach, and trunk lift).</p> <p>-Identify all five skill-related fitness components while participating in activities associated with each (Agility, Power, Balance, Coordination, Speed)</p> <p>-Complete a 6-10 station fitness circuit.</p> <p>-Compare personal scores (fall and spring) to FitnessGram to recommended healthy standards.</p> <p>-Participate in physical activity at least three times a week for the purpose of improving skillful performance and physical fitness.</p> <p><i>-Differentiates between skill-related and health-related fitness (S3.E3.5)</i></p> <p><i>-Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health (S3.E5.5a)</i></p> <p><i>-Design a fitness plan to address ways to use physical activity to enhance fitness (S3.E5.5b)</i></p> <p><i>-Rates the enjoyment of participation in challenging and mastered physical activities (S5.E2.5a)</i></p> <p><i>-Analyzes different physical activities for enjoyment and challenge, identifying the reasons for a positive or negative response (S5.E3.5)</i></p> <p><i>-Describes the social benefits gained from participation in physical activity (e.g. recess, youth sports) (S5.E4.5a)</i></p>	<p>FitnessGram sheets</p> <p>S.M.A.R.T. goal check or achievement</p> <p>Complete Fitness portfolio</p> <p>Design a personal/team fitness routine</p>



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**June**

**Essential Questions:**

- 1. How do various manipulative skills (e.g. dribbling, punting, and kicking) contribute to lifelong physical activity and health?**

Content	Skills	Assessments
<b>Partner Dribbling, Kicking &amp; Punting</b> *1, 2, 5 (2.1, 2.2, 2.7)	<ul style="list-style-type: none"><li>-Use the inside and outside of the foot to pass a ball to a moving partner.</li><li>-Dribble and pass in a small keep away situation.</li><li>-Cooperate to play a small group game involving dribbling passing or punting to keep the ball away from opponents and to reach a goal area.</li><li>-Punt a ball as high and as far as possible.</li><li>-<i>Demonstrates foot dribbling in combination with other skills in one-on-one practice tasks (S1.E18.5)</i></li><li>-<i>Passes with the feet, using a mature pattern, as both partners travel (S1.E18.5a)</i></li><li>-<i>Receives a pass, using a mature pattern, with the feet as both partners travel (S1.E19.5b)</i></li><li>-<i>Hand/feet dribbles with mature patterns in a variety of small-sided game forms (S1.E20.5)</i></li><li>-<i>Demonstrates mature patterns in kicking and punting in small-sided practice task environments (S1.E21.5)</i></li></ul>	<ul style="list-style-type: none"><li>Teacher observation</li><li>Self assess</li><li>Peer Review and tutor</li><li>Video clip/digital picture</li></ul>
<b>Strategies and Tactics</b> *2 (2.1)  **schedule may vary due to equipment, school events, and/or inclement weather.	<ul style="list-style-type: none"><li>-Applies basic offensive and defensive strategies/tactics in invasion, net, wall small sided tasks.</li><li>-Recognizes the specific type of throw, volley striking action needed for games/sport situations.</li><li>-<i>Applies movement concepts for strategies in game situations (S2.E3.5a)</i></li><li>-<i>Analyzes movement situations and apply movement concepts in small-sided practice tasks/games environments, dance, and gymnastics (force, direction, speed, pathways, extensions (S2.E3.5c)</i></li></ul>	<ul style="list-style-type: none"><li>Task cards</li><li>Game play rubric</li><li>iPad App: "Educreations"</li></ul>