



VALWOOD

GO BEYOND

Fifth Grade Physical Education Curriculum

5th Grade Physical Education Overview

Course Description	Topics at a Glance
<p>In fourth grade, students focus on the importance of motor skills and movement concepts to be successful in physical activity and/or sports. The FITT principles are introduced. Students develop a deeper understanding of the four fitness components. Students continue to work successfully in a group, regardless of personal differences.</p>	<ul style="list-style-type: none"> Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills Explain how the health-related components of fitness affect performance when participating in physical activity Recognize the relationship between healthy nutrition and exercise Recognize the benefits derived from regular, moderate, and vigorous physical activity Demonstrate positive social behaviors during class Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity
Assessments	
<ul style="list-style-type: none"> Observation Participation Performance Tasks Conferencing Growth Over Time Assessments 	
Grade Level Expectations	
Standard	Big Ideas for Fourth Grade (Grade Level Expectations)
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate mature form for all locomotor, nonlocomotor, manipulative, and rhythmic skills 2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Understand and apply basic principles of training to improving physical fitness 2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance 3. Connect the health-related fitness components to the body systems
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Assess and take responsibility for personal behavior and stress management 2. Choose to participate cooperatively and productively in group and individual physical activities 3. Identify personal activity interests and abilities
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Understand and use safe, appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation

1. Movement, Competence and Understanding in Physical Education

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Movement Competence and Understanding standard are:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Content Area: Physical Education - Fourth Grade		
Standard 1: Movement Competence and Understanding in Physical Education		
Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities		
Grade Level Expectation Concepts and skills students master: 1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
Students can: <ol style="list-style-type: none"> a. Dribble and pass an object such as a basketball or soccer ball to a moving receiver b. Throw, catch, and kick to self or a partner c. Demonstrate ability to adapt and adjust movement skills to changing conditions such as rising and sinking while twisting or using different rhythms d. Develop and refine a gymnastics sequence that demonstrates smooth transitions e. Develop and refine a creative dance sequence into a repeatable pattern f. Jump and land for height and distance using mature form g. Recognize and demonstrate agility, balance, coordination, power, speed, and reaction time in a variety of physical activities h. Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement i. Create a routine to music j. Demonstrate balances with control on a variety of objects such as a balance board, balance beam, or skates (ice or in-line) k. Transfer weight from feet to hands at fast and slow speeds using large extensions such as mule kicks, handstands, or cartwheels l. Distinguish and describe the similarities and differences of manipulative skills such as punting and kicking, and overhand and underhand 	Inquiry Questions: <ol style="list-style-type: none"> 1. Which is more important – accuracy or speed? Why? 2. Which dances from today will be considered traditional 100 years from now? Why? 3. Why is it important to know traditional dances? 4. How can balance skills help to prevent injuries? 5. Which is harder to learn – in-line skating or ice-skating? 	
		Relevance and Application: <ol style="list-style-type: none"> 1. Individuals participate successfully in playground or backyard games to develop locomotor, nonlocomotor, manipulative, and rhythmic skills, such as catching and throwing baseballs or playing tag. 2. Individuals participate in dances that are part of a community festival. 3. Individuals participate successfully in balance activities such as skiing or skating. 4. Individuals compare modern social dances to traditional social dances in terms of similar movement skills. 5. Individuals identify the locomotor skills and rhythmic skills in modern devices found around the home such as bicycles.
		Nature of Discipline: <ol style="list-style-type: none"> 1. Skillful movers are more likely to participate successfully in physical activity over a lifetime. 2. Good balance skills are important for lifelong wellness and injury prevention.

Content Area: Physical Education - Fourth Grade	
Standard 1: Movement Competence and Understanding in Physical Education	
Prepared Graduates: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities	
Grade Level Expectation Concepts and skills students master: 2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities b. Identify critical elements of movements skills when watching a video for self assessment 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it important to know the critical elements of movement? 2. Why is it important to improve physical skills? 3. What can a partner tell one about one’s skills that he or she cannot see oneself? 4. Why is it helpful to give feedback to a peer?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals watch people performing sports to learn elements of movement for evaluating locomotor and manipulative skills. 2. Individuals use videos cameras to record elements of movement for evaluating locomotor and manipulative skills. 3. Individuals ask friends for advice about their performance of locomotor skills when playing games.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities. 2. Ongoing feedback and assessment is necessary in determining the effectiveness of personal goal-setting strategies.

2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Physical and Personal Wellness standard are:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Content Area: Physical Education - Fourth Grade	
Standard 2: Physical and Personal Wellness in Physical Education	
Prepared Graduates: Achieve and maintain a health-enhancing level of physical fitness	
Grade Level Expectation Concepts and skills students master: 1. Explain how the health-related components of fitness affect performance when participating in physical activity	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Explain the principles of physical fitness: Overload, progression and specificity, frequency, intensity, time, and type (F.I.T.T.) Identify the importance of correct body alignment for performing lower-body stretches Demonstrate an exercise that positively impacts each component of health-related physical activity Measure and record personal heart rate before, during, and after moderate to vigorous exercise 	Inquiry Questions: <ol style="list-style-type: none"> What's the difference between the overload principle and "no pain, no gain?" Do different types of physical activities produce different results? Which exercise is the healthiest? Why?
	Relevance and Application: <ol style="list-style-type: none"> Individuals understand the benefits of stretching and warming up before playing a community-organized sport. Individuals prevent lower back injuries when engaging in exercise. Individuals complete a video comparison and analysis of safe and unsafe exercises. Individuals create a video demonstration of exercises for each component of health-related fitness. Individuals use a watch to monitor their heart rate before, during, and after performing a physical activity. Individuals watch a video or television, and compare the way professional athletes perform stretches to the way they perform stretches.
	Nature of Discipline: <ol style="list-style-type: none"> Healthy living requires knowledge of the basic principles of physical fitness. The lack of knowledge regarding safety factors can adversely affect one's ability to participate in physical activity. Levels of exercise directly influence a person's heart rate, and overall health and fitness.

Content Area: Physical Education - Fourth Grade	
Standard 2: Physical and Personal Wellness in Physical Education	
Prepared Graduates: Achieve and maintain a health-enhancing level of physical fitness	
Grade Level Expectation Concepts and skills students master: 2. Recognize the relationship between healthy nutrition and exercise	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Record water intake before, during, and after physical activity b. Identify healthy choices for meals and snacks that help to improve physical performance 	Inquiry Questions: <ol style="list-style-type: none"> 1. If you left home without your water bottle, how would that impact your choice of physical activity? 2. If an energy bar and a candy bar have the same number of calories, why is the energy bar considered to be healthier?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals maintain healthy body composition through a lifetime. 2. When hiking, keep a record of how much water you drink. 3. Keep a record of how much water you drink every day for a month. Explain days that have more or less water intake.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Making healthy food choices is an important habit to learn to manage weight. 2. Drinking water is important for physical health and well-being.

Content Area: Physical Education - Fourth Grade

Standard 2: Physical and Personal Wellness in Physical Education

Prepared Graduates:

Participate regularly in physical activity

Grade Level Expectation

Concepts and skills students master:

3. Recognize the benefits derived from regular, moderate, and vigorous physical activity

Evidence Outcomes

Students can:

- a. Explain how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities
- b. Compare results of fitness testing to personal health status and ability to perform various activities

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the role of fitness testing in overall wellness?
2. Which specific activities might affect your body?
3. How does physical fitness impact successful participation of a variety of activities?
4. How would you go about improving your physical fitness?
5. Why would you want to change the results of your physical assessment?

Relevance and Application:

1. Individuals record and analyze fitness test results using fitness testing software.
2. Individuals keep a chart of all physical activities, listing the amounts of time for each.
3. Individuals compare the five health-related physical components to car parts, and explain how they are similar.

Nature of Discipline:

1. Participation in moderate to vigorous daily activity is important to lifelong health.
2. It is important to choose activities that will enhance wellness.

3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Emotional and Social Wellness standard are:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings (NOT ADDRESSED AT THIS GRADE LEVEL)

4. Prevention and Risk Management

Includes safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Prevention and Risk Management standard are:

- Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation

Content Area: Physical Education - Fourth Grade	
Standard 4: Prevention and Risk Management in Physical Education	
Prepared Graduates: Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury	
Grade Level Expectation	
Concepts and skills students master: 1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Identify proper safety equipment for various physical activities such as riding a bicycle, climbing, or playing hockey Describe the correct form to push, pull, and lift heavy objects Identify appropriate footwear and clothing for safe participation in various activities Develop with an instructor's help the safety rules for physical education, and create a list or poster List the benefits of following and risks of not following safety procedures and rules associated with physical activity 	Inquiry Questions: <ol style="list-style-type: none"> What is a possible risk of not following rules when swimming? When and for which activities should helmets be mandatory, and when should they be optional? How should people lift heavy objects? What would be your number-one safety rule? Why? Why do football players need to wear a lot of protective gear, and basketball players don't?
	Relevance and Application: <ol style="list-style-type: none"> Individuals can prevent lower-back injuries by taking proper precautions when playing with friends. Individuals select proper footwear at a store for when they participate in physical activity. For example, they might buy basketball shoes versus cleats. Individuals use technology to create a poster about safety. Individuals look at the equipment in a sporting good store and determine its safety benefits. Individuals look at safety rules for a sport on the Internet.
	Nature of Discipline: <ol style="list-style-type: none"> Injuries can be prevented through the use of proper movement technique. Clothing and footwear are important considerations for safe participation in physical activity. Warm-up and cool-down activities are important for safe participation in physical activity.