

Course Name : Physical Education Grades 5-6

Course Overview : This is an overview of the units of study for grades 5-6. Units of study are low organized recreational games, volleyball, soccer, fitness testing, football, basketball, handball, softball, badminton, pickleball, golf, cross country skiing and dance.

Course Materials/Resources/Technology

**Fundamental skill development increases between the grades. For example, volleyball will first concentrate on proper hand and foot position and hitting technique and then increase
Serving from shorter to longer distances
Simple drills to more complex drills
Simple**

UNIT: LOW ORGANIZED RECREATIONAL GAMES

Duration of Unit: 5 days

Description of Unit: This unit will cover low organized recreational games that include kickball, sharks and minnows, capture the flag, ultimate football, ultimate frisbee. Students will learn rules, sportsmanship, utilize strategies, develop fundamental skills, use teamwork through drills and game play.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing low organized recreational games? Can you maintain/improve a health-enhancing fitness level by playing low organized recreational games?

| ESSENTIAL Standards | Learning Targets |
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| STANDARD 1: The | Students will demonstrate running, passing, catching and throwing skills while participating in |

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| <p>student will demonstrate competency in a variety of motor skills and movement patterns.</p> | <p>low organization recreational games.</p> |
| <p>STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> | <p>Students will recall rules and utilize strategies while participating in low organized recreational games and drills.</p> |
| <p>STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction.</p> | <p>Students will demonstrate communication skills, personal management strategies, and inclusive behaviors that promote a positive culture while participating in low organized recreational games and drills.</p> |
| <p>STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others.</p> | <p>Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play.</p> |
| <p>STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction.</p> | <p>Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in low organized recreational games and drills.</p> |

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| NICE TO KNOW Standards | Learning Targets |
| NA | |
| Common Summative Assessments | |
| Observation | |

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| UNIT: VOLLEYBALL | |
| Duration of Unit: 10 Days | |
| Description of Unit: This unit will cover the rules, vocabulary, strategies, fundamental skill development, team work, and sportsmanship through drills and game play. | |
| Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of volleyball? Can you maintain/improve a health-enhancing fitness level by playing the game of volleyball? | |
| ESSENTIAL Standards | Learning Targets |
| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate passing, setting, blocking, serving and serve receive skills while participating in volleyball drills and game play. |

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| <p>STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments.</p> | <p>Students will apply volleyball vocabulary, strategies and rules while participating in drills and game play.</p> |
| <p>STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction.</p> | <p>Students will demonstrate communication skills, personal management strategies, and inclusive behaviors that promote a positive culture while participating in drills and game play.</p> |
| <p>STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others.</p> | <p>Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play.</p> |
| <p>STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction</p> | <p>Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play.</p> |
| <p>NICE TO KNOW Standards</p> | <p>Learning Targets</p> |

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| NA | |
| Common Summative Assessments | |
| Observation | |

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| UNIT: SOCCER | |
| Duration of Unit: 10 Days | |
| Description of Unit: This unit will cover the rules, strategies, fundamental skill development, team work, and sportsmanship through drills and game play. | |
| Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of soccer? Can you maintain/improve a health-enhancing fitness level by playing the game of soccer? | |
| ESSENTIAL Standards | Learning Targets |
| STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments. | Students will demonstrate knowledge of rules, strategies and vocabulary by participating in drills and game play. |
| STANDARD 1: The student will demonstrate competency in a variety | Students will demonstrate competency by passing, dribbling, trapping, throwing, and heading of the soccer ball while participating in drills and game play. |

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| of motor skills and movement patterns. | |
| STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction. | Students will demonstrate communication skills, personal management strategies, and inclusive behaviors that promote a positive culture by participating in drills and game play. |
| STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others. | Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play. |
| STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction. | Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play. |
| | Learning Targets |
| NA | |
| Common Summative Assessments | |
| Observation | |

UNIT: FITNESS TESTING

Duration of Unit: 5 Days

Description of Unit: Students will learn about the five fitness components. Students will participate in the following individual fitness tests: sit and reach, trunk-lift, curl-up, push-up and pacer.

Essential Questions and/or Enduring Understandings: Do I understand what the 5 components of fitness are and how they can impact my daily exercise habits? Do I understand the importance of developing and maintaining lifelong fitness habits and goals?

| ESSENTIAL Standards | Learning Targets |
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| Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. | Students will participate in push-up, curl-up, trunk lift, sit and reach and pacer fitness tests. They will receive an individual fitnessgram report upon completion containing data and analysis of their individual fitness testing scores. |
| STANDARD 6: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. | Once students complete fall fitness testing, they will record, analyze and assess their scores. They will then create a SMART goal that reflects their current performance and establishes future goals with a plan to facilitate improvement when they test again in the spring. |

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| <p>STANDARD 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p> | <p>Students will examine the health benefits of physical activity and well-being.</p> |
| <p>STANDARD 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> | <p>Students will demonstrate an understanding of the 5 fitness components and give examples of each.</p> |
| <p>NICE TO KNOW Standards</p> | <p>Learning Targets</p> |
| <p>NA</p> | |
| <p>Common Summative Assessments</p> | |
| <ul style="list-style-type: none"> ● SMART GOAL RUBRIC ● Individual FitnessGram Report | |

UNIT: FOOTBALL

Duration of Unit: 10 Days

Description of Unit: This unit will cover the rules, vocabulary, strategies, fundamental skill development, team work, and sportsmanship through drills and game play.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of football? Can you maintain/improve a health-enhancing fitness level by playing the game of football?

| ESSENTIAL Standards | Learning Targets |
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| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate passing, catching, blocking, punting and kicking skills while participating in drills and game play. |
| STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments. | Students will apply football vocabulary, strategies and rules by participating in drills and game play. |
| STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, | Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play. |

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| self-expression, and social interaction. | |
| STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others. | Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play. |
| NICE TO KNOW Standards | Learning Targets |
| NA | |
| Common Summative Assessments | |
| OBSERVATION | |

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| UNIT: BASKETBALL | |
| Duration of Unit: 10 Days | |
| Description of Unit: This unit will cover the rules, vocabulary, strategies, fundamental skill development, team work, and sportsmanship through drills and game play. | |
| Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of basketball? Can you maintain/improve a health-enhancing fitness level by playing the game of basketball? | |
| ESSENTIAL Standards | Learning Targets |

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| <p>STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns.</p> | <p>Students will demonstrate passing, catching, shooting, dribbling and rebounding skills while participating in drills and game play.</p> |
| <p>STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments.</p> | <p>Students will apply basketball vocabulary, strategies and rules by participating in drills and game play.</p> |
| <p>STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction.</p> | <p>Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play.</p> |
| <p>STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others.</p> | <p>Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play.</p> |
| <p>NICE TO KNOW Standards</p> | <p>Learning Targets</p> |
| <p>NA</p> | |

Common Summative Assessments

OBSERVATION

UNIT: HANDBALL

Duration of Unit: 10 Days

Description of Unit: This unit will cover the rules, vocabulary, strategies, fundamental skill development, team work, and sportsmanship through drills and game play.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of handball? Can you maintain/improve a health-enhancing fitness level by playing the game of handball?

| ESSENTIAL Standards | Learning Targets |
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| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate passing, catching, shooting, dribbling and blocking skills while participating in drills and game play. |
| STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments. | Students will apply handball vocabulary, strategies and rules by participating in drills and game play. |

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| STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others. | Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play. |
| STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction. | Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play. |
| NICE TO KNOW Standards | Learning Targets |
| NA | |
| Common Summative Assessments | |
| OBSERVATION | |

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| UNIT: SOFTBALL |
| Duration of Unit: 10 Days |
| Description of Unit: This unit will cover the rules, vocabulary, strategies, fundamental skill development, team work, and sportsmanship through drills and game play. |
| Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of softball? Can you maintain/improve a health-enhancing fitness level by playing the game of softball? |

| ESSENTIAL Standards | Learning Targets |
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| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate throwing, fielding, catching, hitting, base running skills while participating in drills and game play. |
| STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments. | Students will apply softball vocabulary, strategies and rules by participating in drills and game play. |
| STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others. | Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play. |
| STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction. | Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play. |
| NICE TO KNOW Standards | Learning Targets |

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| NA | |
| Common Summative Assessments | |
| OBSERVATION | |

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| UNIT: BADMINTON | |
| Duration of Unit: 10 Days | |
| Description of Unit: This unit will cover the rules, vocabulary, strategies, fundamental skill development, team work, and sportsmanship through drills and game play. | |
| Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of badminton? Can you maintain/improve a health-enhancing fitness level by playing the game of badminton? | |
| ESSENTIAL Standards | Learning Targets |
| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate serving, serve receive, forehand, backhand, overhead, smash and drop shot skills while participating in drills and game play. |

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| <p>STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments.</p> | <p>Students will apply badminton vocabulary, strategies and rules by participating in drills and game play.</p> |
| <p>STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others.</p> | <p>Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play.</p> |
| <p>STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction.</p> | <p>Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play.</p> |
| <p>NICE TO KNOW Standards</p> | <p>Learning Targets</p> |
| <p>NA</p> | |
| <p>Common Summative Assessments</p> | |
| <p>OBSERVATION</p> | |

UNIT: PICKLEBALL

Duration of Unit: 10 Days

Description of Unit: This unit will cover the rules, vocabulary, strategies, fundamental skill development, team work, and sportsmanship through drills and game play.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of pickleball? Can you maintain/improve a health-enhancing fitness level by playing the game of pickleball?

| ESSENTIAL Standards | Learning Targets |
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| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate serving, serve receive, forehand, backhand, overhead, smash and drop shot skills while participating in drills and game play. |
| STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments. | Students will apply pickleball vocabulary, strategies and rules by participating in drills and game play. |

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| STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others. | Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play. |
| STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction. | Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play. |
| NICE TO KNOW Standards | Learning Targets |
| NA | |
| Common Summative Assessments | |
| OBSERVATION | |

UNIT: GOLF

Duration of Unit: 5 Days

Description of Unit: This unit will cover basic rules, vocabulary, strategies, fundamental skill development, proper etiquette, and sportsmanship through drills and game play.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of golf? Can you maintain/improve a health-enhancing fitness level by playing the game of golf?

| ESSENTIAL Standards | Learning Targets |
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| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate stance, grip, swing, driving, chipping and putting skills while participating in drills and game play. |
| STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments. | Students will apply golf vocabulary, strategies and basic rules by participating in drills and game play. |
| STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others. | Students will safely participate, show respect for others, use proper etiquette, and utilize teamwork while participating in drills and game play. |
| STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction. | Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in drills and game play. |

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| NICE TO KNOW Standards | Learning Targets |
| NA | |
| Common Summative Assessments | |
| OBSERVATION | |

UNIT: CROSS COUNTRY SKIING

Duration of Unit: 5 Days

Description of Unit: This unit will cover basic vocabulary, basic knowledge about skis, boots and poles, how to get into skis, how to get out of skis, how to move uphill and how to move down hill and how to get up.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior while cross country skiing? Can you maintain/improve a health-enhancing fitness level while cross country skiing?

| ESSENTIAL Standards | Learning Targets |
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| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate competency getting in and out of boots and their skis, moving forward, uphill, downhill and being able to get up while participating in cross country skiing. |

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| <p>STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments.</p> | <p>Students will apply cross country skiing vocabulary, strategies and basic techniques while participating in cross country skiing.</p> |
| <p>STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others.</p> | <p>Students will safely participate, show respect for others, use proper etiquette while participating in cross country skiing.</p> |
| <p>STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction.</p> | <p>Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in cross country skiing.</p> |
| <p>NICE TO KNOW Standards</p> | <p>Learning Targets</p> |
| <p>NA</p> | |
| <p>Common Summative Assessments</p> | |
| <p>OBSERVATION</p> | |

UNIT: DANCE

Duration of Unit: 5 Days

Description of Unit: This unit will cover basic vocabulary, use a variety of motor skills and movement patterns, utilize proper spacing, timing and rhythm when performing a variety of dances.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior when dancing? Can you maintain/improve a health-enhancing fitness level when dancing?

| ESSENTIAL Standards | Learning Targets |
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| STANDARD 1: The student will demonstrate competency in a variety of motor skills and movement patterns. | Students will demonstrate competency in a variety of motor skills and movement patterns when performing a variety of dances. |
| STANDARD 2: The student will apply knowledge of concepts, principles, strategies and tactics in a variety of assessments. | Students will demonstrate competency moving to music and following proper movement patterns while performing a variety of dances. |

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| <p>STANDARD 4: The student will exhibit responsible classroom, personal and social behavior that respects self and others.</p> | <p>Students will safely participate, show respect for others, use proper etiquette while participating in a variety of dances.</p> |
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| <p>STANDARD 5: The student will recognize the value of activity for health, enjoyment, challenge, self-expression, and social interaction.</p> | <p>Students will demonstrate problem solving, integrity, and intrinsic motivation while participating in a variety of dances.</p> |
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| <p>NICE TO KNOW Standards</p> | <p>Learning Targets</p> |
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| <p>NA</p> | |
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Common Summative Assessments

OBSERVATION

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