

Olathe Public Schools

Elementary Physical Education Curriculum – Grade 5

Standard 1:

The student demonstrates competency in a variety of motor skills and movement patterns.

Essential Question: What different ways can my body move given a specific purpose?

Locomotor

- Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)
- Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (S1.E1.5b)
- Combines traveling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey and/or basketball). (S1.E1.5c)
- Uses appropriate pacing for a variety of running distances. (S1.E2.5)
- Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments. (S1.E3.5)
- Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments. (S1.E4.5)
- Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm pattern. (S1.E5.5)
- Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in game environments. (S1.E6.5)

Nonlocomotor-Stability

- Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
- Transfers weight in gymnastic and dance environments. (S1.E8.5)
- Applies skill of rolling in different directions with either a narrow or curled body shape. (S1.E9.5)
- Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, and/or small-sided practice tasks/game environments. (S1E10.5)
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a group . (S1.E11.5)
- Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner or equipment/apparatus. (S1.E12.5)

Manipulative

- Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5)
- Throws overhand using a mature pattern in non-dynamic environments (closed skills) with different sizes and types of objects. (S1.E14.5a)
- Throws overhand to a large target with accuracy. (S1.E14.5b)
- Throws with accuracy, both partners moving. (S1.E15.5a)
- Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)
- Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. (S1.E16.5a)
- Catches with accuracy, both partners moving. (S1.E16.5b)

- Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1E16.5c)
- Combines hand dribbling with other skills during one-on-one practice tasks. (S1.E17.5)
- Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5)
- Passes with the feet, using a mature pattern, as both partners travel. (S1.E19.5a)
- Receives a pass with the feet, using a mature pattern, as both partners travel. (S1.E19.5b)
- Hand/foot-dribbles with mature patterns in a variety of small-sided game forms. (S1.E20.5)
- Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
- Applies the skill of underhand volleys, using a mature pattern, in a dynamic environment (e.g. 2 square, 4 square, handball). (S1.E22.5)
- Volleys a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E23.5)
- Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)
- Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)
- Combines striking with a long implement (e.g. bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)
- Combines manipulative skills and traveling for execution to a target (e.g. scoring in soccer, hockey, and basketball). (S1.E26.5)
- Creates a jump rope routine with a partner, using either a short or long rope. (S1.E27.5)

Vocabulary students should know and use: hopping, galloping, running, sliding, skipping, leaping, walking, jogging, jumping, dancing, balance, weight transfer, curling, stretching, twisting, bending, underhand throw, overhand throw, passing, catching, dribbling, kicking, volleying, striking

Standard 2:

The student applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Essential Question: How can I move effectively and efficiently?

Locomotor

- Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and game environments. (S2.E1.5)
- Combines movement concepts with skills in small-sided practice tasks, gymnastics and/or dance with self-direction. (S2.E2.5)
- Applies the movement concepts to strategy in game situations. (S2.E3.5a)
- Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)
- Analyzes movement situations and applies movement concepts (e.g. force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics. (S2.E3.5c)
- Applies the skills of alignment in gymnastics, tumbling and/or dance. (S2.E4.5a)
- Applies the skills of muscular tension with balance in gymnastics, tumbling and/or dance. (S2.E4.5b)
- Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. (S2.E5.5a)
- Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks. (S2.E5.5b)

- Recognizes the type of throw, volley or striking action needed for different games/sports situations. (S2.E5.5c)

Vocabulary students should know and use: space, pathways, shapes, levels, speed, direction, force, alignment, muscular tension, strategies, tactics

Standard 3:

The student demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Essential Question: Why is it important to be physically fit and how can I stay fit?

Physical Activity Knowledge

- Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)

Engages in Physical Activity

- Actively engages in all the activities of physical education class. (S3.E2.5)

Fitness Knowledge

- Differentiates between skill-related and health-related fitness. (S3.E3.5)
- Identifies the need for warm-up & cool down relative to various physical activities. (S3.E4.5)
- Analyzes results of fitness assessments (pre & post), comparing results to fitness components for good health. (S3.E5.5a)
- Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
- Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Vocabulary students should know and use: physical activity, engage, skill-related fitness, health-related fitness, assessment, fitness components, nutrition, personal health

Standard 4:

The student exhibits responsible personal and social behavior that respects self and others.

Essential Question: How do I show respect for myself and others during physical activity?

Personal Responsibility

- Engages in physical activity with responsible intrapersonal behavior (e.g. peer to peer, student to teacher, student to referee). (S4.E1.5)
- Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)

Accepting Feedback

- Gives corrective feedback respectfully to peers. (S4.E3.5)

Working with Others

- Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)

Rules and Etiquette

- Critiques the etiquette involved in rules of various game activities. (S4.E4.5)

Safety

- Applies safety principles with age appropriate physical activities. (S4.E6.5)

Vocabulary students should know and use: personal responsibility, respect, feedback, teamwork, etiquette, sportsmanship, safety

Standard 5:

The student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Question: What makes physical activity meaningful to me?

Health

- Compares the health benefits of participating in physical activities. (S5.E1.5)

Challenge

- Expresses the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)

Self-Expression and Enjoyment

- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)

Social Interaction

- Describes the social benefits gained from participating in physical activity (e.g. recess youth sport). (S5.E4.5)

Vocabulary students should know and use: health, enjoyment, challenge, self-expression, social interaction

Assessment and Resources:

Pre-Assessment: Pretests, Teacher observation, Review of assessment data

Formative: Check for understanding, Exit slips, Cooperative Learning Strategies, Quizzes

Summative: Written tests, Skill tests, Fitness plans, Activity logs, Checklists, Rating scales, Rubrics

Resources: SHAPE America National Standards and Grade Level Outcomes for K-12 Physical Education, 2014, IRC Resources, Physical Education Colleagues and PLCs, Conventions, Workshops, Community Resources, Technology