## DEPARTMENT NAME
Health & Wellness: P.E.
GRADE LEVEL: 5th

### YEAR AT A GLANCE
Student Learning Outcomes by Marking Period
2019-2020

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<th>FIRST TERM</th>
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<td><strong>Dates</strong></td>
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</table>
| Marking Period Starts: 9/5/19 | Unit: Introduction to Phys. Ed. | SPARK: 3-6 The Basics  
SPARK: 3-6 The First 3 Lessons  
SPARK: 3-6 ASAPs  
SPARK: 3-6 Chasing and Fleeting | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the ability to apply class routines and procedures (PS. 21, F. 33)  
- Construct a pattern or sequence combining locomotor and non-locomotor movements (M.30)  
- Explain the short-term and long-term effects of physical activity on the heart and lungs (F.19)  
- Identify several aerobic activities that can increase aerobic capacity (F.18)  
- Demonstrate the ability to hold several stretch positions (F.28)  
- Explain what muscles are being stretched during certain warm-up exercises (F.31)  
- Describe at least two physical activities done outside of school that fulfill personal enjoyment needs (LL. 19)  
- Demonstrate the ability to set a goal to improve a PE related skill and make a plan to work on that goal during non-school time (LL. 20)  
| Suggested Completion Date: 9/20/19 | Unit Title: PE 101 (Routines, Rituals and Relevance)  
Suggested Equipment:  
- Cones  
- Visuals of rules and routines  
- Poly Spots  
- Bean Bags |  |  |
| Suggested Completion Date: 10/11/19 | Unit: Personal & Social Skills: Cooperation  
Unit Title example: Project Adventure, Cooperative Games  
Suggested Equipment:  
- Rubber animals  
- Fleece balls  
- Noodle Sticks  
- Beach balls  
- Cones  
- Poly spots  
- Tarps or Parachute  
*Project Adventure from PE Lending Library  
*Omnikin Ball from PE Lending Library | Project Adventure: Elementary Grade 5  
SPARK: 3-6 Cooperatives  
Open Phys Ed: 3-5 Personal and Social Responsibility | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate how to solve a problem with a small group in a physical activity setting (PS. 14)  
- Demonstrate the ability to respond appropriately to a challenge within a physical activity setting (PS.15)  
- Describe the process for effective problem solving (PS.16)  
- Demonstrate the ability to respond to winning and losing with dignity and respect (PS. 11)  
- Demonstrate the ability to maintain balance effectively while manipulating an object (M.31)  
- Demonstrate the ability to coach peers in a physical activity setting (PS. 17)  
- Describe personal role in making physical activity fun for all (PS. 21)  

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**NOTE:**
- The table above provides an overview of the FIRST TERM for the 5th grade in Health & Wellness: P.E. for the 2019-2020 academic year.

**Additional Resources:**
- [PE 101 Curriculum](https://example.com/pe101)
- [Project Adventure](https://example.com/projectadventure)
- [SPARK Program](https://example.com/spark)

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**Footer:**
- Boston Public Schools
- Health & Wellness Department
### Suggested Completion

#### Date:
11/1/19

**Unit:** Movement Skills & Concepts: Manipulating Objects with the hands

**Unit Title examples:**
- Throw & Catch with non-standard objects, Frisbee Skills, Football Skills, Rugby Skills

**Suggested Equipment:**
- Fleece balls
- Gator balls
- Cones
- *Rugby unit from PE Lending Library*
- Frisbees

**SPARK:**
- 3-6 Football

**Open Phys Ed:**
- 3-5

**Invasion Basics**

**Content/skill SWBAT statement (corresponding standards):**
- Throw a non-standard object using proper form (M.34, M. 45)
- Throw a non-standard object for increasing distances (M.34, M. 45)
- Throw a non-standard object for accuracy (M. 34, M. 45)
- Demonstrate the ability to track and catch a non-standard object thrown above head or below waist (M.35)
- Demonstrate the ability to catch a non-standard object while on the move (M.35)
- Identify strategies for creating open space in a sport-related game (M.48)
- Describe parts of a given activity that were personally enjoyable (LL. 19)
- Demonstrate the ability to adjust form in response to feedback (M.43)
- Identify the skill cues for throwing and catching (M. 42)

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### Suggested Completion

#### Date:
11/27/19

**Unit:** Movement Skills & Concepts: Manipulating Objects with the hands

**Unit Title examples:**
- Dribble & Pass, Basketball Skills

**Suggested Equipment:**
- Basketballs
- Cones

**SPARK:**
- 3-6 Basketball

**Open Phys Ed:**
- 3-5

**Skillastics Basketball**

**Open Phys Ed:**
- 3-5

**Invasion Basics**

**Content/skill SWBAT statement (corresponding standards):**
- Hand dribble a ball while moving in different directions and at different speeds using dominant hand and non-dominant hands (M. 36, M. 44, M. 45)
- Hand dribble a ball, using dominant hand around obstacles or stationary defenders (M. 36, M. 47)
- Pass a ball, on the move, to a target while the target is also moving (M. 34, M. 45)
- Catch a ball thrown off center (M.35)
- Identify the skill cues for dribbling, passing and shooting (M. 42)
- Identify strategies for creating open space in sport-like games (M.48)
- Identify major components of traditional invasive style games (M. 49)
- Demonstrate the ability to adjust form in response to feedback (M.43)

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**First Marking Period Ends:**
11/29/19

**Assessments During This Period:** *SPARK Folio 3-5 assessments; Department Throw & Catch Manipulative Skills Benchmark Assessments, Throwing and Catching; Project Adventure assessments*

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### DEPARTMENT NAME

Health & Wellness: P.E.

**GRADE LEVEL:** 5th

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### YEAR AT A GLANCE

#### Student Learning Outcomes by Marking Period

2019-2020

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### SECOND TERM

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<th>Overarching/general themes and resources</th>
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<tr>
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<td>Dates</td>
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**BOSTON Public Schools**

**HEALTH & WELLNESS DEPARTMENT**
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<thead>
<tr>
<th>Marking Period Starts: 12/2/19</th>
<th>Suggested Completion Date: 12/20/19</th>
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<tbody>
<tr>
<td>Unit: Movement Skills &amp; Concepts: Manipulating objects with hands and short-handled implements</td>
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<tr>
<td>Unit Title example: Volley &amp; Strike with hands and short-handled implements</td>
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<tr>
<td>Suggested Equipment: -Paddles -Volleyballs -Beach Balls *Pickleball unit from PE Lending Library</td>
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<tr>
<td>SPARK: 3-6 Volleyball Open Phys Ed: 3-5 Pickleminton</td>
<td>SPARK: 3-6 Group Fitness SPARK: 3-6 Aerobic Games SPARK: 3-6 Fitness Circuits SPARK: 3-6 Stunts and Tumbling SPARK: 3-6 Jump Rope Open Phys Ed: 3-5 Fitness Knowledge Open Phys Ed: 3-5 Plug &amp; Play Fitness Open Phys Ed: 3-5 Ninja Warrior Skills</td>
</tr>
</tbody>
</table>
| Content/skill SWBAT statement (corresponding standards)  
- Strike, consistently, an object with one hand and/or short-handled implement towards a target (M.41)  
- Strike, consistently, an object with one hand and/or short-handled implement for distance (M.41)  
- Strike an object repeatedly with hands and/or short-handled implement while moving (M. 41)  
- Volley an object back and forth with a partner using hands and/or a short-handled implement at least five times (M. 41)  
- Identify the skill cues for striking and volleying with hands and/or a short-handled implement (M. 42)  
- Explain how the principles of force, accuracy, and follow-through relate to changes in skill performance (M.45)  
- Adapt personal style of play in physical activity to meet the needs of a group (PS. 20)  
- Demonstrate the ability to adjust form in response to feedback (M.43) | Content/skill SWBAT statement (corresponding standards)  
- Participate in MVPA for increasing periods of time (F.16)  
- Identify differences between aerobic and anaerobic activity (F. 36)  
- Demonstrate the ability to take and monitor heart rate (F. 20)  
- Recall the appropriate target heart rate zone (F.21)  
- Demonstrate the ability to hold own body weight in various positions for increasing amounts of time (F. 25)  
- Demonstrate the ability to hold various stretches for increasing periods of time (F. 28)  
- Identify the components of the FITT principle (F.38)  
- Identify tools and resources to monitor physical activity (LL. 18) |
| Suggested Completion Date: 1/17/20 | Suggested Completion Date: 1/17/20 |
| Unit: Health-Related Fitness | Unit: Health-Related Fitness |
| Unit Title example: Fitness, Fitness Stations, Fitness Games, Jump Rope, Yoga | Unit Title example: Fitness, Fitness Stations, Fitness Games, Jump Rope, Yoga |
| Suggested Equipment: -Jump ropes -Scarves -Cones -Yoga mats | Suggested Equipment: -Jump ropes -Scarves -Cones -Yoga mats |
| SPARK: 3-6 Group Fitness SPARK: 3-6 Aerobic Games SPARK: 3-6 Fitness Circuits SPARK: 3-6 Stunts and Tumbling SPARK: 3-6 Jump Rope Open Phys Ed: 3-5 Fitness Knowledge Open Phys Ed: 3-5 Plug & Play Fitness Open Phys Ed: 3-5 Ninja Warrior Skills | SPARK: 3-6 Group Fitness SPARK: 3-6 Aerobic Games SPARK: 3-6 Fitness Circuits SPARK: 3-6 Stunts and Tumbling SPARK: 3-6 Jump Rope Open Phys Ed: 3-5 Fitness Knowledge Open Phys Ed: 3-5 Plug & Play Fitness Open Phys Ed: 3-5 Ninja Warrior Skills |
| Content/skill SWBAT statement (corresponding standards)  
- Participate in MVPA for increasing periods of time (F.16)  
- Identify differences between aerobic and anaerobic activity (F. 36)  
- Demonstrate the ability to take and monitor heart rate (F. 20)  
- Recall the appropriate target heart rate zone (F.21)  
- Demonstrate the ability to hold own body weight in various positions for increasing amounts of time (F. 25)  
- Demonstrate the ability to hold various stretches for increasing periods of time (F. 28)  
- Identify the components of the FITT principle (F.38)  
- Identify tools and resources to monitor physical activity (LL. 18) | Content/skill SWBAT statement (corresponding standards)  
- Participate in MVPA for increasing periods of time (F.16)  
- Identify differences between aerobic and anaerobic activity (F. 36)  
- Demonstrate the ability to take and monitor heart rate (F. 20)  
- Recall the appropriate target heart rate zone (F.21)  
- Demonstrate the ability to hold own body weight in various positions for increasing amounts of time (F. 25)  
- Demonstrate the ability to hold various stretches for increasing periods of time (F. 28)  
- Identify the components of the FITT principle (F.38)  
- Identify tools and resources to monitor physical activity (LL. 18) |
| Suggested Completion Date: 2/14/20 | Suggested Completion Date: 2/14/20 |
| Unit: Health Related Fitness | Unit: Health Related Fitness |
| Unit Title: FitnessGram | Unit Title: FitnessGram |
| Suggested Equipment: -Fitnessgram Testing Kit | Suggested Equipment: -Fitnessgram Testing Kit |
| FitnessGram: Test Administration Kit and Guide Open Phys Ed: 3-5 Fitness Knowledge | FitnessGram: Test Administration Kit and Guide Open Phys Ed: 3-5 Fitness Knowledge |
| Content/skill SWBAT statement (corresponding standards)  
- Describe the purpose and importance of fitness assessments like FitnessGram (F. 35)  
- Explain the components of health related fitness (F. 34)  
- Define BMI and how physical activities can improve BMI (F. 34)  
- Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit & reach and shoulder stretch (F. 17, F. 26, F. 27, F. 29, F. 30) | Content/skill SWBAT statement (corresponding standards)  
- Describe the purpose and importance of fitness assessments like FitnessGram (F. 35)  
- Explain the components of health related fitness (F. 34)  
- Define BMI and how physical activities can improve BMI (F. 34)  
- Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit & reach and shoulder stretch (F. 17, F. 26, F. 27, F. 29, F. 30) |
| Suggested Completion Date: 3/13/20 | Unit: Lifelong Physical Activity Skills: Rhythms & Dance  
Unit Title examples: *Rhythms & Dance, Cultural Dances, Rhythm Sticks, Jump Bands, Double Dutch, Aerobic Beats*  
Suggested Equipment: *Rhythms & Dance unit from PE Lending Library* | SPARK: 3-6 Dance  
SPARK: 3-6 Movement Bands | Content/skill SWBAT statement (corresponding standards)  
- Perform several rhythmic patterns (M. 29, M. 30, LL. 14)  
- Perform the sequence or pattern of a simple dance routine (M. 30, LL. 11, LL. 14)  
- Name several types of music and rhythms activities that are personally enjoyable (LL. 13, LL. 15, LL. 19)  
- Demonstrate a willingness to participate in several rhythms and/or dance activities (PS. 22, LL. 15)  
- Explain the cultural significance of several rhythms and/or dance activities (LL. 15, LL. 17)  
- Explain methods of participating in rhythms and/or dance activities outside of physical education (LL. 13)  
- Demonstrate the attributes of a good partner or teammate in rhythms & dance activities (PS. 12) |
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<td>Second Marking Period Ends: 3/13/20</td>
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<tr>
<td>Assessments During This Period: <em>FitnessGram assessments grades 4-12; SPARK Folio 3-5 assessments; OPEN Phys. Ed. assessments</em></td>
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**DEPARTMENT NAME**  
Health & Wellness: P.E.  
GRADE LEVEL: 5th

**YEAR AT A GLANCE**  
Student Learning Outcomes by Marking Period  
2019-2020

**THIRD TERM**  
Overarching/general themes and resources

<table>
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<tr>
<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curricula Reference</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):</th>
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</table>
| Marking Period Starts: 3/16/20  
Suggested Completion Date: 4/3/20 | Unit: Movement Skills & Concepts: Manipulating Object with Long-handled implements  
Unit Title example: *Strike an object on the ground, Hockey skills, Field Hockey Skills, Beach balls & Noodles*  
Suggested Equipment: -Hockey Sticks  
-Gator Balls  
-Fleece Balls | SPARK: 3-6 Hockey | Content/skill SWBAT statement (corresponding standards)  
- Strike an object along the ground using a long-handled implement toward a moving target (M. 41)  
- Manipulate an object along the ground using a long-handled implement while moving in different directions (M.41)  
- Manipulate an object along the ground using a long-handled implement using different speeds (M.41)  
- Identify the skill cues for striking and passing (M. 42)  
- Apply principles of force, accuracy, and follow-through to striking with a long-handled implement (M.45)  
- Demonstrate the ability to avoid obstacles in a game setting (M.47)  
- Demonstrate methods of support while coaching a peer (PS.17)  
- Demonstrate the ability to adjust form in response to feedback (M.43) |
| Suggested Completion Date: 5/1/20 | Unit: Movement Skills & Concepts: Manipulating Objects with Long-handled implement  
Unit Title example: Strike an object in the air or off a bounce, Softball skills, Tennis skills  
Suggested Equipment: -Bats  
-Balls  
-Racquets  
-Balls  
*Tennis unit from PE Lending Library | SPARK: 3-6 Softball  
Open Phys Ed: 3-5 Bat and Ball Games | Content/skill SWBAT statement (corresponding standards)  
● Strike an object, consistently, using given skill cues in the air or off a bounce with a long-handled (M. 41)  
● Demonstrate the ability to apply proper follow through to striking an object in the air or off a bounce (M. 41, M. 45)  
● Strike an object in the air or off a bounce with a long-handled implement to a target (M.41)  
● Demonstrate proper start or “ready” position for striking objects in the air or off a bounce when given specific criteria (M. 46)  
● Demonstrate ability to adjust form in response to feedback (M. 43)  
● Identify the components of sport-related games (M. 49)  
● Demonstrate appropriate responses to challenges and success in a physical activity setting (PS. 13) |
| --- | --- | --- | --- |
| Suggested Completion Date: 5/22/20 | Unit: Movement Skills & Concepts: Manipulating objects with the feet  
Unit Title example: Dribbling, Kicking & Trapping with the feet, Soccer skills  
Suggested Equipment: -Soccer balls  
-Cones  
-Goals | SPARK: 3-6 Soccer  
Open Phys Ed: 3-5 Soccer Skills  
Open Phys Ed: 3-5 Invasion Basics | Content/skill SWBAT statement (corresponding standards)  
● Track and trap a ball kicked-off center (M. 37)  
● Track a ball gently tossed in the air using 2 body parts (M.37)  
● Kick a rolling ball using dominant and non-dominant foot (M.38)  
● Kick a ball toward moving target (M. 38)  
● Foot dribble a ball under control with obstacles or defenders (M.39)  
● Demonstrate the concepts of accuracy as it relates to kicking ball in different settings (M. 45, M. 48)  
● Identify and demonstrate basic small group offensive and defensive strategies and tactics (M. 49)  
● Recognize motor skills utilized during games (M.49)  
● Identify personal contributions to the fun of a particular activity (PS. 21)  
● Identify the skill cues for dribbling and kicking a soccer ball (M.42)  
● Demonstrate the ability to adjust form in response to feedback (M.43) |
| Suggested Completion Date: 6/17/20 | Unit: Lifelong physical activity skills: Leisure & Self-Management  
Unit Title example: Summer Leisure Activities, Yard and Park Games, Skating, Walking, Biking, Rowing, Frisbee Golf | SPARK: 3-6 Map Challenges  
SPARK: 3-6 Walk/Jog/Run  
BPS PE Learning Community: Elementary Pedestrian Safety  
Open Phys Ed: K-5 Field Day Games | Content/skill SWBAT statement (corresponding standards)  
● Demonstrate the skills needed to participate in leisure and/or wellness activities outside of school (LL. 11. LL.12, LL. 16)  
● Explain how physical activity contributes to a healthy lifestyle (F.37)  
● Record daily, weekly, or monthly progress on motor skill mastery using a given physical activity tool (LL.18, LL.21)  
● Identify equipment needed for several leisure activities (LL.12)  
● List activities in which to participate at home with friends or family members (LL.13)  
● Identify two physical activities for personal enjoyment and why they are enjoyable (LL.19)  
● Explain the game components including basic rules, skills and strategies needed to participate in given leisure activities (M. 49)  
● Invite others to participate in activities regardless of differences (PS.19)  
● Identify and celebrate different cultural games and activities (LL. 17) |
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<th>Third Marking Period Ends: 6/19/20</th>
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<tr>
<td>Assessments During This Period: SPARK Folio 3-5 assessments; HWD Kicking Manipulative Skills Benchmark Assessments; OPEN Phys. Ed. assessments</td>
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