

Prairie Hills Elementary School District 144 Physical Education Curriculum -5th Grade – Revised July, 2016

5 th Grade	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19. A.2a Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns.</p>	<p>Combine basic Locomotor and Non-locomotor Pattern. Develop control While performing Manipulative Skill. Follow class rules Procedures and Safety practices. Participate safely In group physical Activity. Identify necessary Precautions to avoid injury. Define Offense and Defense in activities, games or sports.</p>	<p>Running, Pacing, Change Direction, Skills on catching, Throwing a Ball, and Dribbling a ball. Explain Heart rate. Explain what Physical Exertion is. Vocabulary specific to activities games and sports. Participate in activities games and sports.</p>	<p>Skills test Question and answer discussion.</p>	<p>Book: Dynamic Physical Education for Elementary School Children.</p>

		Physical Ed. Lesson and Activities		
<p>19. A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.</p>	<p>Explain movement in terms of efforts, flow, space, and time. Participate in physical activities without interfering with others or objects with fewer teacher prompts Sequence combination of more complex weight transfer and balance movement. Demonstrate control while manipulating objects to change direction and/or distance.</p>	<p>Perform the Pace test. Moving in variety small and large group. Jump roping.</p>	<p>Check list. Discussion. Worksheet. Quiz. Test.</p>	<p>Book: Dynamic Physical Education for Elementary School Children.</p>

A. Explain Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities

B. Analyze various movement concepts and applications

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19.B.2a Identify the principles of movement (e.g., absorption and application force, equilibrium)	Identify personal space. Identify the components of a variety of locomotor and manipulative skills. Manipulate objects with accuracy to change its direction and/or distance.	Preform the Pace test. Moving in variety of direction small and large group. Catch object. Pass with the hockey stick: Pull back on the stick. Trapping and Passing a soccer ball. Jump roping.	Pacer run. Check list. Quiz.	Book: Dynamic Physical Education for Elementary School Children.
19.B.2b Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns	Demonstrate spatial awareness in personal and general space (directional level, pathways). Move accurately in various direction. Relate activity-based movement concepts using the qualities of movement such as speed and flow.	Zig-Zag around cones: Dribbling around the cones. Running through agility ladder. Obstructed course. Jump roping. Shuttle Run. Running Bases. Rotation in volleyball.	Check-list	Book: Dynamic Physical Education for Elementary School Children.

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

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19.C.2a Identify and apply rules and safety procedures in physical activities.	Develop responsibility for safe movement practices. Participate safely in physical activity by following rules and directions.	Walk to squad and warm-up spots safely. Discuss WHY we have rule and regulation in Physical Ed. Class.	Worksheet. Quiz. Test. Check-list	Book: Dynamic Physical Education for Elementary School Children.
19.C.2b Identify offensive, defensive, and cooperative strategies in selected activities and games	Define offense and defense in activities, games, or sport.	Participate in 3 on 3 basketball game. Participate in tag game. Participate in a volleyball and floor Hockey. Explain why do you rotate position in volleyball.	Worksheet. Quiz. Test. Check-list	Book: Dynamic Physical Education for Elementary School Children.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

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<p>20. A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p>	<p>Participate in health-related fitness activities That will improve cardiovascular endurance, flexibility, muscular endurance. Explain concepts of warmups and cool down</p>	<p>Identify FITT: Frequency, Intensity, Time and Type, Explain the benefits of Physical activity and/or risks of an unhealthy lifestyle. Explain what is cardiovascular endurance and Flexibility and muscular endurance</p>	<p>Discuss the benefits of physical activities. Quiz and test. Work sheets.</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>
<p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness</p>	<p>Identify activities that will change your heart rate. Demonstrate how to locate a pulse in the wrist or neck to measure heart rate. Discuss changes that take place in the body after physical activity. Identify the benefits of health-related and skill-related fitness: aerobic and anaerobic activities.</p>	<p>Explain fast and slow running. Finding your pulse in the neck and wrist. Jump rope.</p>	<p>Demonstrate how you find your pulse.</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>

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<p>20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.</p>	<p>Identify and/or engage in activities that help achieve the target heart rate zone for a specific amount of time. Monitor the physiological changes occurring during moderate physical activity.</p>	<p>Use test such as pacer test to identify target heart rate, maximum heart rate and resting heart rate. Identify: FITT Frequency, Intensity, Time and Type.</p>	<p>Demonstrate how you find your pulse</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>
<p>20. B.2b Match recognized assessments of health-related fitness (e.g., Fitness Gram) to corresponding components of fitness.</p>	<p>Match the components of health-related fitness to fitness assessment. Explain effect of physical activity on the body when changing the level of intensity. Identify target heart rate, maximum heart rate, resting heart rate.</p>	<p>Performing the Fitness Gram. Explain how to measure your Pulse. Discuss what the difference a high pulse and low pulse. Benefits of physical activities and/or risks of an unhealthy lifestyle.</p>	<p>Demonstrate how you find your pulse</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>

B. Assess individual fitness levels.

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20.C.2a Set a personal health-related fitness goal.	Discuss and/or set realistic health-related fitness goals. Participate in teacher directed activities that can develop health-related fitness goal.	Fitness Gram Discuss realize personal Health goal. Explain and discuss good health and poor health.	Work sheet. Quiz.	Book: Dynamic Physical Education for Elementary School Children. Health Book.
20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength)	Evaluate positive and negative behavioral choices and their impact on wellness levels. Monitor progress of a health-related fitness goal.	Discuss pulse and heart rate. Pacer test.	Demonstrate how you find your pulse	Book: Dynamic Physical Education for Elementary School Children. Health Book.

C. Set goals based on fitness data and develop, implement, and monitor an individual improvement plan.

State Goal 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

Demonstrate personal responsibility during group physical activities

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21.A.2a Accept responsibility for one's own actions in group physical activities.	Listen to class procedures during physical activity. Give examples of ways to settle disagreement. Identify individual behaviors that need to be changed in order to work successfully in a groups.	Play games in groups or partners. Passing drills. Role play.	Worksheet. Quiz. Test. Check-list	Book: Dynamic Physical Education for Elementary School Children. Health Book.
21.A.2b Uses identified procedures and safe practices without reminders during group physical activities.	Discuss the benefits of having rules when participating in physical activity. Perform individual roles when participating in group physical activity.	Discuss the rules and regulation of the school and class room.	Worksheet. Quiz. Test. Check-list	Book: Dynamic Physical Education for Elementary School Children. Health Book.
21.A.2c Work independently on task until completed.	Demonstrate and/or perform activity independently and cooperatively during physical activity.	Station work.	Worksheet. Quiz. Test. Check-list	Book: Dynamic Physical Education for Elementary School Children. Health Book.

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A. Demonstrate cooperative skills during structured group physical activity.

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<p>21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p>	<p>Match the components of health-related fitness assessment.</p>	<p>Station work Relay activities.</p>	<p>Worksheet Quiz Test</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

- A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

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<p>22.A.2a Describe benefits of early detection and treatment of illness.</p>	<p>Recall and/or recognize the feelings and /or symptoms of sickness. Recognize the importance of covering one’s mouth and nose when sneezing or coughing.</p>	<p>Explain and Discuss symptom. Role play.</p>	<p>Quiz .Homework</p>	<p>Health Book</p>
<p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings)</p>	<p>Demonstrate how to avoid infecting other with germs. Recognize the necessity of washing hands to prevent the transmission of germs. Know the proper amount of sleep necessary to maintain good health. Discuss the importance of using one’s own utensils: eating utensils, toothbrush, comb/brush. Explain what can happen if medicines are used improperly.</p>	<p>Explain and discuss. Role play.</p>		<p>Book: Dynamic Physical Education for Elementary School Children. Health Book..</p>

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<p>22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen)</p>	<p>Know the meaning of the colors red, yellow, and green on the traffic lights. Explain what can happen if medicines are used improperly. Simulate personal response to fire situation.</p>	<p>Explain and discuss. Role play.</p>		<p>Health Book.</p>
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B. Describe and explain the factors that influence health among individuals, groups, and communities.

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<p>22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media, and advertising)</p>	<p>Encourage proper hygiene among family members and classmates. Recognize potential dangers with in the school and community. Describe how the access health-related services within the community. Discuss the components of a decision-making process. Discuss ways to make the school and community Safer.</p>	<p>Explain and discuss. Role play.</p>	<p>Worksheet. Quiz.</p>	<p>Health book</p>

C. Explain how the environment can affect health.

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<p>22.C.2a Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer)</p>	<p>Explain what it means to recycle. Identify sources and/ or causes of air pollution. Compare healthy environment and healthy people to unhealthy environment and unhealthy people</p>	<p>Explain and discuss. Role play.</p>		<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>

D. Describe how to advocate for the health of individuals, families and communities.

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<p>22.D.2a Express opinions about health issues and communicate individual health needs.</p>	<p>Talk about ways to others when you or they need help and/or friendship.</p>	<p>Explain and discuss. Role play.</p>		<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>

State Goal 23: Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

5 th Grade	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous)</p>	<p>Describe and identify the basic function of the circulatory system. Explain and Label the basic functions of the respiratory system. Identify parts of the nervous system. Locate the bones in the body. Explain what muscles do for the body. Identify what gives the body its size and shape. Explain how nerves and the brain work together. Explain how exercise affects the brain. Analyze how oxygen gets to the lungs. Describe how body systems work together within the body.</p>	<p>Work sheets. Bulletin board. Explain and discuss. Role play.</p>	<p>Worksheet. Quiz. Test. Check-list</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>

5 th Grade	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet)</p>	<p>Recognize the relationship between exercise and muscular development. Define the word nutrient. Identify major nutrients and their food sources. Define the word calorie. Cite ways to build physical activity into daily routines. Classify foods into groups on their major nutrient contribution.</p>	<p>Explain and discuss. Role play.</p>	<p>Worksheet. Quiz. Test. Check-list</p>	<p>Book: Dynamic Physical Education for Elementary School Children. WOW Health Book.</p>

B. Explain the effects of health-related actions on the body systems.

C. Describe factors that affect growth and development.

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<p>23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness)</p>	<p>Discuss the value of practicing good health habits (sleep, nutrition, relationship). Describe the importance of choosing health food as fuel for physical activity and learning. Realize that learning to get along with others is a process unique to every person. Describe the importance of regular, sustained participation in physical activity for developing strong lungs, muscles, bones and heart..</p>	<p>Explain and discuss. Role play.</p>	<p>Worksheet. Quiz. Test. Check-list</p>	<p>Book: Dynamic Physical Education for Elementary School Children. WOW Health Book.</p>
<p>23.C.2b Identify stages in growth and development (e.g., states in the life cycle from infancy to old age)</p>	<p>Use communication effectively to promote better interpersonal relations. Demonstrate respect for others' feelings, rights and property</p>	<p>Explain and discuss. Role play. Explain and discuss. Role play.</p>	<p>Worksheet. Quiz. Test. Check-list</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>

D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

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<p>23.D.2a Locate, identify and describe functions of the basic parts of the brain.</p>	<p>Talk about ways to reach out to others when you or they need help and/or friendship. List ways the brain benefits from exercise. Map the brain and identify the cerebrum, occipital lobe and Medulla (brain stem). Give a picture of the brain, identify the cerebrum, prefrontal cortex and medulla (brain stem) and give the general function of each.</p>	<p>Explain and discuss. Role play.</p>	<p>Worksheet. Quiz. Test. Check-list</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

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24.A.2a Identify causes and consequences of conflict among youth.		Explain and discuss. Role play.	Worksheet. Quiz. Test. Check-list	Book: Dynamic Physical Education for Elementary School Children. Health Book.
24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language)		Explain and discuss. Role play.	Worksheet. Quiz. Test. Check-list	Book: Dynamic Physical Education for Elementary School Children. Health Book.

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

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24.B.2a Describe key elements of a decision-making process		Explain and discuss. Role play.	Worksheet. Quiz. Test. Check-list	Book: Dynamic Physical Education for Elementary School Children. Health Book.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

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<p>24.C.2a Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation)</p>		<p>Explain and discuss. Role play. Explain and discuss.</p>	<p>Worksheet. Quiz. Test. Check-list</p>	<p>Book: Dynamic Physical Education for Elementary School Children. Health Book.</p>