

Seymour Public Schools Curriculum

Grade Five Physical Education Curriculum

Most object-control skills, locomotor skills, knowledge and activity skill objectives are taught in a “Spiral” fashion. Steps in the teaching/learning progression are introduced and/or reviewed in several lessons per grade. Each lesson is dedicated to instruction in a particular skill as well as a personal/social skill component of good sportsmanship.

The fitness objectives do not “spiral”, but instead are focused on helping students achieve grade level standards through a variety of exercises.

Each lesson will consist of:

- **Objective:** The lesson objective will describe the desired student performance.
- **Instruction/Demonstration:** Based on research instruction will be provided to motivate students, clearly explain the lesson’s objectives, and maximize student practice and review the day’s work.
- **Practice:** Maximizing time on task, students will apply and rehearse what was just explained and demonstrated. All students will be provided with equal amounts of practice, so activities do not eliminate less-skilled students.
- **Review:** Students will recall what they just learned.
- **Assessments:** Rubrics are used as a pretest and/or posttest to provide information on how well students are mastering the content taught and whether students are progressing through the steps taught by achieving grade level benchmarks.
- **Follow-up (as needed):** After assessing student application of the skills during the activity, the students will be provided with additional time on task as needed.

Seymour Public Schools Curriculum

Elementary Physical Education Teachers

**Melissa Drozd
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Physical Education Philosophy

Physical education is an integral part of our educational process. Our program contributes significantly to the optimal development of each student, and it is designed to promote a healthy lifestyle through a multi-disciplinary approach.

The physically educated person is:

- Physically conditioned for life's demands
- Motivated to be physically active
- Skilled in health-enhancing physical activities
- Prepared for citizenship
- Safely equipped

Instruction is based on clearly stated outcomes.

Physical Education Learner Goal

All students will develop physical skills in sports and recreational activities; develop physical fitness; acquire knowledge and appreciation of sports and physical activity as lifetime recreational activities; and demonstrate attributes of good sportsmanship. Differentiation, modifications and accommodations are used based on the needs of each student.

Seymour Public Schools Curriculum

Grade Five Physical Education

Knowledge, Activity, Fitness; Personal/Social Skills

August/September/ October (10 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	10	<p>Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance</p> <p>Continued strong emphasis on fitness components: aerobic, abdominal low back strength, arm shoulder strength, hip/ low back flexibility (health related fitness tasks such as: crunches, curl-ups, push ups, running, stretching) with concentration on testing for the Presidential Physical Fitness Assessment.</p> <p>Continue to broaden physical education vocabulary for fitness, sports, games and activities.</p> <p>Emphasis on best effort and other personal/social skills.</p> <p>Continue to develop ball handling skills.</p> <p>Lead-up fitness type activities and games.</p>	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Five Physical Education

Motor Skills / Physical Activity / Physical Fitness

November/December (6 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	6	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Continuation of soccer/football skills and lead-up activities and games. Review and continue to develop ball handling skills. Emphasis on team work, sportsmanship, and self-control.	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Five Physical Education

Motor Skills / Physical Activity / Physical Fitness

January (4 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	4	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Emphasis is on applying basic motor skills to teacher-created activities and games. Reinforce and review rolling, throwing, catching, kicking, tagging, working with partners/teams; cooperation, following directions, and self-control. Rhythm/Tumbling Activities	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Five Physical Education

Motor Skills / Physical Activity

February / March (6 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	6	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Teach game specific skills and lead-up activities for basketball, floor hockey and/or batting activities.	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Five Physical Education

Motor Skills / Physical Activity

April/May (6 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	6	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Review and reinforce game specific skills and lead-up activities for volleyball: Set; Bump; Serve.	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Five Physical Education

Motor Skills / Physical Activity

June (2 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	2	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Independent choice (Application of previously learned skills, games and/or activities.)	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

*NOTE: Use of playscape area and fields may be used.

Seymour Public Schools Curriculum

Grade: Grade five	Subject: Physical Education
CSDE Standard	Connecticut Content Standard 9: Motor Skill Performance
Enduring Understanding	The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
Essential Questions	Essential question: What different ways can the body move given a specific purpose?
Content Standards:	Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (NASPE Standard 1; Connecticut Content Standard 9)
Performance Expectations (Student outcomes)	<p>M 9.1 Demonstrate developmentally mature form in the fundamental movement skills in combination of closed and open environments</p> <p>M 9.2 Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p> <p>M9.3 Adapt and combine skills to meet the demands of increasingly dynamic environments</p> <p>M9.4 Develop increasing competence in more advanced specialized skills</p> <p>M9.5 Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and</p>

Seymour Public Schools Curriculum

sports		
<p>Strategies/Modes (examples)</p> <p>Hop Horizontal Jump Leap Run Vertical Jump</p>	<p>Materials/Resources (examples)</p> <p>Racquet Jump rope Hoops Cones Hurdles Floor markers</p>	<p>Assessments (examples)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Designs a rhythmic routine that can be repeated 2. Demonstrates mature locomotor patterns at different speeds, levels, and directions, and transfers them to modified game situations 3. Performs variations of forward and backward rolls in a sequence 4. Performs combinations of weight transfer activities (e.g., rolling and balancing in a sequence) 5. Jumps over a medium height obstacle and lands safely 6. Demonstrates a variety of kicks <p>Introduction to Racquet Sports:</p> <ol style="list-style-type: none"> 1. Demonstrates the proper grip of racquet (i.e., a handshake grip, with the racquet face perpendicular to the floor) 2. Demonstrates the basic mechanics associated with serving (e.g., toss, body stance, swing, follow-through) 3. Develops basic strokes (e.g., forehand, backhand, overhand, underhand) <p>Flag Football:</p> <ol style="list-style-type: none"> 1. Throws a football to a target with accuracy, showing trunk rotation and weight transfer 2. Catches a football while running a pass pattern (i.e., catches with his or her hands)

Seymour Public Schools Curriculum

		and pulls the ball to body) 3. Demonstrates offensive and defensive skills (e.g., hand-offs, running pass patterns, flag pulling, no contact blocking)
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Seymour Public Schools Curriculum

Grade: Grade five	Subject: Physical Education
CSDE Standard	<u>Connecticut Content Standard 9: Object-Control Skills</u>
Enduring Understanding	The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
Essential Questions	Essential question: What different ways can the body move given a specific purpose?
Content Standards:	Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (NASPE Standard 1; Connecticut Content Standard 9)
Performance Expectations (Student outcomes)	<p>E 9.1 Students will demonstrate developmentally mature form in the fundamental movement skills in the fundamental movement skills: locomotor and nonlocomotor and manipulative, in a closed environment (skills in isolation)</p> <p>E9.2 Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p> <p>E9.3 Explore and adapt fundamental movement skills in a variety of dynamic environments</p> <p>E9.4 Acquire beginning skills for a few specialized movement forms</p>

Seymour Public Schools Curriculum

<p>E9.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.</p>		
<p>Strategies/Modes (examples)</p> <p>Batting Catch Fly Balls Catch Rolling Balls Foot Dribble Forehand Strike Hand Dribble Instep Kick Lift and Carry Posture Overhand Throw Underhand Strike Underhand Throw</p>	<p>Materials/Resources (examples)</p> <p>Variety of balls Bean Bags Balloons Targets Cones or tees Bats Bases</p>	<p>Assessments (examples)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Dribbles a ball with his or her foot while changing pathways, directions, and speed 2. Catches an object thrown overhand with varying degrees of force and speed 3. Kicks a stationary or rolling ball with the inside or instep of the foot 4. Volleys a tossed object back to a partner, using hands, arms, or equipment <p>Basketball:</p> <ol style="list-style-type: none"> 1. Dribbles a ball with either hand while changing pathways, directions, and speed 2. Dribbles a ball increasing speed and maintaining control 3. Develops proper technique for a bounce pass and chest pass to a partner 10 feet away 4. Develops introductory technique for shooting (i.e., ready position, release, follow through)

Seymour Public Schools Curriculum

		<p>Softball:</p> <ol style="list-style-type: none">1. When throwing, demonstrates trunk rotation, hand/foot opposition, and follow through2. Tracks and catches a thrown or struck ball3. Steps toward and makes contact with an underhand tossed ball, using a bat4. Demonstrates base running5. Identifies strategies used in modified games and activities6. Identifies strategies used in modified games and activities
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Seymour Public Schools Curriculum

Grade: Grade five	Subject: Physical Education
CSDE Standard	Content Standard 10: Applying Concepts and Strategies
Enduring Understanding	The intent of this standard is facilitation of learners’ ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one’s performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociobiology, and biomechanics and exercise physiology.
Essential Questions	Essential question: How can I move effectively and efficiently?
Content Standards:	Students will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (NASPE Standard 2; Connecticut Content Standard 10)
Performance Expectations (Student outcomes)	<p>M10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms</p> <p>M10.2 Use self, peer, teacher, and technological resources to recognize and suggest performance improvement in self and others</p> <p>M10.3 Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of</p>

Seymour Public Schools Curriculum

	movement situations	
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Beneficial Effects of Physical Activity</p>	<p>Stop watches Pedometer Aerobic videos Pull-up bars Cones Ropes Hoops Parachute Scooters</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Monitors his or her heart rate before, during, and after physical activity 2. Identifies activities that improve each area of fitness 3. Monitors progress toward personal health goals and revises, when appropriate 4. Identifies the health-related fitness component(s) necessary to pursue selected physical activities 5. Participates in formal assessments of health-related fitness and interprets results as an indicator of his or her personal health 6. Begins to develop goals and strategies for improvement and for maintenance of selected fitness components based on fitness assessment. 7. Explains body mass index 8. Explains the physiological need for

Seymour Public Schools Curriculum

		<p>hydration</p> <p>9. Analyzes health-related fitness components, as they relate to personal lifestyles</p> <p>10.Explains the objectives of and benefits from frequent physical activity</p>
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Seymour Public Schools Curriculum

Grade: Grade five	Subject: Physical Education
CSDE Standard	Content Standard 11: Engaging in Physical Activity
Enduring Understanding	The intent of this standard is the establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is crucial to developing an active, healthy lifestyle that has the potential to help prevent a variety of problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis.
Essential Questions	Essential question: What can I do to be physically active and why is this important?
Content Standards:	Students will participate regularly in physical activity. (NASPE Standard 3; Connecticut Content Standard 11)
Performance Expectations (Student outcomes)	<p>M11.1 Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis</p> <p>M11.2 Apply the understanding of the connections between the purposes of movements and their effect on fitness</p> <p>M11.3 Apply the understanding of physical activity concepts to increasingly complex movement and game forms</p>

Seymour Public Schools Curriculum

<p>M11.4 Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level</p>		
<p>Strategies/Modes (examples)</p> <p>Aerobic Activity / Fitness Activity</p>	<p>Materials/Resources (examples)</p> <p>Stop watches Pedometer Aerobic videos Pull-up bars Cones Ropes Hoops Parachute Scooters</p>	<p>Assessments (examples)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Participates in at least three vigorous activities, outside of school hours, using skills learned in physical education classes 2. Performs a single-leg stork stand and leg swing 3. Performs a regular push-up 4. Jumps rope consistently with varied footwork and speed 5. Demonstrates the pivot step with change of direction 6. Demonstrates the straight-leg toe touch in pike position, both seated and standing 7. Demonstrates the straddle touch, both seated and standing 8. Performs the grapevine step repeatedly 9. Performs curl-ups with feet against wall and fingertips touching wall 10. Performs modified sit-ups with partner hold 11. Performs medicine ball tosses

Seymour Public Schools Curriculum

Grade: Grade five	Subject: Physical Education
CSDE Standard	Content Standard 12: Physical Fitness
Enduring Understanding	The intent of this standard is the development of students’ knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.
Essential Questions	Essential question: Why is it important to be physically fit and how can I stay physically fit?
Content Standards:	Students will achieve and maintain a health-enhancing level of physical fitness. (NASPE Standard 4; Connecticut Content Standard 12)
Performance Expectations (Student outcomes)	<p>M12.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component</p> <p>M12.2 Assess physiological responses to exercise associated with one’s level of physical fitness and nutritional balance</p> <p>M12.3 Analyze the results of one or more component of health-related fitness</p>

Seymour Public Schools Curriculum

<p>M12.4 Plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals</p>		
<p>Strategies/Modes (examples)</p> <p>Abdominal Strength/ Low Back Strength Arm Strength / Shoulder Strength Hip Flexibility / Low Back Flexibility</p>	<p>Materials/Resources (examples)</p> <p>Balance Beam Rhythm Bands Sit and Reach box Pull-up Bars</p>	<p>Assessments (examples)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Performs a two-foot stand on a balance beam 2. Performs a single-leg stork stand 3. Demonstrates a variety of standing motor patterns (balance skills, motor pattern learning skills) 4. Demonstrates a step-hop pattern 5. Demonstrates large-muscle coordination in locomotor and non-locomotor skills

Seymour Public Schools Curriculum

Grade: Grade five	Subject: Physical Education
CSDE Standard	Content Standard 13: Responsible Behavior
Enduring Understanding	The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race and socioeconomic status.
Essential Questions	Essential question: How do I interact with others during physical activity?
Content Standards:	Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (NASPE Standard 5; Connecticut Content Standard 13)
Performance Expectations (Student outcomes)	<p>M13.1 Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in all physical activity settings</p> <p>M13.2 Continue to develop skills to participate productively in groups in both cooperative and competitive activities</p> <p>M13.3 Demonstrate strategies for including all persons, despite individual differences, in physical settings</p>

Seymour Public Schools Curriculum

M13. 4 Apply appropriate skills for resolving conflicts peacefully		
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Respect for Others Responsibility Self-Control</p> <p>CSDE:</p> <p>4.5-6.1 Make responsible decisions about the use of time to complete assigned tasks.</p> <p>4.5-6.2 Includes concerns for safety in self-designed activities.</p> <p>4.5-6.3 Distinguished between acts of “courage” and reckless acts.</p> <p>4.5-6.4 Make conscious decisions about applying rules, procedures and etiquette for specific activity situations.</p>		<p>Students will:</p> <p>1. Demonstrates peaceful conflict resolution in game situations</p> <p>2. Respects decisions of officials in game situations</p> <p>3. Demonstrates teamwork in game situations</p> <p>4. Considers the consequences when confronted with a behavior choice in a game situation</p> <p>5. Is sensitive to the strengths and weaknesses of others in physical education activities</p> <p>6. Treats others with respect in game situations</p> <p>7. Plays on a team with others respectfully, regardless of differences in skill levels and backgrounds</p> <p>8. Demonstrates acceptable behavior toward others when winning and losing (e.g., compliments winning team members)</p> <p>9. Demonstrates a willingness to try new activities and judges which ones are</p>

Seymour Public Schools Curriculum

		<p>enjoyable</p> <p>10. Explains the benefits that result from participation in different types of physical activity</p>
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Seymour Public Schools Curriculum

Grade: Grade five	Subject: Physical Education
CSDE Standard	Content Standard 14: Benefits of Physical Activity
Enduring Understanding	The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging and fun. These benefits develop self-confidence and promote a self-image, thereby enticing people to continue participation in activity throughout the life span.
Essential Questions	Essential question: How will physical activity help me now and in the future?
Content Standards:	Students will value physical activity for health enjoyment, challenge, self-expression, and/or social interaction. (NASPE Standard 6; Connecticut Content Standard 14)

Seymour Public Schools Curriculum

Performance Expectations (Student outcomes)	<p>M14.1 Make decisions about participating in different physical activities based on feelings and interests</p> <p>M14.2 Use physical activity as a means of self- and group expression</p> <p>M14.3 Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p> <p>M14.4 Realize the physical activity and challenges present opportunities for personal growth</p> <p>M14.5 Value the skill competence that results from practice</p> <p>M14.6 Demonstrate willingness to attempt a variety of new physical activities</p>	
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Constructive Competition</p> <p>CSDE:</p> <p>6.5-6.1 Recognize that time and efforts are prerequisites for skill improvement and fitness benefits.</p> <p>6.5-6.2 Appreciate those individuals with higher levels of ability and the effort that it takes to achieve and perform at that level.</p> <p>6.5-6.2 Identify healthful benefits that result from regular and appropriate participation in various forms of physical activity.</p> <p>6.5-6.3 Identifying and participating in various physical activities that can be done at home and in other areas of the community.</p>	<p style="text-align: center;">Materials/Resources (examples)</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Participates in at least three vigorous activities, outside of school hours, using skills learned in physical education classes 2. Explains the objectives of and benefits from frequent physical activity 3. Demonstrates peaceful conflict resolution in game situations 4. Respects decisions of officials in game situations 5. Demonstrates teamwork in game situations 6. Considers the consequences when confronted with a behavior choice in a game situation 7. Is sensitive to the strengths and weaknesses of others in physical education activities 8. Treats others with respect in game situations

Seymour Public Schools Curriculum

<p>6.5-6.4 Recognize potential benefits and risks of participating in physical activity.</p>		<p>9. Plays on a team with others respectfully, regardless of differences in skill levels and backgrounds</p> <p>10. Demonstrates acceptable behavior toward others when winning and losing (e.g., compliments winning team)</p> <p>11. Demonstrates a willingness to try new activities and judges which ones are enjoyable</p>
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Seymour Public Schools Curriculum

Resources

EPEC Exemplary Physical Education Curriculum Grades K-5

National Association for Sport and Physical Education (2004) Moving into the Future: National Standards for Physical Education

Physical Education - A Guide to K-12 Program Development <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320982>

PE Central (<http://www.pecentral.org>)