

Cambridge Public Schools Physical Education Curriculum 5th Grade

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

Scope and Sequence

Concepts (big ideas) taught throughout the units:

Rules
Respect
Responsibility
Safety
Cooperation
Exploration
Fitness
Fundamental Movement

The Cambridge Public Schools follows a skill theme approach for teaching physical education in grades K through 5.

What are ‘Skill Themes’ and ‘Movement Concepts’? Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Movement concepts are taught in conjunction with the skill themes. Movement concepts are the ideas used to modify or enrich the range and effectiveness of skill employment. Movement concepts include space awareness, effort, and relationships. Our primary goal, then, is to provide children with a degree of competence leading to the confidence that encourages them to try and enjoy a variety of activities and sports.

Characteristics of the skill theme approach:

Competence in performing a variety of locomotor, nonmanipulative and manipulative motor skills is a major purpose of the skill theme approach.

The skill theme approach is designed to provide experiences appropriate to a child’s developmental level, as opposed to age or grade level.

The scope and sequence of the skill themes are designed to reflect the varying needs and interests of students over a period of years.

SKILL THEMES

| Locomotor Skills | Nonmanipulative Skills | Manipulative Skills |
|---------------------------|------------------------|-------------------------------------|
| Walking | Turning | Throwing |
| Running | Twisting | Catching and collecting |
| Hopping | Rolling | Kicking |
| Skipping | Balancing | Punting |
| Galloping | Transferring weight | Dribbling |
| Sliding | Jumping and landing | Volleying |
| Chasing, fleeing, dodging | Stretching | Striking w/ rackets |
| | Curling | Striking w/ long-handled implements |

5th Grade Unit Layout

| Unit # | Name of Unit | Minimum # of Classes |
|--------|-----------------------------------|----------------------|
| 1 | Rules/Expectations/Names | 1 |
| 2 | Cooperative Games | 4 |
| 3 | Team Sports | 8 |
| 4 | Individual and Duel Activities | 8 |
| 5 | Ballroom Dance** | 14 |
| 6 | Fitness Healthy Heart/Fit Body | 6 |
| 7 | Invasion Games | 8 |
| 8 | World Games | 4 |
| 9 | Recreational Games | 4 |

**** NOTE: All 5th grades will participate in a ballroom dance unit for 14 classes in the Fall, Winter or Spring; and, optionally 8 classes of cycling in the Fall or Spring**

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit 1:
Rules/Names/Expectations**

2 Lessons

Concepts: Rules, Respect, Responsibility, Cooperation

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| <p style="text-align: center;">NASPE Standard</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p style="text-align: center;">MADOE&SE</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |
| <p style="text-align: center;">Enduring Understandings</p> <p>Rules help keep you safe Actions have consequences Trying your best allows you to get better Cooperating shows that you respect others</p> | <p style="text-align: center;">Essential Questions</p> <p>Why is safety important? Why is playing fair important? How should you treat others?</p> |
| <p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Understand class protocol Follow the class rules/expectations Listen to teacher/s Follow directions Appropriately use instructional supplies Involve others appropriately Understand fair play</p> | |

| Assessment Plan | |
|--|--|
| Teacher Observation Exit Slips Performance based assessments Written assessments | |
| Learning Plan | |
| <p>Instructional Strategies Modeling Demonstration Individualized and large group instruction Class discussion</p> <p>Resources Books, journals, periodicals, websites PE Server Instructional supplies</p> <p>Technology Internet Resources Music Sources</p> | |

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit 2:
Cooperative Games**

4 Lessons

Concepts: Responsibility, Safety, Cooperation, Exploration, Fundamental Movement

| NASPE Standard | MADOE&SE |
|---|---|
| <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |

| Enduring Understandings | Essential Questions |
|---|--|
| <p>Cooperation is an important life skill.</p> <p>Recognizing differences helps you learn.</p> | <p>Why is cooperation an important life skill?</p> <p>How will working together improve learning?</p> <p>What makes a good leader?</p> |
| <p>Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety small and large group cooperative and problem solving activities.</p> <p>Model tolerance tactics through group challenges.</p> <p>Describe what it means to be tolerant of others.</p> <p>Summarize the importance of cooperative learning.</p> | |
| <p>Assessment Plan</p> | |
| <p>Teacher Observation</p> <p>PBA</p> <p>Exit Slips</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p> | |
| <p>Learning Plan</p> | |
| <p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p> | |

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit 3:
Team Sports**

8 Lessons

Concepts: Safety, Rules, Respect, Exploration, Cooperation, Fundamental Movement, Fitness

| NASPE Standard | MADOE&SE |
|---|---|
| <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |

| Enduring Understandings | Essential Questions |
|---|---|
| <p>Use equipment correctly.</p> <p>Team sports are fun when people play fair and involve others appropriately.</p> <p>All team sports include offensive and defensive strategies and tactics.</p> <p>Teammates support each other Opponents respect each other.</p> | <p>What does it mean to be a good teammate?</p> <p>How will playing fair make activities fun?</p> <p>What is the correct way to use equipment?</p> <p>What is good sportsmanship?</p> |
| <p>Know and be able to do</p> <p>Students will be able to:</p> <p>Participate safely in large and small group games.</p> <p>Demonstrate proper use of equipment.</p> <p>Describe how working together and being a good teammate allows for success.</p> <p>Describe offensive and defensive strategies. Discover ways to utilize group strategies.</p> <p>Describe and model good sportsmanship. Recognize personal accomplishments and the derived level of enjoyment when participating in invasion team sports.</p> | |
| <p>Assessment Plan</p> | |
| <p>Teacher Observation P.B.A. Written assessments Skill Checklist Checking for Understanding Rubric Group Discussion</p> | |
| <p>Learning Plan</p> | |
| <p>Instructional Strategies</p> <p>Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites Instructional supplies</p> | |

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 4
Individual and Duel Activities**

8 Lessons

Concepts: Safety, Rules, Respect, Exploration, Fitness, Cooperation

| NASPE Standard | MADOE&SE |
|---|---|
| <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |

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| <p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know what your body is doing.</p> <p>A healthy person participates in lifelong physical activities.</p> <p>Movement is fun.</p> | <p style="text-align: center;">Essential Questions</p> <p>How does movement make you happy?</p> <p>What is a healthy person?</p> |
| <p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate safely in individual and small group games.</p> <p>Demonstrate proper use of equipment.</p> <p>Describe the value of lifelong physical activity.</p> | |
| <p style="text-align: center;">Assessment Plan</p> | |
| <p>Teacher Observation</p> <p>Written assessment</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion/Debrief</p> | |
| <p style="text-align: center;">Learning Plan</p> | |
| <p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p> | |

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 5
Ballroom Dance**

Concepts: Safety, Rules, Respect, Exploration, Rhythmic Movement, Fitness

| NASPE Standard | MADOE&SE |
|---|---|
| <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |

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| <p style="text-align: center;">Enduring Understandings</p> <p>Do not be afraid to try something new.</p> <p>Know that your body can move in many ways.</p> <p>Know what your body is doing.</p> <p>Rhythm and dance are everywhere.</p> <p>Cooperating shows that you respect others.</p> | <p style="text-align: center;">Essential Questions</p> <p>Is there a right or wrong way to move?</p> <p>What are the different ways your body can move?</p> <p>How does movement make you happy?</p> <p>What is rhythm?</p> <p>Where do dance and rhythm come from?</p> |
| <p style="text-align: center;">Know and be able to do</p> <p>Students will be able to: Explore movement in sequential movement patterns as individuals and with partners. Demonstrate ability to transfer weight correctly. Model respect toward partner(s) and instructors.</p> | |
| <p style="text-align: center;">Assessment Plan</p> | |
| <p>Teacher Observation Skill Checklist Checking for Understanding Rubric Group Discussion Peer assessment</p> | |
| <p style="text-align: center;">Learning Plan</p> | |
| <p>Instructional Strategies Exploration Modeling Demonstration Guided practice Individualized and large group instruction Independent practice Class discussion</p> <p>Resources Books, journals, periodicals, websites Instructional supplies</p> <p>Technology Internet Resources Music Sources</p> | |

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 6
Fitness
(Healthy Heart and Fit Body)**

Concepts: Safety, Rules, Respect, Exploration, Fundamental Movement, Fitness

| NASPE Standard | MADOE&SE |
|---|---|
| <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |

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| <p style="text-align: center;">Enduring Understandings</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier.</p> <p>Fitness is a lifestyle.</p> | <p style="text-align: center;">Essential Questions</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p> |
| <p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Explore activities that improve fitness (fitness testing).</p> <p>Discover what makes fitness fun.</p> <p>Identify how exercise/fitness keeps you healthy.</p> <p>List ways to improve your fitness.</p> <p>Recognize how your body feels before, during and after exercising.</p> <p>List the five components of fitness and the fitness tests associated with each component.</p> <p>Describe the value of lifelong physical activity.</p> | |
| <p style="text-align: center;">Assessment Plan</p> | |
| <p>Teacher Observation</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> <p>Fitness testing</p> | |
| <p style="text-align: center;">Learning Plan</p> | |
| <p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> | |

Technology

Internet Resources

Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

Unit: 7

Invasion Games

Concepts: Safety, Rules, Respect, Exploration, Cooperation, Fundamental movement

| NASPE Standard | MADDOE&SE |
|---|---|
| <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |

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| <p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p> <p>Use equipment correctly.</p> | <p style="text-align: center;">Essential Questions</p> <p>How do you get better?</p> <p>How do you find the right way?</p> <p>Where do you use these skills?</p> |
| <p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate safely in individual and small group games.</p> <p>Demonstrate proper use of equipment.</p> <p>Identify the characteristics of invasion games.</p> <p>Practice offensive and defensive strategies in small and large group games.</p> | |
| <p style="text-align: center;">Assessment Plan</p> | |
| <p>Teacher Observation</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> | |
| <p style="text-align: center;">Learning Plan</p> | |
| <p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p> | |

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 8
World Games/Activities**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

| NASPE Standard | MADOE&SE |
|---|---|
| <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |

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| <p style="text-align: center;">Enduring Understandings</p> <p>Movement is everywhere in the world.</p> <p>Movement impacts all cultures.</p> <p>It's ok to be different</p> | <p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p> <p>How is movement part of other cultures?</p> |
| <p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Participate in a variety of activities that incorporate games from around the world.</p> <p>Explore locomotor movements throughout game play.</p> <p>Through traveling, utilize the movement concepts of: pathways, directions, levels and speeds.</p> <p>Identify fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Demonstrate fair play.</p> <p>Identify cooperative play.</p> <p>Understand the difference between traveling independently and traveling within a group during game play.</p> <p>Identify the differences between games played in the USA vs. games played in other cultures</p> | |
| <p style="text-align: center;">Assessment Plan</p> | |
| <p>Teacher Observation</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> | |
| <p style="text-align: center;">Learning Plan</p> | |
| <p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> | |

Resources

Books, journals, periodicals, websites
Instructional supplies

Technology

Internet Resources
Music Sources

**Cambridge Public Schools
Physical Education Curriculum
Grade 5**

**Unit: 9
Recreational Games**

*Concepts: Rules, Respect, Responsibility, Safety, Exploration,
Fundamental Movement*

| NASPE Standard | MADOE&SE |
|---|---|
| <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3 Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> | <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p> |

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|---|--|
| <p style="text-align: center;">Enduring Understandings</p> <p>Practicing proper technique helps you get better.</p> <p>Use equipment correctly.</p> <p>Recreational games are for everyone.</p> | <p style="text-align: center;">Essential Questions</p> <p>What makes a good playmate?</p> <p>Why is staying safe important?</p> |
| <p style="text-align: center;">Know and be able to do</p> <p>Students will be able to:</p> <p>Identify and demonstrate fair play.</p> <p>Demonstrate ability to move safely throughout space.</p> <p>Identify cooperative play.</p> <p>Participate safely in individual and small group games.</p> <p>Describe the value of lifelong physical activity.</p> | |
| <p style="text-align: center;">Assessment Plan</p> | |
| <p>Teacher Observation</p> <p>Skill Checklist</p> <p>Checking for Understanding</p> <p>Rubric</p> <p>Group Discussion</p> | |
| <p>Learning Plan</p> | |
| <p>Instructional Strategies</p> <p>Exploration</p> <p>Modeling</p> <p>Demonstration</p> <p>Guided practice</p> <p>Individualized and large group instruction</p> <p>Independent practice</p> <p>Class discussion</p> <p>Resources</p> <p>Books, journals, periodicals, websites</p> <p>Instructional supplies</p> <p>Technology</p> <p>Internet Resources</p> <p>Music Sources</p> | |