

Fifth Grade Comprehensive Health and PE Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessments	Additional Standards
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<p>August - October</p>	<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules,</p>	<p>FitnessGram Pretest: Participate in various fitness exercises/motions: Cardiovascular (walk and jog) Curl-ups Push-ups Sit and Reach Flex Arm Hang Shoulder Trunk Lift</p> <p>Introduction to skills and knowledge of strategy by participating in lead-up sport games while working cooperatively with a group to accomplish a common goal (example: soccer, capture the flag, fitness ball, pin-game, cooperative learning games).</p> <p>Students will be introduced to fitness plans and how they can be a tool to monitor their progress toward a goal. Students will create a plan to track their own personal data.</p> <p>Students will perform various sport-specific skills while participating in the unit of instruction.</p> <p>Students will partake in various dance activities and identify the concepts of force, flow, time and space within the rhythmic</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework Teacher/peer conferences Small group/large group discussions Small group work stations</p> <p>Summative Assessments: Quizzes Unit Test</p> <p>Benchmark Assessments: BOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information with FitnessGram Testing.</p>
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<p>November / January</p>	<p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p> <p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p> <p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <p>2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p>	<p>Discuss local community resources where families can go for health and fitness.</p> <p>Analyze advertisements and their impact on food choice</p> <p>Explore various eating patterns and reflect on their benefits/risks</p> <p>Using the tools online, for example MyPlate, to aid students on what good eating habits look like. Students can set up a log to follow that aligns with MyPlate guidelines.</p> <p>Create example healthy meals based on nutritional content.</p> <p>Research products which contain nicotine, alcohol. Analyze and compare information found on commonly used over-the-counter and prescription medicines</p> <p>Analyze laws/policies for smokers / smokeless tobacco users / vaping Identify common diseases that are associated with drug use</p> <p>Identify and discuss the signs of alcohol, tobacco</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Whole group/small group work stations Peer on peer teaching</p> <p>Summative Assessments: Test Quizzes Written responses Group Project Peer on Peer Teaching</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 5.NBT.A.4 Use place value understanding to round decimals to any place when researching drug and alcohol data.</p> <p>Technology Standard: 8.2.5.ETW.5 Identify the impact of a specific technology on the environment and health in our community.</p>
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<p>February - March</p>	<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific</p>	<p>Individual and collaborative activities/games.</p> <p>Traditional and Folk Dances, various dance moves.</p> <p>Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills</p> <p>Locomotor Skills/ Health Related Fitness/Agility Balance and Coordination Skills.</p> <p>Complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric</p> <p>Have students brainstorm a variety of ways to demonstrate proper etiquette and behavior in gameplay (and institute those behaviors while participating).</p> <p>Have students create a list of modified rules and procedures for various forms of athletic competition.</p> <p>Upon completion of a skill/sport unit, have students write the short and</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework</p> <p>Summative Assessments: Test Quiz</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard: L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p>Technology Standard: 8.2.5.ED.2: Collaborate with peers to collect information during skill related activities.</p>
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<p>April - June</p>	<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during</p>	<p>Individual and collaborative activities/games.</p> <p>Coordination, balance, flexibility and agility skill instruction.</p> <p>Have students mimic beats and rhythm patterns using hands and feet.</p> <p>Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills</p> <p>Have students utilize materials such as balance boards/balance beams to build body control and stability.</p> <p>Have students create a video of themselves performing a skill and evaluate their own performance via teacher provided rubric.</p> <p>Explain appropriate and inappropriate behavior and have the class discuss the outcome of each and how they can relate that to class activities.</p> <p>Students will perform various sport-specific skills while participating in the unit of instruction. Rules will be reviewed for each</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations Reading aloud</p> <p>Summative Assessments: Unit tests Quiz Written responses Quizzes</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Benchmark Assessments: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p>Technology Standard: 8.2.5.ED.2: Collaborate with peers to collect information with FitnessGram Testing.</p>
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The designated marking period for Health Instruction may differ each school year.

Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.