

# PE

## Syllabus: Grade 5

### Course Description

The primary objectives of this class are to improve physical fitness, increase knowledge and skills of lifetime sports, and develop awareness of healthy practices. Therefore, the physical education course is designed to provide students at this grade level with the opportunity to develop a variety of manipulative skills that reflect a refined master of ball handling skills, refined development of a variety of perceptual motor skills, and the ability to perform dance and movement routines. This class is designed to meet the physical, mental, and social needs of the whole student.

### Standards

The ministry of education adopted 7 standards for quality physical education learning outcome published by the National Association of Sports and Physical Education and added an eighth to include rules, strategy and safety. The eight standards run throughout the eight grade levels.

### Competency Level

Each competency is a direct reflection of the standard of the curriculum. They are the means for achieving the curriculum standards at each grade level. The competencies are designed to be general enough for flexibility, but specific enough for the teacher to create specific lessons plans.

### Objective

The suggested objectives in the curriculum are written to serve as an example of ways in which objectives can be written. Teachers are free to create their own objective to achieve the desired outcomes of each competency.

### Resources/Books

Ministry of Education Physical Education Curriculum  
Spark PE curriculum resource  
Open Physed. Resources and website  
Fitness gram (physical fitness testing)

### Curriculum Standards:

I: Movement Form

II: Movement Concept

III: Physical Activity

IV: Physical Fitness

V: Responsible Behavior

VI: Respect for Others

### Contact Hours:

Daily (Monday to Friday)

Class length: 45 min.

### Class Rules

*Students are expected to:*

1. Come to class prepared
2. Give best effort
3. Follow directions
4. Demonstrate good listening skills
5. Follow rules during activities
6. Show good sportsmanship
7. Behave respectfully towards self, others, and PE equipment

### Grading

#### Effort and Behavior & Activity

- 1 - Outstanding
- 2 - Satisfactory
- 3 - Needs Improvement
- 4 - Unsatisfactory

VII: Understanding Challenge

VIII: Decision Making

## Course Requirements

1. Special Condition – Students with special conditions that will limit or prohibit them from participation in PE class should have a note form a doctor or a medical form to allow teacher to structure class for participation or to excuse the student.
2. Absent – A student that is absent must turn in a valid excuse in order for him/her to receive a makeup assignment from PE teacher. If unexcused, student will be given a 1point and will not be given a makeup assignment.
3. Clothing – All students are required to attend physical education in their school PE uniform.
4. Shoes – Flat rubber soled only (sports shoes) no elevated soles, sandals, or slip-ons.
5. Jewelry – Students should remove all jewelries before participation in PE.
6. Water Bottles – All students are required to bring water bottle to PE class.

## Content Theme

Gross Motor Development	Emotional & Behavioral Self-Regulation	Relationship with others	Cognitive learning
Analyzes movement situations and applies movement concepts in small-sided games/practice tasks.	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).	Engages in PA with responsible interpersonal behavior.	Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses.
Charts and analyzes physical activity outside physical education class for personal fitness and health benefits.	Think ahead about the consequences of choices.	Learn how to communicate clearly and listen actively.	Describes the social benefits gained from participating in physical activity.
Identifies activities that require and/or improve the components of fitness.	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).	Accept others and discover empathy.	Critiques the etiquette involved in rules of various game activities.
Combines traveling with manipulative skills in small- sided games & practice tasks	Analyzes different activity choices for enjoyment and identifies reasons for positive or negative responses.		Compares the health benefits of available physical activity options.
Designs a physical activity routine to enhance personal fitness.			Compares the health benefits of available physical activity options.
			Identifies activities that require and/or improve the components of fitness.

Sample activities			
Basketball	Swimming	Baseball	Movement & Rhythmic
Volleyball	Fitness	Soccer	lead-up games
Table tennis	Jump Rope	Instant activities	