

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Physical Education
Grades 5-6

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate the use of skills in more complex performance situations (e.g., modified versions of team and individual sports, dance and gymnastic sequences). Students use specialized skills in selected sports, outdoor recreation, dance and gymnastic activities (e.g., ultimate frisbee, three-on-three basketball, in-line skating).

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.	<ul style="list-style-type: none"> ● 5-6.PE.1.1.1 Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns. ● 5-6.PE.1.1.2 Demonstrate a variety of skills in complex situations of selected movement forms. ● 5-6.PE.1.1.3 Demonstrate beginning strategies for invasion, wall / net, fielding / striking and target games. 	<ul style="list-style-type: none"> ● “Ultimate Pivot” - activity requires students to perform reverse and forward style of pivot necessary in the game of ultimate Frisbee. Wambat, ReRun, Fitball 	<ul style="list-style-type: none"> ● Frisbees 	

Standard 2: Movement Knowledge

Students use and apply movement concepts and principles to improve performance. Students transfer information between skills, and recognize and use basic offensive and defensive strategies.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	<ul style="list-style-type: none"> ● 5-6.PE.2.1.1 Apply concepts, conditioning and practice principles to improve performance in specific settings and situations. ● 5-6.PE.2.1.2 Transfer information between skills. ● 5-6.PE.2.1.3 Identify and utilizes offensive and defensive strategies in different settings and situations. 	<ul style="list-style-type: none"> ● Floor hockey; 3 v 3 ● Futsol; 3 v 3 ● Team handball 	<ul style="list-style-type: none"> ● Various hockey equipment ● Indoor soccer balls ● Nerf handballs 	

Standard 3: Physically Active Lifestyle

Students participate in and out of class to improve and maintain an active lifestyle utilizing choices that are based on personal interests and capabilities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<ul style="list-style-type: none"> • 5-6.PE.3.1.1 Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.) • 5-6.PE.3.1.2 Recognize physical activity as a positive opportunity for social and group interaction. • 5-6.PE.3.1.3 Seek personally challenging experiences in physical activity. • 5-6.PE.3.1.4 Monitor and assess time spent in physical activities. 	<ul style="list-style-type: none"> • “Log It” - P.E. central website designed to track / journal students level of activity - fitness or sport. • Fitness Training • Pedometer walking 	<ul style="list-style-type: none"> • Digi walkers • Computer or laptop 	

Standard 4: Personal Fitness

Students participate in moderate to vigorous activity in a variety of settings for longer periods of time. Students use health related fitness component information to assess and improve their overall fitness performance.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Achieve and maintain a health enhancing level of fitness.	<ul style="list-style-type: none"> • 5-6.PE.4.1.1 Participate in and monitor moderate to vigorous physical activity in a variety of settings. • 5-6.PE.4.1.2 Modify strategies to achieve personal fitness goals. • 5-6.PE.4.1.3 Work independently with minimal supervision to achieve personal fitness goals. 	<ul style="list-style-type: none"> • Heart rate tracking with step aerobics • Pedometer activity • “Fitness Brochures” - advertise your fitness goals. 	<ul style="list-style-type: none"> • Step boxes • Heart rate monitors • Digi walkers 	

Standard 5: Personal and Social Responsibility

Students follow rules, procedures, safe practices, and utilize their time appropriately. Students demonstrate cooperative skills in competitive and non-competitive activities. Students show respect and seek to know more about the similarities and differences amongst others.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<p>Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p>	<ul style="list-style-type: none"> ● 5-6.PE.5.1.1 Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time. ● 5-6.PE.5.1.2 Work cooperatively in competitive and non-competitive activities. ● 5-6.PE.5.1.3 Respect and recognize the uniqueness and differences of oneself and others. 	<ul style="list-style-type: none"> ● Team fitness centers - teams of student work together to design fitness centers that promote fitness development. *Activity used to promote cross grade interaction. ● Cooperative activities. 	<ul style="list-style-type: none"> ● Ropes ● Scooters ● Mats ● Boxes ● Jump ropes ● Bars ● Cones ● Etc. 	