



HPS Scope & Sequence
K-8 Grade Level Essential Skills
Created: 2009-2011
Published: Fall 2011

Grade Level: 5
Subject: Physical Education

Howell Public Schools (HPS) has studied the work of Dr. Robert Marzano and other educational consultants. In Marzano's book *What Works in Schools: Translating Research into Action*, the author points to the necessity of school districts having a "guaranteed and viable curriculum." Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan's Grade Level Content Expectations (GLCEs), as well as the new national Common Core Standards. The timeline of our Scope & Sequence development is as follows:

2008-09





Small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject "Essential Skills". Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight. These documents were then published in August 2009.

2009-2011

Teachers of the elective classes (Art, Music, Technology, Physical Education, Consumers Science, World Language, etc.) began creating Scope & Sequence documents for their subjects in 2009. The Michigan Department of Education (MDE) did not initially provide standards for most of these subjects, so these teachers looked to national standards as their guide. Later, as time went on, the MDE began releasing K-8 aligned standards that our teachers began incorporating. Finished documents began materializing in the spring of 2011, with a goal of each subject having a Scope & Sequence by the summer of 2012. Please Note: Elective teachers at the elementary see students approximately one day a week, so the Scope & Sequences for these subjects are relatively short compared to secondary elective teachers who see students daily for either a quarter, a semester or a year long experience.

HPS Scope Sequence
5th Grade Physical Education
Created 2/2011






Standard or GLCE #	Standard or GLCE Language	What this means:	S	Time Days	Possible Embedded Assessment(s)	Vocabulary
	Students will				38	

Physical Education Scope and Sequence-5th Grade






Invasion Games

K.IG.05.01	Identify elements of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	Students will be able to understand game play and strategy.	S1	2		game play, strategy
B.PS.05.01	Exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	Students will be able to demonstrate proper sportsmanship.	S1	1		responsibility, best effort, cooperation, compassion
M.IG.05.01	Demonstrate selected use of both on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).	Students will be able to understand game play and strategy.	S1	2		game play, strategy, control

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	Students will					
Physical Education Scope and Sequence-5th Grade						
A.PE.05.01	Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 65% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.	Students participate in motor skills at vigorous levels of intensity	S1	1		participation, effort
B.SB.05.01	Identify benefits of social interaction as part of participation in physical activities in controlled settings	Students will understand the benefits of cooperation in a physical setting.	S1	1		self confidence, self-esteem, teamwork
A.HR.05.02	Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).	Students will be able to participate in a selected physical fitness test.	S2	2		participation, effort

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Physical Education Scope and Sequence-5th Grade

Net/Wall

K.NG.05.01	Identify tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games	Students will be able to understand game play and strategy.	S1	1		strategies, problem solving
B.PS.05.02	Apply behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	Students will be able to demonstrate proper sportsmanship	S1	1		cooperation, best effort, compassion, responsibility
M.NG.05.01	Demonstrate selected solutions to tactical problems, such as maintaining a rally, setting up an attack, (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.	Students will be able to understand game play and strategy.	S1	1		game play, control, strategy
A.AN.05.02	Support body weight while participating in activities that improve physical fitness.	Students will be able to support body weight during physical activities.	S1	1		strength, effort, health

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Rhythmic

K.RA.05.01	Integrate basic rhythmic formations, positions, and steps into a rhythmic activity	Students will be able to move to rhythmical patterns	S2	1		pattern, movement, rhythm
K.ID.05.01	Choose to participate with students of varying skill and fitness levels in dynamic settings.		S2	1		
M.RA.05.01	Demonstrate a sequence of rhythmic patterns traveling along pathways (i.e., circle, zigzag, straight line).	Students will be able to move to rhythmical patterns in different directions	S2	1		pattern, movement, rhythm, direction

Target

K.TG.05.01	Identify tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.	Students will be able to problem solve skills needed during target games .	S1	1		accuracy, distance, direction
M.TG.05.01	Demonstrate selected use of strategies for tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games	Students will be able to problem solve skills needed during target games.	S1	1		accuracy, distance, direction
B.RP.05.01	Identify positive feelings associated with regular participation in physical activities in controlled settings.	Students will feel self worth after participating in physical activity.	S1	1		cooperation, best effort, compassion, responsibility
B.RP.05.02	Choose to regularly practice skills for which improvement is needed in controlled settings.	Students will understand the benefits of practice.	S1	1		responsibility

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Motor Skills

K.MS.05.01	Apply knowledge of movement concepts while performing non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.	Students will be able to demonstrate basic motor skills.	S1	1		fundamental motor skills
M.MS.05.01	Demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.	Students will be able to demonstrate basic motor skills.	S1	1		fundamental motor skills
A.AN.05.02	Support body weight while participating in activities that improve physical fitness.	Students will be able to support body weight during physical activities.	S1	1		strength, effort, health






Striking/Fielding

K.SG.05.01	Identify tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, 5 vs. 5).	Students will be able to identify strategies as they apply to striking/fielding.	S2	1		object control, game play
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Physical Education Scope and Sequence-5th Grade						
M.SG.05.01	Demonstrate use of selected on-the-object tactical movements of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, stationary object, 5 vs. 5).	Students will be able to identify strategies as they apply to striking/fielding.	S2	1		object control, game play
Fitness						
K.HR.05.02	Predict results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).	Students will be able to participate in a selected physical fitness test.	S2	1		health, cardio endurance
K.HR.05.03	Predict results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).	Students will be able to participate in a selected physical fitness test.	S2	1		health, muscular strength/endurance
K.HR.05.04	Predict results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	Students will be able to participate in a selected physical fitness test.	S2	1		health, flexibility






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K.PA.05.01	Explain the effects and benefits of physical activity.	Knowledge of fitness	S2	1		health, fitness
A.PA.05.01	Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 65% of target heart rate) outside of physical education including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.	Students participate in vigorous activities outside of school.	S2	1		vigorous activities, responsibility
A.PE.05.01	Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 65% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.	Students participate in motor skills at vigorous levels of intensity.	S1	1		vigorous activities

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Nutrition and Physical Activity

K.AN.05.01	Describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).	Students will understand the importance of nutrition and physical activity as it relates to a healthy life style.	S2	1		nutrition, health, body structure
K.AN.05.02	Measure the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in controlled settings.	Students will understand the basic functions of their bodies as it relates to exercise.	S2	1		Fitness knowledge
K.AN.05.04	Evaluate how non-manipulative activities promote healthy joint flexibility.	Students understand the importance of stretching.	S2	1		stretching
K.AN.05.03	Evaluate how supporting body weight, while participating in activities, improves physical fitness.	Students understand the importance of how body control improves fitness.	S2	1		Body control

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Outdoors Pursuits

K.OP.05.01	Apply knowledge of elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.	Students will understand the importance of caring for their surrounding.	S2	1		responsibility
K.OP.05.03	Describe the function of clothing and equipment associated with selected outdoor pursuits.	Students will understand the function of clothing and equipment associated with selected outdoor pursuits.	S2	1		responsibility, clothing/equipment
K.OP.05.04	Describe selected safety features of outdoor pursuits.	Students will be able to identify selected safety features.	S2	1		responsibility, safety