

PE Scope and Sequence for Middle School 5th Grade Core Courses

Teachers may adjust length of time that is appropriate to their schedule.
 Teachers may omit units they do not have the proper equipment for.
 Units do not need to be taught in specific order to allow flexibility for space and equipment needs.

Unit Name	Badminton	Baseball/Softball	Basketball	Chasing/Fleeing	Cross Country/ Sprints	Fitness Testing
Suggested Time Frame	1 Week	1 Week	1 Week	2-3 Days	2-3 Days	1 Week
Unit Description	The students will work on their basic backhand and forehand strokes. They will discuss the rules, understand and discuss the differences between singles and doubles.	Students will learn the basic and more advanced rules and situations. This would require bats, baseballs/softballs, helmets, protective catchers gear.	The students will get into the basics of basketball and begin to delve into more advanced concepts such as defensive alignments, full court defense, offensive plays.	This can include tag games, but also games such as capture the flag, flag tag, mission impossible.	There will be practice and discussion over race strategy, how to prepare for race day when it comes to diet and nutrition.	Using the fitnessgram testing model the students should perform all the tests in the fitnessgram.
Priority Standards	S1.E21: Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.	S4.Assesses adherence to rules, etiquette, and fair play of various games and activities.E4	S1.E12: Throws with accuracy, both partners moving S1.E13: Catches with accuracy, both partners moving S1.E14: Dribbling with an implement while showing change of direction, speed and control.	S2.E1: Applies the concept of open spaces to combination skills involving locomotor and non locomotor movements for small groups. (5.a) 5 - Applies the concept of closing spaces in small sided practices. (5.b) 5 - Identify boundaries and apply knowledge to small games. S2.E3: Applies movement concepts to strategy in game situations.	S1.E2: Applies appropriate pacing for a variety of running distances. S5.E2: Analyzes the personal benefits to participating in an activity that is challenging.	S3.E4: List, define, and demonstrates the five components of health related fitness. (5.a) 5 - Identifies the need for warm-up & cool-down relative to various physical activities. (5.b) 5 - Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (5.c) 5 - Identify major muscles. (5.d) 5 - Experience how the muscular and skeletal systems work together to allow movement.
Supporting Standards						
Skills	Pass the ball, set the ball, learn about spiking technique, learn about rotations, learn the rally and side out scoring systems.	Throwing overhand, holding and swinging a bat. Knowing the difference between a force play and needing to tag a runner. The rules of the pitcher's mound.	SWBAT dribble with both hands, show proper shooting form, describe the difference between a zone and man defense.	Fleeing and chasing other players both safely and freely.	Being able to run for the whole distance and also have the ability to have enough energy to finish strongly.	This will work on body strength, cardiovascular health, as well as accountability and partner work.
Academic Vocabulary	Forehand, backhand, volley, overhead	Ball, strike, out, home run, force out.	Dribble, finger pads, screen, roll, pop.	Tag, Flee, chase,	Rabbit, pack, closing kick, pacing.	Curlup, push up, pacer test,

Flag Football	Frisbee	Golf	Health and Nutrition	Hockey	Kickball	Lacrosse
1 Week	1 Week	1 Week	1 Week	1 Week	1 Week	1 Week
This unit will be preparing kids with the information to play games of flag football. This will include throwing the football, catching the football, pass routes, flag usage and rules.	This will be working on throwing a frisbee successfully and then participating in games in order to use their throwing skills.	The students will gain the basics of swinging a variety of golf clubs including the putter. Students will learn the scoring system and terms. Should talk about how "honors" are decided.	This will be reviewing nutrition and health concepts including proper plating, meeting the nutritional groups, how many minutes one should strive for.	The goal is to provide the students with the knowledge and techniques to play games of hockey. Skills should include stick handling, shooting of the puck (forehand and backhand), defense, basic rules.	Depending on equipment and personal preference this could take the place of baseball and softball units.	Learning how to throw with an implement, how to shoot at a goal with an implement. How to defend and strategies of the game.
S1.E11: Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. S1.E13: Catches with reasonable accuracy in dynamic, small-sided games	S1.E10: Throws underhand to a large target with accuracy. S1.E13: Catches with accuracy, both partners moving	S1.E2: Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. S2.E4: Applies skills of alignment in all forms of movement. (5.a) Employs the concept of muscular tension with balance in all forms of movement.	S3.E1: Charts and analyzes physical activity outside physical education class for fitness benefits of activities. S3.E2: Actively engages in all the activities of physical education. S3.E4: List, define, and demonstrates the five components of health related fitness. (5.a) 5 - Identifies the need for warm-up & cool-down relative to various physical activities. (5.b) 5 - Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (5.c) 5 - Identify major muscles. (5.d) 5 - Experience how the muscular and skeletal systems work together to allow movement.	S1.E22: Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. S1.E23: Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).	S1.E12: Throws with reasonable accuracy in dynamic, small modified games S1.E13: Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). S1.E18: Demonstrates mature patterns in kicking and punting in small-sided practice task environments	S1.E11: Throws overhand to large target with accuracy. S1.E13: Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills).
SWBAT throw a ball with accuracy and power enough to get the ball where they need to, they also need to understand how to put on flags and take them off of opponents without penalty, they also need to be able to understand the basic routes in a game of football.	Throwing a frisbee, catching a frisbee.	Swinging a golf club with balance and force. Trying to hit the ball toward a target. Using a putter.	Perform the tasks and be present and take good notes. Also practicing setting up balanced plates from a nutritional standpoint.	Being able to move a puck/ball with control and speed, shooting an implement with accuracy and aim, describe the rules and how they work in game play.	Students will be able to kick a moving ball, throw to the correct base, know which direction to run the bases, know simple rules.	Throwing a ball, catching a ball using a lacrosse stick. Shooting a ball toward a goal.
Laces, spiral, flag guarding, corner, post	Grip, catch, throw.	Par, birdie, eagle, bogey, double bogey, swing plane.	Standard versus metric measurements.	Stick Handle, pass, tape, offside, icing,	1st base, 2nd base, 3rd base, force play, home run, tag	Goal, stick, face-off

Pacer Run	Soccer	Tag Games	Team Handball	Tennis	Volleyball	Plyometrics
2-3 Days	1 Week	2-3 Days	1 Week	1 Week	1 Week	Ongoing
The students will use the fitnessgram cadence. The goal is to work on pacing themselves at an appropriate speed to just make it across the line before the beep.	This unit will cover the basics of soccer, the field dimensions, what is the difference between the goalie and field players, different alignments of players.	Playing tag games which are working on the students ability to flee and dodge in other games.	Students will learn the measurements and dimensions of the court, they will learn to throw and catch well. Then students will progress toward game play.	The students will be able to hit a backhand and forehand ground stroke, hit a forehand and backhand volley, and understand the court lines.	The students will learn to pass, set, learn how to rotate and also rally and side out scoring.	This unit will be working on the students explosiveness and ability to balance on varying heights and degrees of width.

<p>S1.E2: Applies appropriate pacing for a variety of running distances.</p> <p>S3.E6: Perform a nationally recognized, criterion references, health related fitness assessment that includes muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition.</p>	<p>S1.E15: Combines foot dribbling with other skills in 1v1 practice tasks.</p> <p>S1.E16: Passes with the feet using a mature pattern as both partners travel. Receives a pass with the foot using a mature pattern as both partners travel.</p> <p>S1.E18: Demonstrates mature patterns in kicking and punting in small-sided practice task environments.</p>	<p>S1.E1: Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.</p> <p>S1.E8: Performs curling, twisting & stretching actions with correct application in dance, gymnastics, and small modified games in game environments.</p>	<p>S1.E11: Throws overhead using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects.</p> <p>S1.E12: Throws with reasonable accuracy in dynamic, small modified games</p> <p>S1.E13: Catches with reasonable accuracy in dynamic, small-sided games.</p>	<p>S1.E2: Applies appropriate pacing for a variety of running distances.</p> <p>S1.E21: Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.</p>	<p>S1.E20: Volleys a ball using a mature two-hand overhead pattern sending it upward to a target.</p> <p>S2.E5: Recognizes the type of throw, volley or striking action needed for different games and sports situations.</p>	<p>S1.E3: Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small modified games and games environments.</p> <p>S1.E6: Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.</p> <p>S2.E4: Applies skills of alignment in all forms of movement. (5.a) 5 - Employs the concept of muscular tension with balance in all forms of movement. (5.b)</p>
<p>Pacing themselves appropriately, making sure to run fast enough not to miss the buzzer.</p>	<p>Kicking with accuracy both in shooting and passing, the ability to dribble with control while keeping it close to ones body, describing the reasons for one formation over another.</p>	<p>The ability to flee from a tagger. The ability to catch and tag other players. Basics of using different strategies and tactics.</p>	<p>Students will need to throw and catch to both teammates and the goal.</p>	<p>The students will be able to hit a backhand and forehand ground stroke, hit a forehand and backhand volley, and understand the court lines.</p>	<p>The students will need to learn to underhand pass, overhead set, proper spiking footwork.</p>	<p>Jumping to a block or pad that is specific distances off the ground.</p> <p>Maintaining balance while using explosive movements.</p> <p>Playing "Floor is Lava" with multiple objects and colors that the students are needing to navigate without touching the "Lava" (floor)</p>
<p>Pace, sprint, cardiovascular endurance</p>	<p>Instep, juggle, trap, dribble, shot on goal.</p>	<p>Tag, flee,</p>	<p>Crease, goal, offside</p>	<p>Forehand, backhand, volley, singles, doubles.</p>	<p>Pass, set, rotate, service.</p>	<p>Explosion, Muscular tension, quick twitch muscles, stabilization</p>