

**Jemez Valley Public Schools**  
**FIFTH GRADE PHYSICAL EDUCATION • CONTENT MAP**

| Quadrant I  | Quadrant II   | Quadrant III  | Quadrant IV   |
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| <b>5 Content Map</b>  |   |   |   |
| <b>Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms</b>   |   |   |   |
| <p>Using basic team sport skills students will reproduce sequences of combined skills in practice situations and modified games. (year long)</p> <p>Using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities. (year long)</p> <p>Basketball: pivot and shoot, receive a pass, dribble.</p>   | <p>Tennis/Racquet: stance, grip, serve, return-forehand, backhand.</p> <p>Soccer: receive and control, dribble and shoot</p>          | <p>Soccer: receive and control, dribble and shoot.</p> <p>Aerobic: in rhythm, high step, squat step, boxes, grapevine, low march</p> <p>Baseball/softball: run and slide, catch and throw.</p>  | <p>Baseball/softball: run and slide, catch and throw.</p>   |
| <div style="border: 1px solid black; padding: 5px;"> <p>For team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space.</p> <p>For dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of foot work, court position,</p> </div> |   |   |   |
| Quadrant I  | Quadrant II   | Quadrant III  | Quadrant IV   |
| <b>5 Content Map</b>  |   |   |   |
| <b>Standard II: Applies movement concepts and principles to the learning and development of motor skills.</b>   |   |   |   |
| <p>Dribbling without opposition. –basketball</p>  | <p>Describe how changing efforts affects the outcome of a sport skill (smash vs lob, lay up vs 3-point, long distance vs sprint).</p> | <p>Apply knowledge of results to correct and improve future performance. (through May) Identify movement patterns through observation.</p> <p>Dribbling without opposition- soccer. Identify movement patterns through observation.</p> <p>Dribbling with opposition – soccer.</p> <p>Identify movement patterns through observation.</p> | <p>Demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e. self-analysis and peer observation)</p> <p>Use increasingly complex skills and movements to achieve the desired level of motor skill and performances.</p> |
| Quadrant I  | Quadrant II   | Quadrant III  | Quadrant IV   |
| <b>5 Content Map</b>  |   |   |   |
| <b>Standard III: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>  |   |   |   |
| <p>Introduce physical activities that improve or maintain fitness components such as muscular strength, endurance, flexibility, cardiovascular, body composition)</p> <p>Introduce and set personal fitness goals.</p> <p>Choose physical activities with intent to improve or maintain each of the following health related components: muscular strength, endurance,</p>  | <p>Recognize the difference between anaerobic and aerobic fitness activities.</p>   | <p>List and describe the benefits of setting personal fitness goals.</p> <p>Learn to take heart rate.</p> <p>Explain "target heart rate zone."</p> <p>Maintain heart rate within the target heart rate zone. (through May)</p>  | <p>Comprehend the benefits of physical activity (i.e. differentiate inactive versus active lifestyles, outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.)</p>  |

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| flexibility, cardiovascular, body composition.  |   | Introduce health risks associated with in inactive lifestyle.  |   |
| Monitor personal fitness goals. (through December)  |   |  |   |
| Define anaerobic and aerobic fitness activities.  |   |  |   |
| <b>Quadrant I</b>   | <b>Quadrant II</b>  | <b>Quadrant III</b>  | <b>Quadrant IV</b>                                  |
| <b>5 Content Map</b>  |   |  |   |
| <b>Standard IV: Achieves and maintains a health enhancing level of physical fitness.</b>  |   |  |   |
| Engage in appropriate physical activity that results in the development of cardiovascular endurance. (year long)                          | Stretch before and after strenuous workouts.  | Select appropriate fitness activities that require muscular strength and muscular endurance. (through May) | Explain the benefits of a healthy body composition. |
| Stretch before and after strenuous workouts.  | Comprehend the benefits of flexibility.   | Comprehend personal fitness data and recognizes individual strengths and weaknesses.                       |   |
|   |   | Choose appropriate physical activities to maintain and or improve strengths and weaknesses.                |   |
|   |   | Identify the components of a fitness program and applies them to personal fitness plans.                   |   |
| <b>Quadrant I</b>   | <b>Quadrant II</b>  | <b>Quadrant III</b>  | <b>Quadrant IV</b>                                  |
| <b>3-4 Content Map</b>  |   |  |   |
| <b>Standard V: Demonstrates responsible personal and social behavior in physical activity settings.</b>                                   |   |  |   |
| Introduce PE classroom and general activity rules.  | Accept responsibility for own actions and modifies behaviors accordingly. (year long) | Introduce bullying and sexual harassment situations.   | Analyze cause and effect during physical activities |
| Introduce proper use of equipment.  | Identify positive choices in a variety of physical education settings. (year long)    | List coping skills for dealing with negative behaviors.  |   |
| Wear appropriate activity attire properly. (year long)  | Identify and list components of sportsmanship.  | Introduce appropriate responses to bullying and sexual harassment.   |   |
| Participate positively in team building/cooperative activities. (year long)   | Explain different styles of leadership skills. (year long)                            | Introduce appropriate problem-solving techniques to handle conflict.                                       |   |
| Apply listening skills. (year long)   | Recognize and ignore poor behavior choices of peers. (year long)                      | Identify a bullying situation and responds appropriately.  |   |
| Demonstrate the importance of positive attitudes (year long)  | Demonstrate ability to apply concepts of good sportsmanship.                          | Identify a sexual harassment situation and responds appropriately.   |   |
| Follow general classroom and specific activity rules. (year long)   |   | When in conflict, use appropriate problem-solving techniques.  |   |
| Use equipment appropriately. (year long)  |   |  |   |
| Introduce emergency procedures.   |   |  |   |
| Introduce making positive choices including no teasing, name calling, using positive language, following rules and identify poor choices. |   |  |   |

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| Explain what it means to be a good team player. (year long)   |                    |                     |                    |
| Follow established emergency procedures. (year long)  |                    |                     |                    |
| Reinforce making positive choices including no teasing, name calling, using positive language, following rules. |                    |                     |                    |
| Explain basic aspects of cooperative activities. (year long)  |                    |                     |                    |
| <b>Quadrant I</b>   | <b>Quadrant II</b> | <b>Quadrant III</b> | <b>Quadrant IV</b> |

| 3-4 Content Map  |  |  |   |
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| Standard VI: Demonstrates understanding and respect for differences among people in physical activity settings |  |  |   |
|  | Participate in games or activities in which handicapping conditions are simulated.<br><br>Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities. | Understand the need for game modifications to allow persons with special needs to participate.<br><br>Describe the social dynamics that occur when peers participate in cooperative activities.<br><br>Initiate discussion of media influences on behavior choices.<br><br>Introduce sports and dance of many cultures.<br><br>Describe how media influences our consumer choices and persona/physical self-concept. | Distinguish the differences between cultures and their "native" sports or activities.<br><br>Describe differences between healthy bodies and media-generated bodies.<br><br>Explain the role of games, sports and dance in getting to know and understand various cultures.<br><br>Produce a media advertisement that promotes the benefits of an active and healthy lifestyle. |
| <b>Quadrant I</b>  | <b>Quadrant II</b>   | <b>Quadrant III</b>  | <b>Quadrant IV</b>  |

| 3-4 Content Map   |  |   |   |
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| Standard VII: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. |  |   |   |
| Choose to participate consistently in games, sports, dance and outdoor activities based on individual interests and capabilities.         | Share feelings of satisfaction felt as a result of physical activity.                      | Identify a variety of physical activities that will provide satisfaction and lead to continued participation. | Distinguish the differences between cultures and their "native" sports or activities.                   |
| Exhibit appropriate protocol during dance, fine arts or other physical activity events.   | Identify and describe personal feelings resulting from participation in physical activity. | Identify benefits of participating in physical activities throughout lifetime.                                | Describe differences between healthy bodies and media-generated bodies.                                 |
| Exhibit appropriate protocol during dance, fine arts or other physical activity events.   | Identify basic ideals of fair play, acceptance of rules and group communication.           | Show a desire to improve one's own physical ability, fitness level and performance.                           | Appreciate the challenging aspects of competition with self and others.                                 |
| Identify opportunities in school and community that allow for regular participation in physical activity.                                 |  | Demonstrate aesthetic appreciation of skilled movement of the body.   | Identify and use a variety of physical activities and movements used to communicate ideas and feelings. |
| <b>Quadrant I</b>   | <b>Quadrant II</b>   | <b>Quadrant III</b>   | <b>Quadrant IV</b>  |