

Date	Unit	Grade 5 Outcome
Sept 5-14	Cooperative Games  Essential Question: <b>HOW CAN I BE A GOOD TEAMMATE?</b>	<p>K.3.5.A.3 →K.3.2.A.3 <b>Identify the reasons for appropriate clothing and footwear for participation in physical activity</b> (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewelry for physical activities; personal hygiene...).</p> <p>K.1.5.B.1 <b>Identify personal and controllable factors</b> (i.e., time, effort, interest, attitude, good practice habits) <b>that may affect movement skill development.</b></p> <p>K.4.5.A.1 <b>Identify how one's self-concept and feelings are affected by others</b> (e.g., praise/success/ encouragement build confidence, ridicule/insults hurt feelings...).</p> <p>K.4.5.A.2a <b>Identify ways of setting group goals</b> (e.g., by consensus, by arbitrary decision, by taking turns...) <b>for cooperative learning and team building.</b></p> <p>K.4.5.A.2b <b>Describe the importance of self-regulation and taking responsibility for one's own actions</b> (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) <b>for personal success.</b></p> <p>S.1.5.B.2 <b>Combine selected movement skills</b> (e.g., extensions, variations...) <b>in a variety of group/team activities/games, including innovative activities</b> (e.g., modified soccer, cooperative challenges...).</p>
Sept 18-28	Fitness Playground Games	<p>S.4.5.A.2 <b>Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.</b></p> <p>K.1.5.B.3b <b>Show an understanding of the terms that describe the action of the muscles and joints</b> (e.g., flexion, extension, rotation...).</p> <p>S.1.5.C.1 →S.1.4.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., striking a ball with the hand and/or implement, balancing...) <b>in outdoor activities on the school grounds and/or special events</b> (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games...).</p> <p>K.2.5.A.1 <b>Identify health- related fitness components</b> (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) <b>and one example of an appropriate exercise/ activity for each component</b> (e.g., skip rope for cardiovascular endurance development...).</p> <p>K.2.5.C.1b <b>Describe the effects of aerobic activities and inactivity on the cardiovascular system</b> (i.e., lower/raised resting heart rate, increased/decreased heart size, increased/decreased stroke volume).</p>

		<p>K.2.5.C.3 <b>Show an understanding that stretching exercises for the major muscle groups should be held for a minimum length of time to be effective</b> (e.g., as long as a stretch feels comfortable, which is usually 10 to 30 seconds with three to five repetitions...).</p> <p>K.3.5.A.2 <b>Show an understanding of safe stretching technique</b> (e.g., sustained rather than "bounce" stretching, proper body alignment, keeping within the joints' normal range of motion...) <b>of selected exercises</b> (e.g., calf stretch, modified hurdle stretch, arm circles...) <b>in warm-up and cool-down routines.</b></p> <p>S.2.5.A.1a <b>Demonstrate correct execution of exercises</b> (e.g., keeping body straight for push-ups, keeping legs bent for curl-ups...) <b>designed to improve and maintain personal fitness associated with health-related fitness components.</b></p> <p>S.2.5.A.1b <b>Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.</b></p> <p>S.2.5.A.3a →S.2.4.A.3a <b>Determine own performance level for health-related fitness components</b> (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), <b>using simple tests or tasks</b> (e.g., sit and reach, modified curl-up, 1600-metre run...).</p> <p>S.2.5.A.3b <b>Compare own fitness results and physical activity participation over a period of time</b> (e.g., beginning, middle, end of school year...) <b>to check and revise personal goals.</b></p> <p>K.3.5.A.5a <b>Show an understanding of potential safety risks related to environments for selected alternative pursuits</b> (e.g., jogging, cycling, tobogganing/ sliding, snowboarding, skiing, in-line skating...).</p>
<p>Oct 1-11</p>	<p>Net/Wall Spike Ball</p>	<p>K.1.5.B.3d <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3 <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.1 <b>Combine selected movement skills</b> (i.e., extensions or variations of basic movement skills) <b>in a variety of individual and dual-type lead-up activities/games, including innovative activities</b> (e.g., rallying, two-on-two activities...).</p>
<p>Oct 15-26</p>	<p>Net/Wall Volleyball</p>	<p>K.1.5.B.3d <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3 <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p>

		<p>S.1.5.B.2 <b>Combine selected movement skills</b> (e.g., extensions, variations...) <b>in a variety of group/team activities/games, including innovative activities</b> (e.g., modified soccer, cooperative challenges...).</p>
Oct 29-31	Halloween & Fitness	<p>S.1.5.C.1 →S.1.4.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., striking a ball with the hand and/or implement, balancing...) <b>in outdoor activities on the school grounds and/or special events</b> (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games...).</p> <p>K.3.5.A.5a <b>Show an understanding of potential safety risks related to environments for selected alternative pursuits</b> (e.g., jogging, cycling, tobogganing/ sliding, snowboarding, skiing, in-line skating...).</p>
Nov 1-14	Gymnastics Make Up Routines	<p>S.4.5.A.1 <b>Use a goal-setting process to set and monitor progress for a group goal</b> (e.g., project work, gymnastic routine, prediction run...).</p> <p>K.1.5.B.2 <b>Identify biomechanical concepts for controlled movement, including balance activities</b> (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support).</p> <p>K.1.5.B.3a <b>Design movement sequences that show contrast in levels, planes, pathways, and directions</b> (e.g., gymnastic floor exercise routine...).</p> <p>K.1.5.B.3c <b>Recognize the qualities of effort</b> (e.g., force, time, flow...) <b>in a movement sequence performed with others</b> (e.g., Inuit partner activities...).</p> <p>S.1.5.A.3 <b>Demonstrate static balance showing different body shapes</b> (e.g., tuck, straddle, pike, straight...), <b>applying mechanical principles</b> (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support), <b>using a variety of equipment</b> (e.g., mats, balance boards, skates, scooters...).</p> <p>S.1.5.D.2 <b>Demonstrate functional use of combining two or more selected movement skills and applying movement concepts</b> (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) <b>in gymnastic-type sequences/routines</b> (e.g., ball gymnastics, stuntastics, pyramids, creative hand apparatus...).</p>
Nov 15,16,19	Fitness	<p>S.2.5.A.1a <b>Demonstrate correct execution of exercises</b> (e.g., keeping body straight for push-ups, keeping legs bent for curl-ups...) <b>designed to improve and maintain personal fitness associated with health-related fitness components.</b></p> <p>S.2.5.A.1b <b>Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.</b></p>

Nov 20-30	Jungle Gym Obstacle Course	<p>S.1.5.A.3 <b>Demonstrate static balance showing different body shapes</b> (e.g., tuck, straddle, pike, straight...), <b>applying mechanical principles</b> (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support), <b>using a variety of equipment</b> (e.g., mats, balance boards, skates, scooters...).</p> <p>K.3.5.A.5a <b>Show an understanding of potential safety risks related to environments for selected alternative pursuits</b> (e.g., jogging, cycling, tobogganing/ sliding, snowboarding, skiing, in-line skating...).</p>
Dec 3-14	Target Games Curling	<p>K.1.5.B.3d <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3 <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.1 <b>Combine selected movement skills</b> (i.e., extensions or variations of basic movement skills) <b>in a variety of individual and dual-type lead-up activities/games, including innovative activities</b> (e.g., rallying, two-on-two activities...).</p>
Dec 17-21	Outdoor Ed	<p>S.1.5.C.1 →S.1.4.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., striking a ball with the hand and/or implement, balancing...) <b>in outdoor activities on the school grounds and/or special events</b> (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games...).</p> <p>K.3.5.A.5a <b>Show an understanding of potential safety risks related to environments for selected alternative pursuits</b> (e.g., jogging, cycling, tobogganing/ sliding, snowboarding, skiing, in-line skating...).</p>
Jan 7-31	Territory Invasion Games Ultimate Basketball Soccer Floor Hockey	<p>K.1.5.B.3d <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3 <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.2 <b>Combine selected movement skills</b> (e.g., extensions, variations...) <b>in a variety of group/team activities/games, including innovative activities</b> (e.g., modified soccer, cooperative challenges...).</p>
Feb 4-15	Jump Rope Fitness	<p>K.2.5.B.1 <b>Identify the fitness benefits</b> (i.e., muscle and bone development, decreased susceptibility to stress, positive self-esteem, faster heart-rate recovery) <b>of moderate to vigorous fitness-type activities over time.</b></p>

		<p>K.2.5.C.1a <b>Recognize the terms associated with the function of the cardiovascular system</b> (i.e., resting heart rate, maximum heart rate, target heart rate, blood pressure, and recovery heart rate) <b>in the context of exercise and physical activity.</b></p> <p>S.2.5.A.2 <b>Demonstrate use of short-cut methods</b> (e.g., 6-second count x 10; 10-second count x 6...) <b>and/or technology</b> (e.g., heart-rate monitors...) <b>for monitoring heart-rate counts before, during, and after activities, and relate to target heart-rate zones</b> (e.g., general health, basic fitness, healthy heart...).</p> <p>S.2.5.A.3b <b>Compare own fitness results and physical activity participation over a period of time</b> (e.g., beginning, middle, end of school year...) <b>to check and revise personal goals.</b></p> <p>S.4.5.A.2 <b>Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.</b></p> <p>S.4.5.A.1 <b>Use a goal-setting process to set and monitor progress for a group goal</b> (e.g., project work, gymnastic routine, prediction run...).</p> <p>K.1.5.B.3b <b>Show an understanding of the terms that describe the action of the muscles and joints</b> (e.g., flexion, extension, rotation...).</p> <p>K.1.5.B.3c <b>Recognize the qualities of effort</b> (e.g., force, time, flow...) <b>in a movement sequence performed with others</b> (e.g., Inuit partner activities...).</p> <p>S.1.5.B.1 <b>Combine selected movement skills</b> (i.e., extensions or variations of basic movement skills) <b>in a variety of individual and dual-type lead-up activities/games, including innovative activities</b> (e.g., rallying, two-on-two activities...).</p> <p>S.1.5.D.1 <b>Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences</b> (e.g., aerobics, jump rope, creative dance, folk dances...), <b>showing two or more different styles/traditions.</b></p>
<p>Feb 19-Mar 1</p>	<p>Target Games</p>	<p>K.1.5.B.3d <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3 <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.1 <b>Combine selected movement skills</b> (i.e., extensions or variations of basic movement skills) <b>in a variety of individual and dual-type lead-up activities/games, including innovative activities</b> (e.g., rallying, two-on-two activities...).</p>

		<p>S.1.5.B.2  <b>Combine selected movement skills</b> (e.g., extensions, variations...) <b>in a variety of group/team activities/games, including innovative activities</b> (e.g., modified soccer, cooperative challenges...).</p>
Mar 4 - 22	<p><b>Striking Games</b></p> <ul style="list-style-type: none"> <li>• Gaga Ball</li> <li>• Kan Jam</li> </ul> <p><b>Net Games</b></p> <ul style="list-style-type: none"> <li>• Table Ball</li> <li>• Ping Pong</li> </ul>	<p>K.4.5.B.1b  <b>Recognize the role of activities and events</b> (e.g., games, sports, dances, social events, cultural events...) <b>in getting to know and understand others of similar and different cultures.</b></p> <p>K.1.5.B.3d  <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3  <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.1  <b>Combine selected movement skills</b> (i.e., extensions or variations of basic movement skills) <b>in a variety of individual and dual-type lead-up activities/games, including innovative activities</b> (e.g., rallying, two-on-two activities...).</p>
Apr 1-12	<p><b>Net/Wall</b>  <b>Badminton</b></p>	<p>K.1.5.B.3d  <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3  <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.1  <b>Combine selected movement skills</b> (i.e., extensions or variations of basic movement skills) <b>in a variety of individual and dual-type lead-up activities/games, including innovative activities</b> (e.g., rallying, two-on-two activities...).</p>
Apr 15-25	<p><b>Territory/Invasion</b></p> <ul style="list-style-type: none"> <li>• Team handball</li> <li>• Steal the Ring</li> <li>• Scooter Waterpolo</li> </ul>	<p>K.1.5.B.3d  <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3  <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.2  <b>Combine selected movement skills</b> (e.g., extensions, variations...) <b>in a variety of group/team activities/games, including innovative activities</b> (e.g., modified soccer, cooperative challenges...).</p>
Apr 29-May10	<p><b>Track and Field</b></p>	<p>S.1.5.B.1  <b>Combine selected movement skills</b> (i.e., extensions or variations of basic movement skills) <b>in a variety of individual and dual-type lead-up activities/games, including innovative activities</b> (e.g., rallying, two-on-two activities...).</p>

		<p>S.1.5.C.1 →S.1.4.C.1 <b>Demonstrate functional use of basic movement skills</b> (e.g., striking a ball with the hand and/or implement, balancing...) <b>in outdoor activities on the school grounds and/or special events</b> (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games...).</p>
May 13-31	Dance Fitness	<p>K.2.5.C.2 <b>Show an understanding of the factors</b> (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) <b>affecting personal fitness development.</b></p> <p>K.2.5.C.4 <b>Determine the intrinsic</b> (e.g., enjoyment, enhanced health, level of success, increased energy level, affiliation...) <b>and extrinsic</b> (e.g., awards, media, sport heroes, family, peers...) <b>factors that motivate participation for fitness development.</b></p> <p>S.2.5.A.3a →S.2.4.A.3a <b>Determine own performance level for health-related fitness components</b> (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), <b>using simple tests or tasks</b> (e.g., sit and reach, modified curl-up, 1600-metre run...).</p> <p>S.2.5.A.3b <b>Compare own fitness results and physical activity participation over a period of time</b> (e.g., beginning, middle, end of school year...) <b>to check and revise personal goals.</b></p> <p>S.4.5.A.2 <b>Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.</b></p> <p>S.4.5.A.1 <b>Use a goal-setting process to set and monitor progress for a group goal</b> (e.g., project work, gymnastic routine, prediction run...).</p> <p>K.1.5.B.2 <b>Identify biomechanical concepts for controlled movement, including balance activities</b> (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support).</p> <p>K.1.5.B.3a <b>Design movement sequences that show contrast in levels, planes, pathways, and directions</b> (e.g., gymnastic floor exercise routine...).</p> <p>K.1.5.B.3b <b>Show an understanding of the terms that describe the action of the muscles and joints</b> (e.g., flexion, extension, rotation...).</p> <p>K.1.5.B.3c <b>Recognize the qualities of effort</b> (e.g., force, time, flow...) <b>in a movement sequence performed with others</b> (e.g., Inuit partner activities...).</p> <p>S.1.5.D.1 <b>Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences</b> (e.g., aerobics, jump rope, creative dance, folk dances...), <b>showing two or more different styles/traditions.</b></p>

<p>June 3-13</p>	<p><b>Striking &amp; Fielding</b></p> <ul style="list-style-type: none"> <li>• Baseball type games</li> <li>• Cricket</li> <li>• Belly Ball</li> </ul>	<p>K.4.5.B.1b  <b>Recognize the role of activities and events</b> (e.g., games, sports, dances, social events, cultural events...) <b>in getting to know and understand others of similar and different cultures.</b></p> <p>K.1.5.B.3d  <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3  <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.2  <b>Combine selected movement skills</b> (e.g., extensions, variations...) <b>in a variety of group/team activities/games, including innovative activities</b> (e.g., modified soccer, cooperative challenges...).</p>
<p>June 17-27</p>	<p><b>Outdoor Games</b></p> <ul style="list-style-type: none"> <li>• soccer</li> </ul>	<p>K.1.5.B.3d  <b>Describe the concept of relationships as it applies to a moving object and/or person</b> (e.g., passing a ball in front of a person while running...).</p> <p>K.1.5.C.3  <b>Determine effective game strategies in group activities using a problem-solving approach</b> (e.g., devise an attacking and a defending strategy in a mass participation game...).</p> <p>S.1.5.B.2  <b>Combine selected movement skills</b> (e.g., extensions, variations...) <b>in a variety of group/team activities/games, including innovative activities</b> (e.g., modified soccer, cooperative challenges...).</p>

**Continual**

**Grade 5**

K.1.5.A.1

**Detect, analyze, and correct errors in personal movement patterns** (i.e., transport, manipulation, and balance skills).

S.4.5.A.3

**Demonstrate functional use of interpersonal skills** (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) **for getting along with others in making group decisions while participating in class activities.**

K.1.5.C.1

**Apply the rules of lead-up games** (i.e., low-organized games of own design) **while participating and/or officiating.**

K.1.5.C.2

**Use the general terminology** (e.g., offence, defense, crease, pacing...) **associated with lead-up games and activities.**

S.1.5.A.1

**Perform transport skills for control, applying mechanical principles** (e.g., angle of projection, gravity, absorption...) **while travelling alone and/or with others, with or without obstacles.**

S.1.5.A.2

**Perform manipulation skills for control** (e.g., hand dribbling and foot dribbling a ball for maintaining control...), **applying mechanical principles** (e.g., body alignment, application of force, addition of forces...) **while travelling alone and/or with others.**

S.1.5.B.3

**Perform simple officiating duties** (e.g., refereeing, scorekeeping, timekeeping, making line calls for "out of bounds"...) **in class physical activities.**

S.3.5.A.1

→S.3.4.A.1 **Follow set rules and routines for safe participation and use of equipment in selected physical activities** (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).

K.3.5.A.1

**Show an understanding of safe practices** (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) **when helping others while practising in regular or modified physical activities.**

K.1.5.C.4

**Show an understanding of teamwork and fair play while participating in different physical activities** (e.g., suggest rule changes to improve fairness of the game...).

## **Solution Station**

### Grade 5

K.4.5.A.2b

**Describe the importance of self-regulation and taking responsibility for one's own actions** (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) **for personal success.**

K.4.5.B.2a

**Review verbal and non-verbal behaviours that help** (e.g., listening, keeping secrets, smiling...) **and hinder** (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) **communication for building positive relationships.**

K.4.5.B.3c

**Show an understanding of the steps in a conflict-resolution process** (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness) **and conflict-resolution strategies** (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) **to negotiate disputes and de-escalate conflicts.**

S.4.5.A.4

**Demonstrate ways** (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) **to turn conflict into a win-win situation in different case scenarios** (e.g., disagreement with a friend or classmate...).