

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

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

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

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

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

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

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

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