

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCES	Subject: Physical Education	Grade: Fifth Grade
<b>Benchmark Assessment 1</b>		
Instructional Timeline: 201608-201610 (1 <sup>ST</sup> Nine Weeks)		
Topic(s): Establish Rules/Procedures, Physical & Social Benefits, Fire & Home Safety		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><b><u>Rules/Procedures</u></b></p> <p><b><u>PL-5-PW-S-SMEM1:</u></b> demonstrate social interaction skills</p> <p><b><u>PL-5-PW-S-SMEM:</u></b> demonstrate the ability to apply a decision-making process to solve health issues and health problems</p> <p><b><u>PL-5-LPW-U-4:</u></b> rules impact the effective participation in physical activities.</p> <hr/> <p><b><u>Spatial/Motor movements</u></b></p> <p><b><u>PL-5-PS-U:</u></b> Students will get an understanding of different movement concepts.</p> <p><b><u>PL-5-PS-S:</u></b> Students will understand the different skills and concepts of movement.</p>	<ul style="list-style-type: none"> <li>I can relate to how rules and procedures help me to have a healthy lifestyle.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>I can understand how spatial awareness and motor movements can help me to be better at sports and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Rules</li> <li>Procedures</li> <li>Behavior</li> <li>Choices</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Motor Movement,</li> <li>Spatial</li> <li>Locomotor</li> <li>Non-Locomotor</li> <li>Pathway</li> <li>Personal Space</li> <li>General Space</li> </ul>

<p><b><u>Physical/Social Benefits of PE</u></b></p> <p><b><u>PL-5-PW-U:</u></b> Students will understand the Physical and Social Benefits of personal wellness.</p> <p><b><u>PL-5-PW-S-PPH:</u></b> Students will understand Personal and Physical Health.</p> <p><b><u>PL-5-PW-S-GD:</u></b> Students will get an understanding of growth and development.</p> <p><b><u>PL-5-PW-SMEH:</u></b> Students will get an understanding of Social, Mental and Emotional Health.</p>	<ul style="list-style-type: none"> <li>• I can relate to how physical activity can help me to have a better understanding of physical/social benefits of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• Kindness</li> <li>• Attitude</li> <li>• Relationship</li> <li>• Interaction</li> <li>• Collaboratively</li> <li>• Feelings, Angry</li> </ul>
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School: CCES	Subject: Physical Education	Grade: Fifth Grade
<b>Benchmark Assessment 2</b>		
Instructional Timeline: 201610-201612 (2 <sup>ND</sup> Weeks)		
Topic(s): Components of Fitness, Sportsmanship, Components for Improving Sports Skills		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><b><u>Components of Fitness:</u></b></p> <p><b><u>PL-5-LPW-U:</u></b> Students will get an understanding of Lifetime Physical Wellness.</p> <p><b><u>PL-5-LPW-S:</u></b> Students will understand the skills and concepts of Physical Wellness.</p>	<ul style="list-style-type: none"> <li>I can relate to how Components of Fitness will help me to have a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Speed</li> <li>Agility</li> <li>Balance</li> <li>Coordination</li> <li>Reaction Time</li> <li>Power</li> <li>Cardiovascular Fitness</li> <li>Body Composition</li> <li>Flexibility</li> <li>Muscular Endurance</li> <li>Muscular Strength</li> </ul>
<p><b><u>Sportsmanship:</u></b></p> <p><b><u>PL-5-LPW-S-9:</u></b> Students will demonstrate appropriate behaviors of sportsmanship, cooperation, teamwork and conflict resolution in physical</p>	<ul style="list-style-type: none"> <li>I can understand how showing good sportsmanship when playing sports and activities will help me have a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Sportsmanship</li> <li>Participation</li> <li>Spectator</li> <li>Courage</li> <li>Maturity</li> </ul>

<p>activity settings.</p> <p><b>PL-5-LPW-S-10:</b> Students explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.</p> <p><b>PL-5-LPW-S-12:</b> Students explain the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time) as it relates to fitness.</p>		<ul style="list-style-type: none"> <li>• Opponents</li> <li>• Humiliating</li> <li>• Compliment</li> <li>• Emotions</li> </ul>
<p><b>Components for Improving Skills</b></p> <p>PL-5-LWP-S: Students will get an understanding of skills and concepts for physical wellness.</p>	<ul style="list-style-type: none"> <li>• I can relate to how Components for Improving Skills will help me to be better at sports and activities allowing me to have a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress</li> <li>• Per Pressure</li> <li>• Emotions</li> <li>• Feelings,</li> <li>• Throwing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Passing</li> <li>• Shooting</li> <li>• Kicking</li> <li>• Spiking,</li> </ul>



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School: CCES	Subject: Physical Education	Grade: Fifth Grade
<b>Benchmark Assessment 3</b>		
Instructional Timeline: 201701-201703 (3 <sup>RD</sup> Nine Weeks)		
Topic(s): Behavior Choices, Healthy Hearts, Nutrition		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><b><u>Behavior Choices:</u></b></p> <p><b><u>PL-5-PW-S-ATOD:</u></b> Students will demonstrate an understanding of the use and misuse of alcohol, tobacco and other drug.</p> <p><b><u>PL-5-PW-S-DP:</u></b> Students will demonstrate an understanding of how to prevent against diseases.</p>	<ul style="list-style-type: none"> <li>I can relate to how making the right behavior choices will help me to have a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Behavior</li> <li>Emotion</li> <li>Communication</li> <li>Expression</li> <li>Confidence</li> <li>Stress</li> <li>Angry</li> <li>Influence</li> <li>Choices</li> <li>Consequences</li> <li>Courage</li> <li>Cooperation</li> <li>Responsibility</li> <li>Empathy</li> <li>Honesty</li> <li>Disease</li> <li>Drugs</li> </ul>
<p><b><u>Healthy Hearts:</u></b></p> <p><b><u>PL-5-PW-S-DP3:</u></b> Students will demonstrate an understanding of how to maintain a healthy body by.</p>	<ul style="list-style-type: none"> <li>I can relate to how physical exercise can help me to have a healthy heart and lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Heart</li> <li>Blood vessels</li> <li>Blood, lungs</li> <li>Drugs</li> <li>Circulatory System</li> <li>Aorta</li> </ul>

<p><b>PL-5-LWP-S-3:</b> Students will identify and explain health benefits that result from regular participation in physical activity.</p> <p><b>PL-5-LWP-S-13:</b> Students will identify lifetime physical activities (e.g., biking, swimming) that meet requirements for improving fitness.</p>		<ul style="list-style-type: none"> <li>• Atrium</li> <li>• Valves</li> <li>• Veins</li> <li>• Arteries</li> <li>• Capillaries</li> </ul>
<p><b>Nutrition:</b></p> <p><b>PL-5-N-U:</b> Students will get an understanding how Nutrition works for the body.</p> <p><b>PL-5-N-S:</b> Students will understand the skills and concepts within Nutrition.</p>	<ul style="list-style-type: none"> <li>• I can understand how eating the correct foods and exercising each day can help me have a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Food Pyramid</li> <li>• Vitamins</li> <li>• Nutrients</li> <li>• Food Labels</li> <li>• Proteins</li> <li>• Calcium</li> </ul>



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School: CCES	Subject: Physical Education	Grade: Fifth Grade
<b>Benchmark Assessment 4</b>		
Instructional Timeline: 2017003-201705 (4 <sup>TH</sup> Nine Weeks)		
Topic(s): Dance Concepts, Review Concepts, Sports Activities		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><b><u>Dance Concepts:</u></b></p> <p><b><u>PL-5-PS-U-2:</u></b> movement concepts, principles and strategies apply to the learning and performance of physical activities.</p> <p><b><u>PL-5-PS-S-2:</u></b> use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities.</p> <p><b><u>PL-5-PS-S-5:</u></b> demonstrate and explain how movement patterns are influenced by space, force and time.</p> <p><b><u>PL-5-LWP-S-1:</u></b> explain how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</p> <hr/> <p><b><u>Prevention of Disease:</u></b></p> <p><b><u>PL-5-PW-S-DP:</u></b> Students will demonstrate how to prevent disease.</p>	<ul style="list-style-type: none"> <li>I can relate how dance can help me to have a healthy lifestyle through different activities.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>I can understand how taking care of myself helps me to have a Healthy Lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Tempo</li> <li>Elements of Dance</li> <li>Ceremonial</li> <li>Recreational</li> <li>Artistic</li> <li>Ballet</li> <li>Modern</li> <li>Balance</li> <li>Landing</li> <li>Elevation</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Disease</li> <li>Prevention</li> <li>Communicable</li> <li>Non-Communicable</li> </ul>

<p><b><u>Sports/Activities Unit:</u></b></p> <p><b><u>PL-5-PS-S-4:</u></b> Students develop manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., football, volleyball, soccer, softball).</p> <p>PL-5-LWP-S-5: Students demonstrate participate in daily physical activity during and after school.</p>	<ul style="list-style-type: none"> <li>• I can relate to how participating in different sports and activities will help me to have a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Games</li> <li>• Basketball</li> <li>• Base/Softball</li> <li>• Football</li> <li>• Soccer</li> <li>• Throwing</li> <li>• Catching</li> <li>• Passing</li> <li>• Kicking</li> </ul>
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