

Grade, Course: 5th Grade Physical Education

Strand: Collaboration Activities

National Content Area Standards:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The physically literate individual applies, knowledge of concepts, principles, strategies and tactics, related to movement and performance.

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health –enhancing level of physical activity and fitness.

The physically literate individual recognizes that value of physical activity for health, enjoyment, challenge, self-expression and /or social interaction.

S1.E15.5A

S1.E16.5B

S1.E19.5A

S1.E24.5

S3.E2.5

S4.E1.5

S4.E2.5A

S4.E2.5B

S4.E3.5

S4.E4.5

S4.E5.5

S4.E6.5

S5.E4.5

PA Content Area Standards:

10.3.6 10.4.6 10.5.6

PA Core Standards:

Essential Questions:

- How can communication enhance my personal health and develop positive relationships?
- What does it mean to be a member of a team?
- How can you help your group solve the problem assigned to them?

Understandings: Students will understand THAT . . .

- There are roles and responsibilities to be a member of a team
- Problem solving and good communication is essential to every team activity
- When working in a group all voices matter
- There are differences of ability levels and you may need to cooperate with some and

<p><u>Knowledge:</u></p> <ul style="list-style-type: none">• Define teamwork• Demonstrate appropriate interpersonal skills• List the skills required to become a positive team player• Resolves conflicts in appropriate ways. <ul style="list-style-type: none">• How can the individual impact the group during physical activity and how can the group impact the individual	<p>collaborate with others</p> <p><u>Skills:</u></p> <ul style="list-style-type: none">• Designing teams• Assign group roles based on preference and equal involvement• Determine appropriate playing level based on self-evaluation• Communicates effectively with others to promote respect and conflict resolution in cooperative and competitive activities• Participates with others in games, sports, and activities to achieve a common goal.
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Grade, Course: 5th Physical Education

Strand: Fitness

National Content Area Standards:

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S3.E1.5

S3.E2.5

S3.E4.5

S3.E5.5A

S3.E5.5B

S3.E6.5

S5.E3.5

PA Content Area Standards:

10.3.6 10.4.6 10.5.6

PA Core Standards:

Essential Questions:

- What are some examples of activities to increase your cardio rate?
- What does a physically fit person act like?
- List the 5 components of fitness.
- What is the importance of cardiovascular endurance?
- What is the importance of muscle flexibility?
- What is the importance of muscle endurance?
- How is fitness measured and improved?
- Why do people choose group activities over individual activities or vice versa
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Understandings: Students will understand THAT . . .

- An exercise program has to contain activities that contain the 5 components of fitness
- Physically fit individuals come in all shapes and sizes
- Physical activity will look differently based on a person's likes and dislikes.

Knowledge:

- **Apply the 5 components of fitness**
- **Monitor body changes during exercise**
- **Resting heart rate**
- **Body changes occurring during physical activity**
- **Track and record fitness performance**
- **Analyze fitness activity to determine body area exercised**
- **Identify a preferred fitness activity and classify it with the components of fitness**
- **How to be safe during exercise**
- **Applies warm up and cool down principles**

Skills:

- Check heart rate (resting/during exercise)
- Check heart rate (resting/during exercise)
- One mile walk/run
- Pacer
- Curl-up
- Jump and Reach
- Arm Hang
- Fitness Stations (matching the 5 components of fitness)
- Fitness lower organized games
- Make physical fitness goals
- Estimate your pace during a physical activity
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Grade, Course: 5th Grade Physical Education

Strand: Games Skills & Strategies

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S1.E1.5A

S1.E1.5B

S1.E1.5C

S1.E2.5

S1.E13.5A

S1.E13.5B

S1.E15.5A

S1.E15.5B

S1.E16.5B

S1.E16.5C

S1.E17.5

S1.E18.5

S1.E19.5A

S1.E19.5B

S1.E20.5

S1.E21.5

S1.E23.5

S1.E25.5B

S1.E24.5

S2.E3.5ABC

S2.E5.5AC

PA Content Area Standards:

10.3.6 10.4.6 10.5.6

PA Core Standards:

Essential Questions:

- What defensive strategies or skills can you use to help your team?
- What offensive strategies or skills can you use to help your team?

Understandings: Students will understand THAT . . .

- Proper position and cooperation among teammates will lead to best chance of success.
- Basic skills specific to games and sports.
- Mature form in basic skills is the most effective technique.
- Linking skills together will increase the efficiency of movement.
- Physical activity provides an opportunity for positive social interactions
- Physical activity can increase concentration and academic performance
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Knowledge:

- **Offense Positing**
- **Defense Positing**
- **Game positions**
- **Team Spacing**
- **Basic skills**
- **Participates in activities that provide enjoyment and challenges**

Skills:

- Dribbling (hands or feet)
- Shooting (hands or feet)
- Catching /Trapping (hands or feet)
- Kicking
- Passing
- Throwing
- Volley
- Serve
- Striking with a long handled implement.
- Dodging/Eluding
- Pivot
- Faking
- Running
- Jumping

Grade, Course: 5th Physical Education

Strand: Rules and Fair play

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S2.E5.5A

S2.E5.5B

S2.E5.5C

S4.E1.5

S4.E2.5A

S4.E4.5B

S4.E3.5

S4.E4.5

S4.E5.5

S4.E6.5

PA Content Area Standards:

10.3.6 10.4.6 10.5.6

PA Core Standards:

Essential Questions:

- How does my behavior reflect my personal choices?
- What can I do to prevent and resolve conflict?

Understandings: Students will understand THAT . . .

- My reactions to a situation will have a consequence
- Proper attire is needed for safe participation
- Following rules as describes will lead to a safe and non-contentious environment
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Knowledge:

- Basic field rules boundary, court or field markings
- Scoring
- Game etiquette
- Spectator etiquette
- Safe footwear and attire for the activity
- Fouls
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Skills:

- Playing an organized Basketball game
- Playing an organized Soccer game
- Playing an organized Floor Hockey game
- Playing an organized Volleyball game
- Participating in Track & Field
- Participating in lower organized Games
- Accepting results, fouls, penalties in a respectful honest manner
- Game procedures (rotation of players, Start games,
- Respectful of own team and opponents.
- Proper treatment of officials