

Unit of Study 1	Fifth Grade	Quarter 1	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		running, pacing	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • 5.1.2 Demonstrate a combination of locomotor and manipulative skills in a variety of small group activities • 5.1.4 Run various distances, demonstrating an understanding of pace for highest performance ○➤ 5.2.4 Use basic offensive and defensive strategies and tactics in small group games • 5.3.2 Engage in a wide variety of physical activities • 5.3.4 Recognize the need for warm-up and cool-down relative to various physical activities • 5.4.1 Demonstrate interpersonal behavior with peers and teachers during physical activity ○➤ 5.4.2 Exhibit respect for self with appropriate behavior while engaging in physical activity ○➤ 5.4.5 Apply safety principles while engaged in age-appropriate physical activities • 5.5.4 Describe the social benefits gained from participating in physical activity 		<ul style="list-style-type: none"> • running • pacing • offensive • defensive • strategies • tactics • warm-up • cool-down 	<ul style="list-style-type: none"> • Walking, jogging, running unit • Offense and defense games and activities • Recreational game unit • How to work with partners or group in physical activities
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Show the difference between walking, jogging and running. • Compare and contrast the differences between offense and defense. • Explain how to do warm-up or cool-down after activities. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 2	Fifth Grade	Quarter 2	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>catching, throwing, volleying, striking</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> ○➤ 5.1.7 Catch a ball above the head, chest, at waist level, and along the ground using a well-developed pattern, with or without a partner ○➤ 5.1.8 Throw and catch a ball while both partners are moving • 5.1.9 Catch and throw a ball with accuracy in small group activities • 5.1.13 Volley a ball using a two-hand overhead pattern, sending it upward to a target ○➤ 5.2.5 Distinguish the type of throw, volley, or striking action needed for different activities and sporting games • 5.3.3 Identify the components of skill-related fitness (e.g., agility, balance, coordination, power, reaction time, speed) • 5.3.6 Design a fitness plan to address ways to use physical activity to enhance fitness • 5.3.7 Analyze the impact of food choices and hydration relative to physical activity, sports, and personal health • 5.3.8 Select physical activities to reduce stress outside of class • 5.4.3 Respectfully give feedback to peers 		<ul style="list-style-type: none"> • catching • throwing • volleying • striking • agility • balance • coordination • power • reaction time • speed • fitness plan • hydration • stress • feedback 	<ul style="list-style-type: none"> • Basketball unit working on passing at the chest, waist and overhead level • Throwing and catching objects to a partner or in a group • Volleying objects in an overhead pattern • Designing a personal fitness plan to enhance to enhance fitness
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • Develop a fitness plan to address ways to use physical activity to enhance fitness. • Show how to catch a ball above the head, chest and at waist level with a partner. • Explain the type of throw, volley, or striking action needed for different sporting games. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 3	Fifth Grade	Quarter 3	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		locomotor skills, dancing, curling, twisting, stretching, jumping, striking	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> ○→ 5.1.1 Demonstrate a well-developed pattern of locomotor skills group practice tasks and dance • 5.1.5 Use locomotor skills in cultural as well as creative dances with correct rhythm and pattern • 5.1.6 Participate in a small group activity or dance using curling, twisting, and stretching actions • 5.1.15 Create a jump rope routine with a partner, using either a short or long rope • 5.2.1 Combine spatial concepts with locomotor and non-locomotor movement in small group and dance activities ○→ 5.2.3 Apply direction and force when striking an object with a long-handled implement, sending it toward a designated target ○→ 5.3.1 Chart and analyze physical activity outside physical education class, identifying the fitness benefits • 5.4.4 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects • 5.5.1 Compare various physical activities and the benefits derived from participation 		<ul style="list-style-type: none"> • locomotor skills • dance • cultural • creative dance • rhythm • pattern • curling • twisting • stretching • jumping • short rope • long rope • force • striking • long-handled implement 	<ul style="list-style-type: none"> • Cultural dance or creative dance unit • Jump rope unit using long and short ropes • Using long-handled implements for striking, such as a baseball or softball unit • Learn to chart and analyze physical activity done outside of the classroom
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Name and demonstrate the eight locomotor skills learn in physical education. • Show how to jump with a short rope and then a long rope. • Chart and analyze physical activities outside physical education class, identifying the fitness benefits. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 4	Fifth Grade	Quarter 4	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>shooting, foot dribbling, passing</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> ○➤ 5.1.3 Create a combination of moving and shooting skills towards a target • 5.1.10 Combine foot dribbling with other skills in practice using one-on-one tasks ○➤ 5.1.11 Use feet to dribble and pass while moving with a partner ○➤ 5.1.12 Dribble with one hand or foot with accuracy in a small group activity • 5.1.14 Combine manipulative skills while moving towards a target to execute a score • 5.2.2 Use movement strategies in small game situations • 5.3.5 Chart results of fitness assessment (pre and post), compare the results as they relate to good health • 5.5.2 Express (in a written essay, visual art, or creative dance) the enjoyment and/or challenge of participating in a favorite physical activity • 5.5.3 Analyze different physical activities for enjoyment and challenge; identify reasons for positive or negative responses 		<ul style="list-style-type: none"> • shooting • target • dribbling • passing • accuracy • manipulative skills • score • strategies • fitness assessment 	<ul style="list-style-type: none"> • Foot dribbling and passing with a partner or group • Shooting a ball at a target or a basket • Hand dribbling and passing with a partner or group
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • Show how to dribble a ball with your hands and then with your feet. • Express in a written essay, visual art, or creative dance, the enjoyment and or challenge of participating in a favorite physical activity. • Explain how to use movement strategies in small game situations. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			