

# Grade 5 Physical Education Unit 3

Content Area: **Health & PE**  
Course(s):  
Time Period: **MP4**  
Length: **6 Weeks**  
Status: **Published**

## Rationale and Transfer Goals

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The rationale of the Cooperative Games unit is to provide students with the basic knowledge and experience needed to understand the importance of cooperation as it relates to many life-skills. Through their participation in various teamwork activities, they will gain a better understanding of the level of cooperation that is required to be successful.

## Enduring Understandings

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Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members.

## Essential Questions

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How does cooperation with others affect our individual performance?

What are the benefits of regular participation in cooperative games?

What are the benefits of teamwork and good sportsmanship?

## Content - What will students know?

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- Team work
- problem solving activities

### **Skills - What will students be able to do?**

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- Teamwork activities
- Game strategy
- Working together to solve challenges while also incorporating fitness activities.
- Enhance self-esteem
- Promote collective responsibility
- Develop a communication plan and implement it to complete the challenges
- Work together as a team, show positive sportsmanship and figure out solutions to the problems presented.

### **Activities - How will we teach the content and skills?**

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- partner stretching
- group stretching
- partner exercising
- group exercising
- partner relay races
- group relay races
- partner shapes
- group shapes
- partner words
- group words
- partner math symbols
- group math problems

### **Evidence/Assessments - How will we know what students have learned?**

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- Observations of students 2-3 times a week
- Fitness testing the first day of class each week
- Student observations
- Asking of the essential questions
- Students may grade each other on execution of skills
- Practice, Practice, Practice
- Reflection

## **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Working together to solve challenges while also incorporating fitness activities.	Refine body and spatial awareness	<ul style="list-style-type: none"><li>• partner exercising</li><li>• group exercising</li></ul>

## **Key Resources**

[www.pecentral.com](http://www.pecentral.com)

<http://www.sparkpe.org/>

<http://www.lessonplanet.com/teachers/5678-line-dance?page=1>

Fitness For Life (book)

[Other resources in teacher files](#)

## **21st Century Life and Careers**

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

## **Interdisciplinary Connections/Companion Standards**

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Math

## Measurement and Data 5.MD

A. Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

B. Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.

- students converting units associated with measurement of health

A. Use equivalent fractions as a strategy to add and subtract fractions. 5.NF

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general,  $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)

B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

fractions associated with dance counts