

Grade 5 Physical Education

Content Area: **Physical Education & Health**
Course(s):
Time Period: **September**
Length: **180 days**
Status: **Published**

Overview

In fourth grade, students focus on the importance of motor skills and movement concepts to be successful in physical activity and/or sports. The FITT principles are introduced. Students develop a deeper understanding of the four fitness components. Students continue to work successfully in a group, regardless of personal differences. The Rationale of Lifetime Fitness is to provide students with knowledge and skills in order to improve levels in five areas of fitness, cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility. With participation in all activities students will see improvement and learn to set short and long term goals which can help in other areas of life. Becoming physically fit can build confidence and esteem and can help students maintain concentration resulting in academic improvement in other classes.

Students will be engaged in content and practices regarding:

- Physical activity involves using motor skills & knowledge of movement concepts.
- It is important to be able to participate in cardiovascular activities for an extended amount of time.
- It is important to know how to improve the four components of physical fitness.
- Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people
- 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.

Enduring Understandings

- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels,

performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

- 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.
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Essential Questions

- How do motor skills and movement concepts relate to the activities or games played?
- How do you improve the four fitness components of physical fitness? • How can individual differences enhance and contribute to group productivity?
- How can you improve your cardiovascular endurance?
- What does consideration for and cooperation for classmates and teachers look like in physical education class?
- Why is the development of motor skills essential during childhood?
- Why is it important to improve your cardiovascular fitness and muscular endurance?
- Why is physical activity important for my health?
- What does consideration for and cooperation for classmates and teachers look like in physical education class?
- 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?

Learning Targets

I can:

- - Demonstrates a rhythmic pattern while jumping rope and leaping
 - Demonstrates proper body alignment during everyday activities
 - Demonstrates sports-specific skills • Identifies critical elements of motor skills and combines a variety of motor skills into a routine
 - Participates in activities involving the four components of physical fitness
 - Identifies and monitors the frequency, intensity, time, and type of physical activity with the use

of technology

- Exhibits consideration for and cooperation with classmates and teachers

NJSLS Health and PE

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| HE.3-5.2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| HE.3-5.2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| HE.3-5.2.2.5.LF.3 | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| HE.3-5.2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| HE.3-5.2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |
| HE.3-5.2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. |
| HE.3-5.2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation. |
| HE.3-5.2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). |
| HE.3-5.2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. |
| HE.3-5.2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). |
| HE.3-5.2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| HE.3-5.2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |
| HE.3-5.2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| HE.3-5.2.2.5.MSC.4 | Develop the necessary body control to improve stability and balance during movement and physical activity. |
| HE.3-5.2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. |
| HE.3-5.2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. |
| HE.3-5.2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. |

Learning Plan, Activities and Resources

| Topic | Activities |
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| Establishing a Learning Environment/ Movement/Fitness (8 weeks) | Rules/ Procedures/ Movement Icebreakers/ Intro game Reflection Perfection Star Wars, Bamboozle, Old School Fall Fitness Testing Capture the Flag/Treasure Hunt/Keeper of the Castle Whole Grain Scramble Intro to Team Sports Soccer, Handball, Hockey, Goofy Baseball |
| Team Building (8 weeks) | QB Rescue, Scooter Handball Battleship, Titanic Star Wars, Bamboozle, Old School, Soccer Wordles Scooter Handball, Scooter Basketball Capture the Flag/Treasure Hunt/Keeper of the Castle Kids Heart Challenge |
| Manipulative Skills/Fitness (8 weeks) | Flowing Movements Tchoukball, Handball, Volleyball, Nukem, Heart Tag Tchoukball, Handball, Volleyball, Nukem, Soccer, Hockey, Scooter Basketball, Handball Spring Fitness Testing |
| Movement Concepts (8 weeks) | |

Brr.. I am Cold

Keeper of the Castle, Alphabet Tag
Capture the Flag, Scerbo Ball
Scooter Tag, Scooter Races
Fitness stations
Spring Pacer Test
Hungry Hungry Hippo, Color Guard
Bamboozle, Jail

Additional Resources

- www.pecentral.com
- www.peuniverse.com
- www.carlyspegames.weebly.com
- www.peuniverse.com
- www.physedgames.com
- www.youtube.com

Assessments

- 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

21st Century Skills

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| TECH.9.4.5.CT.1 | Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). |
| TECH.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). |
| TECH.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). |

Career Awareness, Exploration, Preparation, and Training

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| WRK.9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| WRK.9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |

Interdisciplinary Connections

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| LA.K-12.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. |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| MA.5.MD.A.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. |
| MA.5.MD.B.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. |