
Pe Grade 5 Tactical curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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PE/Health Grade 5th Curriculum

Prerequisite :

Students will practice and perform Fourth Grade Physical Education drills and activities.

Course Description Here

Fifth Grade Physical Education will be taught by a certified Health & Physical Education Teacher. It will provide student opportunities to learn and practice skills and behaviors critical to being physically active. The Fifth Grade student will practice motor skills and movement patterns needed to perform a variety of Physical Activities. The student will participate in regular activities and achieve a health-enhancing level of physical fitness. Each child will exhibit personal and social behavior that respects self and others in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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Year-at-a-glance

Subject:	Grade Level	Date Completed:
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1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter

Topic	Resources	CCSS

1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter:

Students will actively participate and engage in physical activities that promote lifelong fitness. Units and lessons will be dependent on facilities (indoor/outdoor), equipment, and seasons. Teachers will plan lessons based on multiple standards.

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Tactical Games: Invasion Games, Net/Wall, Striking/Fielding, Target Games, Tactical Games</p>	<p>10.4.6 E: Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p>	<p style="text-align: center;">Invasion Games, Net Wall Games, Striking/Fielding, Target Games</p> <p>Objective: Students will identify things they can do to improve their skills. Practice and experience can help you improve your motor skills. Both practice and skill can be gained by regular participation in a variety of physical activities. Usually you will see an increase in motor skill improvement with the more practice and experience opportunities provided through regular participation.</p> <p>Time on task: Reflects the amount of time you are actively participating appropriately in an activity. Good teachers and coaches minimize time wasted by having an organized class/practice.</p> <p>Success oriented activities: The more skill success you experience the more likely you are to learn the skill. Success can motivate an individual to practice.</p>	<ul style="list-style-type: none"> *Basketball *Soccer *Football *Ultimate Ball *Volleying *Stations *Kickball *Teeball *Tetherball *Lead up Games *Modified Games *Bowling *Target Stations 		<p>Daily Lesson Plans at 40 mins per class</p>

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		<p>Variety of activities: Helps you improve motor skills through practice and experience.</p> <p>School and community resources: Both schools and communities may provide instructional programs that can help you learn about various physical activities.</p> <p>Examples of school resources include:</p> <ul style="list-style-type: none"> ● Before and after school clubs ● Recess ● Varsity sports ● Courts ● Fields ● Pools <p>Examples of community resources:</p> <ul style="list-style-type: none"> ● Courts ● Fields ● Pools ● Skate parks ● nature trails ● fitness trails ● YMCA ● Fitness gyms 			
	<p>10.4.6 F: Identify and describe positive and negative</p>	<p>Objective: Identify and describe negative and positive interactions of group members in physical activities.</p>	<p>Basketball Soccer Football Ultimate Ball</p>		

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	<p>interactions of group members in physical activities</p>	<p>Skills to be successful group member: Display positive as opposed to negative skills in the following areas.</p> <ul style="list-style-type: none"> ● Leadership: Taking the lead in organizing and running your group. Doing without being bossy or mean. ● Following: Able to take and follow directions to participate and be happy and cooperative member. ● Teamwork: Working together for the good of the group. ● Etiquette: Using good manners and following the rules and customs of the activity. ● Adherence to the rules: Following the guidelines of the activity you are participating in. <p>Examples of social skills that lead to positive interactions include:</p> <ul style="list-style-type: none"> ● Cooperation ● Collaboration ● Conflict resolution ● Fairness ● Working hard ● Setting goals ● Awareness of the needs of the others <p>Examples of negative interactions would include:</p>			
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		<ul style="list-style-type: none"> ● Winning at all cost ● Intimidation of others ● Bullying ● Aggression 			
Invasion Games, Net wall Games, Striking/ Fielding, Target Games	10.5.6 A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills	<p>Objective: Explain and employ the basic movement concepts to create movement sequences and advanced skills.</p> <p>Movement skills: Reinforce</p> <p>Movement Sequences: Reinforce</p>	Basketball Soccer Football Ultimate Ball		Daily Lesson Plans at 40 mins per class
	10.5.6 B: Identify and apply concepts of motor skill development to a variety of basic skills.	<p>Objective: Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <p>Relevant cues: Reinforce</p> <p>Feedback: Reinforce</p> <p>Movement Efficiency: Knowledge of your body and how to best move in any given situation.</p> <p>Product:</p> <ul style="list-style-type: none"> ● Knowledge of performance provides information related to the process characteristics of the movement. ● Knowledge of results provides information related to the outcome of the 	Basketball Soccer Football Ultimate Ball		

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		<p>performance. This looks at the aspects of accuracy, distance, speed, time, height and weight of the skill performed.</p> <p>Transfer between skills: When experiences from a previous skill help you learn a new skill it is called positive transfer. The more similarities in between the parts of two skills, the greater amount of positive transfer.</p>			
	<p>10.5.6 E: Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p>	<p>Objective: Review, recognize and practice scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <p>Static and dynamic balance: Reinforce</p> <p>Flight: Reinforce</p> <p>Newton's Laws of Motion:</p> <ul style="list-style-type: none"> ● Law of inertia: An object in motion continues in motion and an object at rest remains at rest unless acted upon by a force. ● Law of acceleration: Acceleration of an object depends on two things: The mass of an object and the amount of force applied. <ul style="list-style-type: none"> ○ More force: 	<p>Basketball Soccer Football Ultimate Ball</p>		

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		<ul style="list-style-type: none"> ○ More Mass: ● Law of action/reaction: For every action, there is an equal and opposite reaction. <p>Application of force: The amount of energy expended in a movement. Directly related to mass.</p>			
	10.5.6 F: Identify and apply game strategies to basic games and physical activities	<p>Objective: Analyze and implement game strategies to basic games and physical activities.</p> <p>One on one: Reinforce</p> <p>Give and go: Reinforce</p> <p>Peer communication: Reinforce</p> <p>Basic concepts for invasion games: Reinforce</p>	Basketball Soccer Football Ultimate Ball		
Tactical Games	10.5.6 A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	<p>Objective: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>Define movement skills: Proficiency in performing non locomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.</p> <p>Define movement sequences: Two or more movement skills are combined</p>	Striking/Fielding Invasion Net/Wall Target		

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		<p>correctly when they flow smoothly from one to another without any breaks. Smooth transitions are important for successful skill use in sports, games, and dance. Examples include fielding a ball and throwing it, dribbling a ball and shooting it, and performing a gymnastics routine.</p> <p>When performing movement sequences you should know how the links between movement skills and concepts should be made and then practice the movements in sequence.</p> <p>When first learning a movement sequence or advanced skill you may wish to adjust the skill to make it easier. As you become more skillful, you can gradually increase the skills and concepts necessary to achieve the complete the movement sequence or advanced skill.</p>			
	<p>10.5.6B: Identify and apply the concepts of motor skill development to a variety of basic skills.</p>	<p>Objective: Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <p>Review selecting Relevant cues: The cues that you must pay attention to for successful skill execution/</p> <p>Review Feedback: Feedback provides information related to your skill performance. Using feedback can</p>			

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		improve your practice of the skill. Feedback can be internal or external. External feedback is the information given by peers, teachers or coaches.			
	10.5.6 E: Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary	<p>Objective: Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary</p> <p>Newton's Laws of Motion:</p> <ul style="list-style-type: none"> ● Law of inertia: An object in motion continues in motion and an object at rest remains at rest unless acted upon by a force. ● Law of acceleration: Acceleration of an object depends on two things: The mass of an object and the amount of force applied. <ul style="list-style-type: none"> ○ More force: ○ More Mass: ● Law of action/reaction: For every action, there is an equal and opposite reaction. <p>Application of force: The amount of energy expended in a movement. Directly related to mass.</p>			
	10.5.6 F: Identify and apply game strategies to basic games and physical activities	<p>Objective: Identify and apply game strategies to basic games and physical activities.</p>	Invasion games		

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		<p>Define give and go: The give and go, often called pass and cut, is a basic offensive play in which a player simply passes (gives) to a teammate and cuts (goes) to the basket/goal, attempting to break free of his defender and expecting a return pass from their teammate.</p> <p>Define peer communication: The ability to communicate verbally/non-verbally with your teammates.</p>			

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