



Grade 5 PE Unit 4 - Leisure and Recreational Activities and Games

Unit Focus

Building upon prior knowledge and skills, students will compare the health benefits of a variety of physical activities. Students will make real life connections between life long activities and physical fitness. Connect activities pyramid or something similar. Leisure-time activities, strength and conditioning. Students will look at the impact decisions such as taking the stairs not an elevator could have on their overall physical fitness.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Physical Education K-5 - Demonstrates mature patterns of locomotor skills in dynamic developmentally appropriate movement and fitness activities. (E1.1.5) - Demonstrates competence in applying basic nonlocomotor skills while maintaining stationary and dynamic balance in a variety of modified games, and small sided game play. (E1.3.5) - Demonstrates competence in applying weight transference in a variety of modified games, small-sided game play, gymnastics, and dance environments. (E1.4.5) - Underhand throw: Demonstrates competencies in applying underhand throw in a variety of modified games and small sided game play (E1.5.5a) - Overhand throw: Demonstrates competencies in applying overhand throw in a variety of modified games and small sided game play. (E1.5.5b) - Demonstrates competencies in applying catching with accuracy while moving in a variety of modified games and small sided play. (E1.6.5) - Demonstrates competencies in applying striking skills using short and long handled implements in a variety of modified games and small sided game play. (E1.10.5) - Demonstrates the ability to compare the health benefits of participating in selected physical activities (S5.E1.5) - Demonstrates the ability to express (via written essay, visual art, creative movement) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)	<i>Students will be able to independently use their learning to...</i> T1 Seek out and participate in leisure/recreational activities. T2 Plan for lifelong fitness benefits. T3 Minimize the time spent on inactivity. T4 Promote lifelong fitness and positive overall health.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 students identify personal likes and dislikes and allot time to pursue their interests. U2 people develop self-confidence and self respect by identifying personal strengths and weaknesses and building upon them. U3 individuals engage in stress reducing activities in order to maintain a balanced lifestyle. U4 Choosing activities that you like to do will have a positive impact on the amount of activity you do. U5 making a decision to decrease sedentary time and increase active time will improve your overall well-being.	<i>Students will keep considering...</i> Q1 What are my unique strengths, weaknesses likes and dislikes? Q2 Do my actions and/or decisions have a negative or positive impact on myself? Q3 What strategies do I have to make health-enhancing decisions? Q4 what types of activities can I do to improve my overall fitness?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 that participating in a variety of activities from the activity pyramid will have a positive impact on their overall health.	<i>Students will be skilled at...</i> S1 demonstrating competency in a variety of motor skills and movement patterns.

Stage 1: Desired Results - Key Understandings

- Demonstrates the ability to analyze different physical activities for enjoyment and challenge, identify reasons for a positive or negative response. (S5.E5.5)
- Demonstrates the ability to describe the social benefits gained from participating in physical activities (e.g., recess, youth sports). (S5.E4.5)

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- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

K2 which activities they will pursue outside of school to become more active.

K3 the basic rules and how to play a variety of leisure/recreational activities introduced in class.

K4 the different types of activities that are associated with the areas of the activity pyramid.

S2 demonstrating and applying mature patterns in throwing during a variety of developmentally appropriate tasks and activities.

S3 demonstrating weight transfer in combination with movement concepts and locomotor skills in a variety of developmentally appropriate tasks and activities.

S4 demonstrating mature patterns in a variety of non locomotor skills.

S5 demonstrating the ability to examine the health benefits of participating in physical activities.

S6 recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

S7 determining ways to engage in 60 minutes of activity time each day.