



Sedalla School District #200

Subject Area: Physical Education			Grade: Fifth Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Priority Standard: Locomotor-S1.E1.5b- Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.				
Topic: Introductory Skills >Warm-Up >Cool-down >Locomotor Tag Games >Fitness Test >Hopping >Gallop >Jogging >Running >Sliding >Skipping >Leaping >Jumping >Agility	Unit 1 10-14 Weeks	<u>National Standards and Grade-Level Outcomes</u> S1.E1.5a, S1.E1.5b, S1.E2.5, S1.E3.5, S1.E11.5, S1.E27.5, S2.E1.5, S2.E2.5, S3.E1.5, S3.E2.5, S3.E3.5, S3.E4.5, S3.E5.5b, S4.E1.5, S4.E2.5a, S4.E2.5b, S4.E3.5, S4.E4.5, S4.E5.5, S4.E6.5, S5.E1.5, S5.E3.5, S5.E4.5 <u>The Show-Me Standards</u> C-HPE 2 & 4 P-2.2, 2.3, 3.2, 3.3, 3.6, 3.7, 4.4, 4.6	- I can participate in health-related fitness assessments and interpret the results (e.g., Fitnessgram, President's Challenge) - I can analyze food choices and the relationship between physical activity and food intake - I can distinguish individual strengths and weaknesses in health-related fitness - I can apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity) - I can differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each	*What are some components of skill related fitness? *Can you tell me how food intake and physical activity can affect your body? *What would set for yourself as an attainable goal according to your fitness scores? *How can you apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors? *What are the differences between warm-up, cool-down, stretching, and conditioning?



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Topic: Intermediate Skills >Stability >Balance >Twist >Turns >Body Movements >Stretching >Bending >Pulling >Pushing >Swaying >Log Rolling	Unit 2 9-13 Weeks	<u>National Standards and Grade-Level Outcomes</u> S1.E5.5, S1.E6.5, S1.E7.5, S1.E8.5, E1.E9.5, S1.E10.5, S1.E11.5, S1.E12.5, S2.E1.5, S2.E2.5, S2.E4.5, S3.E2.5, S3.E3.5, S3.E4.5, S4.E1.5, S4.E2.5a, S4.E2.5b, S4.E3.5, S4.E4.5, S4.E5.5, S4.E6.5, S5.E1.5, S5.E3.5, S5.E4.5 <u>The Show-Me Standards</u> C-HPE 2 & 4 P-2.2, 2.3, 3.2, 3.3, 3.6, 3.7, 4.4, 4.6	• I can recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power) • I can label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius) • I can connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)	*How would you recognize the components of skill related fitness? *How would you show me an exercise that strengthens the muscles-abdominals, quadriceps, biceps, and bones-tibia, fibula, radius? *How would you connect the importance of posture and body positioning with performance of various skills?



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Topic: Advanced Skills >Throwing >Catching >Dribble >Kicking >Striking >Volleying >Juggling	Unit 3 15-18 Weeks	<u>National Standards and Grade-Level Outcomes</u> S1.E1.5b, S1.E1.5c, S1.E2.5, S1.E3.5, S1.E4.5, S1.E6.5, S1.E13.5a, S1.E13.5b, S1.E14.5a, S1.E14.5b, S1.E15.5a, S1.E15.5b, S1.E16.5a, S1.E16.5b, S1.E16.5c, S1.E18.5, S1.E19.5a, S1.E19.5b, S1.E20.5, S1.E21.5, S1.E22.5, S1.E23.5, S1.E24.5, S1.E25.5a, S1.E25.5b, S1.E26.5, S1.E27.5, S2.E2.5,	- I can apply fundamental and specialized skills in game situations with increased proficiency. - I can demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games - I can demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances) - I can critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or	*How does applying fundamental and specialized skills increase proficiency in the games you play? *Why is it important to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games? *How can you show manipulative skills with increased force, accuracy and control at different speeds, levels and directions? *What are ways to provide feedback when critiquing a skill technique? *How would you demonstrate sport-specific manipulative skills in games and modified sports activities?
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		S2.E3.5a,S2.E3.5b , S2.E3.5c, S2.E5.5a, S2.E5.5b, S2.E5.5c,S3.E2.5, S3.E3.5, S3.E4.5 S3.E5.5a, S4.E1.5, S4.E2.5a, S4.E2.5b, S4.E3.5, S4.E4.5, S4.E5.5, S4.E6.5, S5.E1.5, S5.E4 The Show-Me Standards C-HPE 2 & 4 P-2.2, 2.3, 3.2, 3.3, 3.6, 3.7, 4.4, 4.6	partner I can demonstrate sport-specific manipulative skills in games and modified sports activities	
	Physical Education Content Standards with Essential Questions-Overall Statements and Expectations Content Standard 1: Motor Skill Performance Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. What different ways can the body move given a specific purpose? Content Standard 2: Applying Concepts and Strategies Students will demonstrate an understanding of movement concepts and principles and strategies as they apply to the learning and performance of physical activities. How can we move effectively and efficiently?			



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Content Standard 3: Engaging in Physical Activity

Students will participate regularly in physical activity.
What can we do to be physically active and why is this important?

Content Standard 4: Physical Fitness

Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.
Why is it important to be physically fit and how can we stay fit?

Content Standard 5: Responsible Behavior

Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
How do we interact with others during physical activity?

Content Standard 6: Benefits of Physical Activity

Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.
How will physical activity help us now and in the future?