

Grade 5: Fall PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. - Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings. <u>Content Standards:</u> - SHAPE.1 Demonstrates proficiency in a variety of motor skills and movement patterns. - SHAPE.2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. - SHAPE.3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - SHAPE.4 Exhibits responsible personal and social behavior that respects self and others. - SHAPE.5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS - Are you fun to play with? - How do I deserve to be treated?
	Acquisition	
	Students will know... - the basic rules and strategies for participation in a variety of loco-motor activities. - that learning loco-motor skills will help them with more advanced levels of physical activities. - that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. - that physical activities can be challenging, but with a positive attitude and determination they will find success. - that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <u>Vocabulary:</u> accuracy, skill-related, health-related	Students will be skilled at... - using appropriate pacing for a variety of running distances. - applying movement concepts to strategy in game situations. - applying basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. - applying basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. - combining foot dribbling with other skills in 1v1 practice tasks. - demonstrating mature patterns in kicking and punting in small-sided practice task environments. - passing with the feet using a mature pattern as both partners travel. - receiving a pass with the foot using a mature pattern as both partners travel. - dribbling with hands or feet with mature patterns in a variety of small-sided game forms. - throwing underhand using a mature pattern in non-dynamic environments (closed skills), with different

		sizes and types of objects. • <i>throwing underhand to a large target with accuracy.</i> • <i>throwing overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects.</i> • <i>throwing overhand to a large target with accuracy.</i> • <i>throwing with accuracy, both partners moving.</i> • <i>throwing with reasonable accuracy in dynamic, small-sided practice tasks.</i> • <i>catching a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills).</i> • <i>catching with accuracy, both partners moving.</i> • <i>catching with reasonable accuracy in dynamic, small-sided practice tasks.</i> • <i>actively engaging in all the activities of physical education.</i> • <i>differentiating between skill-related and health-related fitness.</i> • <i>identifying the need for warm-up & cool-down relative to various physical activities.</i> • <i>engaging in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).</i> • <i>participating with responsible personal behavior in a variety of physical activity contexts, environments and facilities.</i> • <i>exhibiting respect for self with appropriate behavior while engaging in physical activity.</i> • <i>giving corrective feedback respectfully to peers.</i> • <i>accepting, recognizing and actively involving others with both higher and lower skill abilities into physical activities and group projects.</i> • <i>critiquing the etiquette involved in rules of various game activities.</i> • <i>applying safety principles with age-appropriate physical activities.</i> • <i>comparing the health benefits of participating in selected physical activities.</i> • <i>analyzing different physical activities for enjoyment and challenge, identifying reasons for a positive or</i>
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		<i>negative response.</i> • <i>describing the social benefits gained from participating in physical activity (e.g., recess, youth sport).</i>
<i>Content Area Literacy Standards</i>		<i>21st Century Skills</i>
• not applicable		• <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	