

Grade 5: Spring PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate level of personal fitness. - 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 - How do I reach the next level of personal fitness? - 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> manipulative, long handled implement, execution	Students will be skilled at... - demonstrating mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. - combining locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. - combining traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). - combining jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. - combining locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. - transferring weight in gymnastics and dance environments. - combining movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction

		• <i>combining locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.</i> • <i>combining spatial concepts with loco- motor and non-loco- motor movements for small groups in gymnastics, dance and games environments.</i> • <i>striking an object consecutively with a partner using a short handled implement over a net or against a wall in either a competitive or cooperative game environment.</i> • <i>striking a pitched ball with a bat using a mature pattern.</i> • <i>combining striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.</i> • <i>combining manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).</i> • <i>applying the concepts of direction and force to strike an object with a long-handled implement.</i>
Content Area Literacy Standards		21st Century Skills
• not applicable		• <i>makes judgments and decisions</i> • <i>adapt to change</i> • <i>be flexible</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	