

<b>Select a Course:</b>	PE Health Grade 5
<b>Teacher:</b>	CORE PE Health Grade 5
<b>Course:</b>	PE Health Grade 5
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

September

**Motor Skills**

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

**Enduring Understandings**

Students will understand:  
1. Components to complete a proper kick off the ground in order to apply these skills in lifelong activities.

**Essential Questions**

1. What activities use a kicking skill?

**Standards**

NASPE.1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

NASPE.2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

G.19 - Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

**Knowledge & Skills**

1. Demonstrate mature patterns of kicking in small-sided practice task environments (S1.E21.5)

- Academic Language**
- TIER 1**
- Run
  - Slide
  - Gallop
  - Hop
  - Catch
  - Balance
  - Roll
  - Toss
  - Fast
  - Slow
  - Hard
  - Soft
  - Jump
  - Forward
  - Backward
  - Over
  - Under
  - High
  - Low
  - Skip
  - Bounce
  - Swing
  - Strike
  - Hit
  - Throw
  - Jog
  - Leap
  - Strong
  - Weak
  - Speed
  - Reach
  - Safety
- TIER 2**
- Share
  - Follow
  - Describe
  - Repeat
  - Direction
  - Demonstrate
  - Describe

- 8. Compare
  - 9. Contrast
  - 10. Predict
  - 11. Explain
  - 12. Mirror
  - 13. Recognize
  - 14. Defend
  - 15. Protect
  - 16. Evaluate
  - 17. Absorb
  - 18. Support
  - 19. Power
  - 20. Force
  - 21. Extend
  - 22. Outward
  - 23. Inward
  - 24. Analyze
  - 25. Interpret
  - 26. Rotate
  - 27. Anticipate
- TIER 3**
- 1. Locomotor
  - 2. Non-locomotor
  - 3. Object Control
  - 4. Pathway
  - 5. Pattern
  - 6. Opposition
  - 7. Pace
  - 8. Horizontal
  - 9. Vertical
  - 10. Aerobic Capacity
  - 11. Flexibility
  - 12. Muscular Endurance
  - 13. Muscular Strength
  - 14. Volley
  - 15. Rotation
  - 16. Coordination
  - 17. Agility
  - 18. Form
  - 19. Core
  - 20. Momentum
  - 21. Diet
  - 22. Activity
  - 23. Sedentary
  - 24. Atrophy
  - 25. Hypertrophy
  - 26. Peripheral Vision

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<b>October</b>	<a href="#"> <b>Wellness - 5th Grade</b></a>					
	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>		<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>

<b>November</b>	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>		<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
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	<a href="#"> <b>Wellness</b></a>				
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December	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
January	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

 Students will understand:  
 1. aerobic and non-aerobic activities impact personal fitness  
 2. they are in control of personal fitness decisions  
 3. Benefits and challenges of participating in physical activities.  
 4. Physical activity can affect all aspects of wellness.

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1. What are challenges that can be associated with participating in physical activities?
  2. How does participating in physical activity affect your mood, interactions and overall well-being?
  3. What exercises impact my body systems?
  4. What does it mean to be fit?
  5. How will physical activity help me now and in the future
  6. What physical activities inspire me?
  7. What does it mean to be mentally, emotionally, socially, physically, and spiritually healthy?

NASPE.3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

NASPE.5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

G.20 - Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.



Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)  
 Actively engages in all the activities of physical education. (S3.E2.5)  
 Differentiates between skill-related and health-related fitness.6 (S3.E3.5)  
 Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)  
 Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)  
 Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)  
 Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)  
 Compares the health benefits of participating in selected physical activities. (S5.E1.5)  
 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)

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- TIER 1**
1. Muscles
  2. Heart
  3. Brain
  4. Bones
  5. Lungs
  6. Stomach
  7. Fruit
  8. Vegetables
  9. Meat
  10. Dairy
  11. Water
  12. Bread
- TIER 2**
1. Explain
  2. Summarize
  3. Describe
  4. Compare
  5. Contrast
  6. Evaluate
  7. Interpret
  8. Analyze
  9. Respond
- TIER 3**
1. Health Related Fitness
  2. Aerobic Capacity
  3. Muscular Strength
  4. Muscular Endurance
  5. Flexibility
  6. BMI
  7. Heart Rate
  8. Pulse
  9. BPM
  10. Protein
  11. Carbohydrates
  12. Minerals
  13. Vitamins
  14. Circulatory System
  15. Respiratory System
  16. Digestive System
  17. Anaerobic
  18. Aerobic
  19. Body Composition
  20. BMI

February	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕									
March	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕									
April	<div style="border: 1px solid black; padding: 5px;"> <p> <b>Social Behavior</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Enduring Understandings ✕</th> <th style="width: 25%;">Essential Questions ✕</th> <th style="width: 25%;">Standards ✕</th> <th style="width: 25%;">Knowledge &amp; Skills ✕</th> <th style="width: 25%;">Academic Language ✕</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">  <p>Students will understand:</p> <ol style="list-style-type: none"> <li>1. the best practices for participating safely in physical activity, exercise, and dance</li> <li>2. Responsibility in personal and social behavior during physical activity.</li> <li>3. the difference between responsible and irresponsible decision making choices</li> <li>4. Respect decisions made by others concerning rules, procedures, and processes during activities</li> </ol> </td> <td style="vertical-align: top;">  <ol style="list-style-type: none"> <li>1. How do you handle others when they are not safe? Or, what would do if others are not safe - tell an adult, etc..?</li> <li>2. How do my actions/behaviors affect my safety and the safety of others in PE?</li> <li>3. Why is it important to be safe in the classroom, recess or anywhere?</li> <li>4. How do we move and maintain awareness of safety in different environments? For example, moving through a cluttered hallway?</li> </ol> </td> <td style="vertical-align: top;"> <p>NASPE.4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>G.21 - Develop skills necessary to become a successful member of a team by working with others during physical activity.</p> </td> <td style="vertical-align: top;">  <p><b>TIER 1</b></p> <ol style="list-style-type: none"> <li>1. Talk</li> <li>2. Listen</li> <li>3. Behavior</li> <li>4. Expectations</li> <li>5. Rules</li> <li>6. Safety</li> <li>7. Responsible</li> <li>8. Attitude</li> <li>9. Motivation</li> <li>10. Compromise</li> <li>11. Integrity</li> <li>12. Character</li> <li>13. Encouragement</li> <li>14. Community</li> <li>15. Resolution</li> <li>16. Relationships</li> <li>17. Respect</li> <li>18. Acceptance</li> <li>19. Choice</li> <li>20. Example</li> <li>21. Procedure</li> </ol> <p><b>TIER 2</b></p> <ol style="list-style-type: none"> <li>1. Communicate</li> <li>2. Discuss</li> <li>3. Prepare</li> <li>4. Cooperate</li> </ol> <p><b>TIER 3</b></p> <ol style="list-style-type: none"> <li>1. Teamwork</li> <li>2. Strategize</li> <li>3. Sportsmanship</li> </ol> </td> </tr> </tbody> </table> </div>					Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕	 <p>Students will understand:</p> <ol style="list-style-type: none"> <li>1. the best practices for participating safely in physical activity, exercise, and dance</li> <li>2. Responsibility in personal and social behavior during physical activity.</li> <li>3. the difference between responsible and irresponsible decision making choices</li> <li>4. Respect decisions made by others concerning rules, procedures, and processes during activities</li> </ol>	 <ol style="list-style-type: none"> <li>1. How do you handle others when they are not safe? Or, what would do if others are not safe - tell an adult, etc..?</li> <li>2. How do my actions/behaviors affect my safety and the safety of others in PE?</li> <li>3. Why is it important to be safe in the classroom, recess or anywhere?</li> <li>4. How do we move and maintain awareness of safety in different environments? For example, moving through a cluttered hallway?</li> </ol>	<p>NASPE.4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>G.21 - Develop skills necessary to become a successful member of a team by working with others during physical activity.</p>	 <p><b>TIER 1</b></p> <ol style="list-style-type: none"> <li>1. Talk</li> <li>2. Listen</li> <li>3. Behavior</li> <li>4. Expectations</li> <li>5. Rules</li> <li>6. Safety</li> <li>7. Responsible</li> <li>8. Attitude</li> <li>9. Motivation</li> <li>10. Compromise</li> <li>11. Integrity</li> <li>12. Character</li> <li>13. Encouragement</li> <li>14. Community</li> <li>15. Resolution</li> <li>16. Relationships</li> <li>17. Respect</li> <li>18. Acceptance</li> <li>19. Choice</li> <li>20. Example</li> <li>21. Procedure</li> </ol> <p><b>TIER 2</b></p> <ol style="list-style-type: none"> <li>1. Communicate</li> <li>2. Discuss</li> <li>3. Prepare</li> <li>4. Cooperate</li> </ol> <p><b>TIER 3</b></p> <ol style="list-style-type: none"> <li>1. Teamwork</li> <li>2. Strategize</li> <li>3. Sportsmanship</li> </ol>
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