



Quarterly Content Guide PHYSICAL EDUCATION
- GRADE 5 (Course #5015070)

Adopted Instructional Materials:

Quarter 1 - 21.5 Blocks (43 Days)	Quarter 2 - 23.5 Blocks (47 Days)	Quarter 3 - 21 Blocks (42 Days)	Quarter 4 - 24 Blocks (48 Days)
1-1 Safety Rules and Class Procedures	2-1 Health Related Fitness	3-1 Fitness Assessment	4-1 Nutrition
1-2 Knows Potential Risks Associated with Physical Activities	2-2 Developing a Personal Fitness Plan	3-2 Pedestrian, Bike and Water Safety Education	4-2 Manipulative Skills Rolling, Throwing, Kicking, Catching
1-3 Cooperation and Sportsmanship	2-3 Manipulative Skills Long & Short Handed Implements	3-3 Team Sports Groups/Games	4-3 Health Related Fitness
1-4 Health Related Fitness	2-4 Implementation of Game Strategies		4-4 Use of Technology in Fitness and Physical Activity
1-5 Fitness Assessment	2-5 Offensive and Defensive Strategies		
1-6 Locomotor/ Non Locomotor Skills	2-6 Creative and Expressive Movement		
1-7 Skill Improvement through Practicing			

in Individual, Partner or Group Activities (1-2 weeks)			
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Quarter: 1-1

Academic Plan
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Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education - Safety Rules and Class Procedures Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Big Idea Description: Health Education – Safety Rules and Class Procedures Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.R.5.2-Describe ways to utilize equipment safely during physical activities.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>MAFS.5.G.2.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</p>

Essential Outcome Questions			
<ul style="list-style-type: none"> Why is it important for me to follow safety rules and procedures in physical education class? 			
Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.5.R.5.2</u> Understands and practices emergency procedures. Demonstrates the correct use of physical education equipment. Understands rules, consequences, and fair play Understands the importance of following directions. Recognizes spacial awareness and one’s own personal space		 PE Central Lesson Plan: Rules & Procedures Sign to post of rules & procedures PE Central Lesson Plan: Warning Cards Classroom Management PE Central Lesson Plan: Golden Shoe Award Program PE Central Lesson Plan: S.P.O.R.T – My Rules for PE	Use visual depictions of safety procedures and practices in order to increase ELL students’ mastery of related content.
<u>HE.5.C.1.3</u> Understands the importance of keeping their hands and feet to themselves for safety.			

			<p>character.org</p> <p>Citizenship in Action Lesson Plan</p> <p>HotChalk LESSON PLANS <small>LESSON PLANS BY TEACHERS FOR TEACHERS</small></p> <p>Silly Soccer Lesson Plan: Sport Safety</p>	
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Assessment(s):

- [Teacher Observation/Holistic Performance Rubric](#)
- [Student Self-Assessment Worksheet](#)
- [Teacher Self-Evaluation and Reflective Guide](#)

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Quarter: 1-2


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Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Knows Potential Risks Associated With Physical Activities Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p> <p>Big Idea Description: Health Education - Knows Potential Risks Associated With Physical Activities Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.R.5.2-Describe ways to utilize equipment safely during physical activities.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.3 Explain ways a safe, healthy home and school environment promote personal health. HE.5.C.1.6 Recognize how appropriate health care can promote personal health. HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</p>

Essential Outcome Questions

- **How can I reduce my chances of injury during physical activity?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>HE.5.C.1.3</u>	<p>Explain the dangers of heat exposure and lack of hydration.</p> <p>Introduce safety procedures to a specific activity.</p>		 <u>CDC: Types of Heat Stress</u>	<p>Vocabulary Pre-Teach- Developing vocabulary that your students already know and introducing new terms.</p>
<u>PE.5.R.5.2</u>	<p>Discuss proper ways to warm up and cool down.</p>			

			 <p>PE Central Lesson Plan: Jock Jams Warm Up</p> <p>PE Central Lesson Plan: Safety First</p> <p>PE Central Lesson Plan: R-E-S-P-E-C-T</p>	
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Assessment(s):

- [Self and Partner Assessment](#)
- [Examples of Formative Assessments](#)
- [Cooperative Assessment](#)

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Quarter: 1-3

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Adopted Instructional Materials:




Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Cooperative/Teambuilding Games Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Big Idea Description: Health Education - Cooperative/Teambuilding Games Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.5.R.5.3 -Describe the influence of individual differences on participation in physical activities.</p> <p>PE.5.R.6.3- Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</p>
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Essential Outcome Questions

- **Why is it important to cooperate while playing sports?**
- **How can I demonstrate good sportsmanship?**
- **How do we interact with others during physical activity?**
- **What does being a good sport look like?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.R.6.3	Discuss and perform good sportsmanship. Share the importance of positive character traits		 PE Central: Cooperative Hoops  Blanket Volleyball - Physical Education Lesson Plan	Have all students work in stations at their own pace so the student can move along when they complete a skill or station work.

			 <p>Lesson Plan Kids Health: Sportsmanship</p>  <p>Cooperation, Critical Thinking Lesson Plan: Traffic Jam</p>  <p>Cooperative Activity Lesson Plan: Titanic</p>	
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Assessment(s):

- [Venn Diagram Worksheet](#)
- [Assessment task student examples](#)
- [Skill observation and assessment sheet-](#)
- [Cooperative Learning Rubric](#)

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Quarter: 1-4

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Adopted Instructional Materials:



Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education - Health Related Fitness <u>Standard 4:</u> Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness. <u>Standard 5:</u> Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p> <p>Big Idea Description: Health - Health Related Fitness <u>Standard 1:</u> Comprehend concepts related to health promotion and disease prevention to enhance health. <u>Standard 5:</u> Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.5.L.4.1-Differentiate between muscular strength and muscular endurance.</p> <p>PE.5.L.4.2-Identify activities that develop and maintain each component of physical fitness.</p> <p>PE.5.L.4.3-Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.</p> <p>PE.5.L.4.5-Select proper stretching exercises to increase flexibility and reduce the chance of injury.</p> <p>PE.5.R.5.1-Describe a benefit of working productively with a partner to improve performance.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>MAFS.5.G.2.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.3-Explain ways a safe, healthy home and school environment promote personal health.</p> <p>HE.5.C.1.6-Recognize how appropriate health care can promote personal health.</p> <p>HE.5.B.5.4 -Select a healthy option when making decisions for yourself and/or others.</p>
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Essential Outcome Questions

- **Why is it important to keep my muscles strong?**
- **What can I do to be physically active and why is this important to my overall health?**
- **Why is it important to set personal fitness goals?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.L.4.2	<p>Evaluate 4 fitness components</p> <p>Introduce aerobic games for cardio-respiratory endurance and muscular endurance.</p> <p>Recognize heart rate intensity that enhances cardio respiratory endurance.</p> <p>Physical activities for the purpose of improving muscular endurance and strength and flexibility.</p>		 <p>PE Central Lesson Plan: Who Wants To Be A Fitnessaire Closure? (PE.5.R.5.1)</p> <p>PE Central: Instant Activity Fitness Points</p>	Use pictures of fitness components with vocabulary.
HE.5.C.1.3	<p>Discuss short and long term goals.</p> <p>Discuss the benefits of home exercise</p>		 <p>Moving Around the Track Lesson Plan</p>	

			 <p>Lesson Plan: FITT Challenge (PE.5.L.4.2)</p>  <p>Lesson Plans: Tools For Learning Fitness Knowledge (PE.5.L.4.2)</p>	
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Assessment(s):

- [SMART Goal Setting Worksheet](#)
- [Setting Specific Family Fitness Goals Worksheet](#)
- [Fitness-Concepts, Principles, and Benefits Health Related Fitness Concepts](#)
- [SMART Exchange: Five Components of Health Related Fitness](#)

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Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Fitness Assessment Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p> <p>Big Idea Description: Health Education – Fitness Assessment Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.L.4.4 Analyze one's own physical fitness assessment results and develop strategies to enhance performance.</p> <p>PE.5.L.4.8 Evaluate progress toward short- and long-term fitness goals.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>MAFS.5.G.2.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.3 Explain ways a safe, healthy home and school environment promote personal health.</p>

Essential Outcome Questions					
<ul style="list-style-type: none"> • How will participating in fitness testing affect my personal fitness? 					
Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources		Strategies for Differentiation
<u>PE.5.L.4.4</u>	Practice the proper ways to do push-ups, curl-ups, sit and reach, and Pacer Test. Perform Physical Fitness pre-test		 Fitness Test Administration Video		Function: Low physical fitness, have students modify Fitness Gram activity to meet specific physical needs.
<u>HE.5.C.1.3</u>	Encourage students to practice skills outside of school.				
Assessment(s):					
Fitness Gram Goal Setting Self-Assessment Sheet Goal Setting for Fitness Unit					

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Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education - Locomotor/Non-Locomotor Skills Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 3: Participate regularly in physical activity.</p> <p>Big Idea Description: Health Education - Locomotor/Non-Locomotor Skills Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.M.1.1 Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands. PE.5.L.3.1 Identify a moderate physical activity. PE.5.L.3.2 Identify a vigorous physical activity.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</p>

Essential Outcome Questions

- **What is a locomotor and non-locomotor movement?**
- **How can locomotor and non-locomotor movement improve my fitness levels?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.5.M.1.1</u>	<p>Explain the difference between locomotor and non-locomotor.</p> <p>Demonstrate locomotor and non-locomotor movement.</p>		 <p>Spark Activity Lesson Plan: Basic Body Positions</p> <p>Spark Activity Lesson Plan: Twist & Turn Bend & Stretch</p>  <p>PE Central: Place Value Math</p> <p>Locomotor Activities Examples (Informational Text) LAFS.K12.L.3.4</p>	<p>Grouping students with a good knowledge of the subject with peers who have lesser understanding allows for those with better understanding to assist in learning of subject.</p>

Assessment(s):

[Locomotor Skills Assessment Rubric](#)



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Adopted Instructional Materials:



Big Idea(s)		
<p>Unit 1</p> <p>Big Idea Description: Physical Education – Skill Improvement Through Practicing Individual, Partner, or Group Activities</p> <p>Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</p> <p>Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Standard 3: Participate regularly in physical activity.</p> <p>Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p> <p>Big Idea Description: Health Education - Skill Improvement Through Practicing Individual, Partner, or Group Activities</p> <p>Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.5.M.1.8 Throw a leading pass overhand to a moving partner using a variety of objects.</p> <p>PE.5.C.2.5 Identify a moderate physical activity.</p> <p>PE.5.C.2.7 Identify basic practice and conditioning principles that enhance performance.</p> <p>PE.5.C.2.8 Categorize basic offensive and defensive tactics for modified invasion and net activities.</p> <p>PE.5.L.3.2 Identify a vigorous physical activity.</p> <p>PE.5.L.3.4 Identify opportunities for involvement in physical activities after the school day.</p> <p>PE.5.R.5.1 Describe a benefit of working productively with a partner to improve performance.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</p>
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Essential Outcome Questions

- **Why is team work needed in game play?**
- **What is skill related fitness?**
- **How can I improve my fitness levels by participating in various activities?**

Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
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<p><u>PE.5.L.3.2</u></p>	<p>Participate in activities that all students can be successful at regardless of their ability</p>		 <p>PE Lesson Plan: Five Pass Basketball</p> <p>PE Lesson Plan: Ball Throw Relay</p> <p>PE Lesson Plan: Running the Bases-Four Corner running Baseball</p>	<p>Set students up for a challenge such as number of times they hit the target, number of jumps with a jump rope, or performing a skill at a specific level to keep them focused.</p>
			 <p>Math Munchers: Team Strategy & Teamwork Lesson Plan</p>	

			<p>SAFARI MONTAGE</p> <p>Video: How to do Chinese jump rope</p>  <p>PE Central Lesson Plan: Agility Ability Stars</p> <p>PE Central Lesson Plan: Basketball Pinball</p> <p>PE Central Lesson Plan: SCORE! Football Warm-up</p> <p>PE Central Lesson Plans: Hot Potato</p>	
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Assessment(s):

- [Football Skills Assessment Sheet](#)
- [Overhand Throwing Assessment Rubric](#)
- [Soccer Skills Assessment Rubric](#)
- [Basketball Skills Assessment Rubric](#)

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Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Health Related Fitness Standard 3: Participate regularly in physical activity. Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p> <p>Big Idea Description: Health Education – Health Related Fitness Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.L.3.1 Identify a moderate physical activity. PE.5.L.3.2 Identify a vigorous physical activity. PE.5.L.4.4 Analyze one's own physical fitness assessment results and develop strategies to enhance performance. PE.5.L.4.7 Apply the principles of physical fitness to exercise. PE.5.L.4.8 Evaluate progress toward short- and long-term fitness goals.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.6 Recognize how appropriate health care can promote personal health HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</p>

Essential Outcome Questions

- **How can games and activities increase my fitness levels?**
- **What games and activities can I perform that will increase the amount of time I am exercising?**
- **How can setting short-term goals help me become more physically active?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.5.L.4.8</u>	Progressing toward fitness goals		 <u>Kids Health: Goal Setting Article</u> (Informational Text) LAFS.K12.L.3.4  <u>SPARK Lesson Plan: Aerobic Bowling</u>	Information to investigate: Goals Inclusive strategies Does the learner have any unique goals? Are there particular concerns about the learner?
<u>PE.5.L.3.2</u>	Participate in aerobic games			

[PE.5.L.4.4](#)

Perform flexibility, muscle strength and muscle endurance activities



[SMART Exchange:
Components of Fitness](#)



[Log It Step by Step
Pedometer
Staying Fit & Healthy
Components of Fitness](#)
(Informational Text)
LAFS.K12.L.3.4



[PE Central Lesson Plan:
Heart Walkers](#)

Assessment(s):

[Goal Setting Worksheet](#)

[Daily Record Sheet: Track Your Endurance Activities](#)

[Goal-Reasons Web](#)

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Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Developing a Personal Fitness Plan Standard 3: Participate regularly in physical activity.</p> <p>Big Idea Description: Health Education - Developing a Personal Fitness Plan Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.L.3.5 Formulate a plan to increase the amount of time spent in physical activity.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.3 Explain ways a safe, healthy home and school environment promote personal health.</p> <p>HE.5.C.1.6 Recognize how appropriate health care can promote personal health.</p> <p>HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</p>

Essential Outcome Questions

- **Why should I set fitness goals?**
- **How can setting fitness goals improve my fitness levels?**
- **How can exercise reduce my risks of lifestyle diseases?**
- **What does my personal fitness program need to look like to keep myself healthy and physically fit for a lifetime?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
<u>PE.5.L.3.5</u>	<p>Write a personal fitness plan based on 4 components of health related physical fitness</p> <p>List fitness goals and exercises/activities to be used to maintain or improve personal fitness levels.</p> <p>Use SMART Goals in personal fitness plan</p>		 <u>Setting a Goal Reflective Sheet</u> <u>PE Central Lesson Plan: Goal Setting for Fitness Unit</u> <u>PE Central Lesson Plan: Mended Hearts, Broken Hearts, Healthy Hearts, Half Hearted</u>	<p>Have students create and evaluate fitness routine presentation using the components of fitness.</p>
<u>HE.5.B.5.4</u>	<p>Recognize activities to enhance and maintain health-enhancing level of physical fitness.</p>			

Assessment(s):


- [Assessing Kids Thoughts: Student Work Example](#)
- [Grading Rubric Fitness Routine Presentation](#)
- [What's Your Activity I.Q?](#)



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Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Manipulative Skills – Long Handed Implements & Short Handed Implements Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.M.1.3 Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern. PE.5.M.1.4 Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique. PE.5.C.2.5 Detect, analyze and correct errors in personal movement patterns. PE.5.C.2.6 Compare and contrast skills/sports that use similar movement patterns and concepts. PE.5.C.2.8 Categorize basic offensive and defensive tactics for modified invasion and net activities. PE.5.L.3.1 Identify a moderate physical activity.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	

PE.5.L.3.2 Identify a vigorous physical activity.				
Essential Outcome Questions				
<ul style="list-style-type: none"> • How can using long handled implements be a form of physical activity? • Why is striking with long handled implements more challenging? 				
Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.M.1.3	Demonstrate striking an object continuously with a partner using forehand & backhand strokes.		 PE Central Lesson Plan: The Changing Walls, Ceiling, and Floor Space Game PE Central Lesson Plan: Snatch And Strike Short-Handled Implement PE Central Lesson Plan: The Nest Striking Activity PE Central: Striking with Paddles Teaching Cues	<p>Allow students to choose various types of long-handed or short-handed implements to increase student mastery of skill.</p> <p>Have students brainstorm ways the equipment can be used in other types of activities or games.</p>
PE.5.C.2.8	Identify offensive and defensive tactics			
PE.5.C.2.6	<p>Perform self-check of personal movement patterns</p> <p>Identify skills and strategies in a variety of physical activities</p>			

Assessment(s):

[Student Self-Assessment Rubric](#)

[Scoring Sample 1](#)

[Scoring Sample 2](#)

[Scoring Sample 3](#)

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Academic Plan
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Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Implementation of Game Strategies Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.M.1.5 Apply dribbling skills in modified games, focusing on offensive strategies. PE.5.M.1.7 Catch a variety of objects while traveling and being defended. PE.5.C.2.5 Detect, analyze and correct errors in personal movement patterns. PE.5.C.2.6 Compare and contrast skills/sports that use similar movement patterns and concepts. PE.5.C.2.7 Identify basic practice and conditioning principles that enhance performance. PE.5.C.2.8 Categorize basic offensive and defensive tactics for modified invasion and net activities. PE.5.L.3.2 Identify a vigorous physical activity.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	

Essential Outcome Questions

- Why is it necessary to develop specific sports skills to be successful in a game?
- What basic strategies do I need to use to be successful in a game?

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.M.1.5 PE.5.M.1.7	Devise strategies to have a positive outcome while participating in the activity/game		 PE Central: Sneak Attack Offensive & Defensive Strategies Lesson Plan PE Central Lesson Plan: Cooperative Skills Challenge Stations	<p>Adaptation of movement have students can make it a walking game, or have students use any other locomotor of movement that they choose.</p> <p>Have students create a group game that includes all levels of activity.</p>
			 Lesson Plan: 3-Catch Basketball	

Assessment(s):

Observe to see that students are using both offensive and defensive strategies in order to gain all of their type of equipment (vs. just offensive strategies).
Observe the communication which is going on between teams; use this as a means to discuss cooperation and how a team needs to work together in a positive way.

[Invent A Game Grading Rubric](#)

[Home](#)




Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course [#5015070](#))

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Offensive and Defensive Strategies Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.M.1.5 Apply dribbling skills in modified games, focusing on offensive strategies. PE.5.M.1.7 Catch a variety of objects while traveling and being defended. PE.5.C.2.5 Detect, analyze and correct errors in personal movement patterns. PE.5.C.2.6 Compare and contrast skills/sports that use similar movement patterns and concepts. PE.5.C.2.7 Identify basic practice and conditioning principles that enhance performance. PE.5.C.2.8 Categorize basic offensive and defensive tactics for modified invasion and net activities. PE.5.L.3.2 Identify a vigorous physical activity.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	

Essential Outcome Questions

- Why do you need to talk about strategies before you begin a task?
- Why is it important to communicate?

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
P.E.5.C.2.8	Perform offensive and defensive tactics for modified invasion and net activities.		 <p>PE Central Lesson Plan: Soccer Lesson Plan</p> <p>PE Central Lesson Plan: Invade and Conquer- Football Lead Up Activity</p>	<p>Cognitive & Behavioral Disabilities: allow players to use hands or feet to accommodate physical needs.</p> <p>Visual impairments/Hearing: Peer tutors can be helpful for practicing sport skills.</p>



[Lesson Plan:
Baskickball](#)



[Lesson Plan: Speed Ball](#)

[Lesson Plan: Slide Tag
Invasion Activity](#)

[Lesson Plan: Guard The
Pin Invasion Activity](#)

Assessment(s):



Coach's Eye is analysis app. It allows teachers to capture videos of students performing and then students can analyze and understand how they can improve.

[Home](#)



Quarter: 2-6

Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course [#5015070](#))


Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Creative and Expressive Movement Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity. Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.5.M.1.10 Perform a variety of dances accurately.</p> <p>PE.5.M.1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.</p> <p>PE.5.M.1.9 Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.</p> <p>PE.5.C.2.1 Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.</p> <p>PE.5.L.3.1 Identify a moderate physical activity.</p> <p>PE.5.L.3.2 Identify a vigorous physical activity.</p> <p>PE.5.L.3.3 Identify opportunities for involvement in physical activities during the school day.</p> <p>PE.5.R.6.1 Describe how participation in physical activity is a source of self-expression and meaning.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
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Essential Outcome Questions

- **What is rhythm?**
- **Where do we find examples of rhythm?**
- **Where else can you show enjoyment of dance?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.M.1.10	<p>Design and modify sequences that show changes in direction and speed.</p> <p>Create a variety of movement sequences</p> <p>Apply movement concepts and qualities in to sequential movement.</p> <p>Vary speed and direction often during performance.</p> <p>Participate in two teacher led dances.</p> <p>Create a variety of movement sequences to music.</p>		 <p>Arts Toolkit Lesson Plan: Dance</p> <p>Mirror Mirror</p> <p>Lesson Plan: Mirror Mirror</p>	<p>Enabling students to use contemporary media/technology as tools to demonstrate knowledge and understanding.</p> <p>Allow students to create movement sequence and critique movement sequences.</p>
PE.5.M.1.11	<p>Perform a self-designed gymnastics sequence</p>		<p>The Jeffrey Game</p> <p>Lesson Plan: Improvisation Activity</p>	<p>Have students choreograph creative movement sequences.</p>

PE.5.R.6.1

Use body and movement as a means of expression.



[PE Central: Let's Move
Flash Mob Happy Dance
Video](#)



[Spark Activity Lesson
Plan: Cha-Cha Slide](#)

[Spark Activity Lesson
Plan: Shuffle Steps](#)

Assessment(s):

[Understanding Movement Concepts Self-Assessment Worksheet](#)

[Home](#)



Quarter: 3-1


Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course [#5015070](#))

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Fitness Assessment Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p> <p>Big Idea Description: Health Education – Fitness Assessment Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.L.4.4-Analyze one's own physical fitness assessment results and develop strategies to enhance performance.</p> <p>PE.5.L.4.8-Evaluate progress toward short and long-term fitness goals.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.3 Explain ways a safe, healthy home and school environment promote personal health.</p>

Essential Outcome Questions

- **How will participating in fitness testing affect my personal fitness?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.L.4.4	Demonstrate the proper ways to do push-ups, curl-ups, sit and reach, and Pacer Test. Perform Physical Education Post-Test		 Fitness Test Administration Video	Grouping based on: Interest in a certain area of content. Allow students to choose an area of interest and focus on improving skills. Function: Low physical fitness, have students modify fitness test activity to meet specific physical needs.
HE.5.C.1.3	Encourage students to practice skills outside of school.			

Assessment(s):

- [Fitness Gram Goal Setting Self-Assessment Sheet](#)
- [Goal Setting for Fitness Unit](#)

[Home](#)



Quarter: 3-2


Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course #5015070)


Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Pedestrian, Bike and Water Safety Education Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity.</p> <p>Big Idea Description: Health Education - Pedestrian, Bike and Water Safety Education Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.M.1.6 Demonstrate proficiency in one or more swim strokes. PE.5.C.2.4 Identify the different types of basic water- rescue techniques, using various types of items. PE.5.L.3.1 Identify a moderate physical activity. PE.5.L.3.2 Identify a vigorous physical activity. PE.5.L.3.8 Discuss the importance of being visible, being predictable and communicating when cycling.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.B.5.4 -Select a healthy option when making decisions for yourself and/or others.</p>

Essential Outcome Questions

- **How can I make better decisions during my life to keep myself safe?**
- **What are some steps I can use to make good decisions in my life?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.L.3.8	<p>Proper technique of riding a bicycle, proper use of all equipment (bike, helmet, pads, road rules).</p> <p>Understands walking in a crosswalk, reading signs, looking both ways).</p>		 <p>Safe Routes to School National Partnership, Florida</p> <p>Child Pedestrian Safety Curriculum: 4-5</p>	<p>Teaching Channel Video: Use SLANT- Get Ready to Learn strategy to have students ready to learn.</p>
PE.5.M.1.6 PE.5.C.2.4	<p>Understands the rules for all bodies of water (pool, lake, pond, and ocean).</p> <p>Proper use of lifesaving devices (PFD, ropes, etc.)</p>			<p>Teaching Channel Video: Measure progress toward behavior goals using a number line.</p> <p>Teaching Channel Video: Redirecting students during instruction.</p>

			 <p>Pedestrian Safety Lesson Plan: Safe Kids World Wide</p> <p>Swimming Safety Tips: Safe Kids World Wide</p> <p>Boating Safety Tips: Safe Kids World Wide</p>	<p>Teaching Channel Video: Making objectives clear to students.</p>
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Assessment(s):

[Assessment Guide Child Pedestrian Safety Curriculum Student Response Form](#)

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Quarter: 3-3

Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course #5015070)

Adopted Instructional Materials:



Big Idea(s)		
<p>Unit 1</p> <p>Big Idea Description: Physical Education – Team and Group Sports/Games</p> <p>Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Standard 3: Participate regularly in physical activity.</p> <p>Big Idea Description: Health Education – Team and Group Sports/Games</p> <p>Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.5.C.2.2 Design or modify a game incorporating skills, rules and strategies.</p> <p>PE.5.C.2.5 Detect, analyze and correct errors in personal movement patterns.</p> <p>PE.5.C.2.6 Compare and contrast skills/sports that use similar movement patterns and concepts.</p> <p>PE.5.C.2.7 Identify basic practice and conditioning principles that enhance performance.</p> <p>PE.5.C.2.8 Categorize basic offensive and defensive tactics for modified invasion and net activities.</p> <p>PE.5.L.3.1 Identify a moderate physical activity.</p> <p>PE.5.L.3.2 Identify a vigorous physical activity.</p> <p>PE.5.L.3.3 Identify opportunities for involvement in physical activities during the school day.</p> <p>PE.5.L.3.4 Identify opportunities for involvement in physical activities after the school day.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.3 Explain ways a safe, healthy home and school environment promote personal health.</p>
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Essential Outcome Questions

- **How would you make a skill more challenging?**
- **How do you know when to use a specific skill in a drill or game situation?**
- **How do you positively encourage classmates?**
- **How does cooperating improve our success in solving problems?**

Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
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HE.5.C.1.3	<p>Demonstrate good sportsmanship Understands how to work cooperatively with others</p>		 <p>Lesson Plan: The Wheel of Fitness Volleyball</p>	<p>Use rubrics that match and extend students' varied skill levels.</p>
PE.5.C.2.2	<p>Understands that individuals have different skill levels in physical activities</p>		<p>Lesson Plan: Sport Skills Paintball Soccer Game</p> <p>Lesson Plan: Sport Skills Ultimately Captured</p> <p>Lesson Plan: Sport Skills Eyes Up Hands Up</p>	<p>Vary length of time a student may take to complete a skill or task.</p> <p>Use content or skill stations so students can increase skill development.</p>
			 <p>Spark Activity Lesson Plan: Air It Out</p>	
<p>Assessment(s):</p>				
<p>Sportsmanship Checklists for Students</p>				

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Quarter: 4-1

Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course #5015070)

Adopted Instructional Materials:



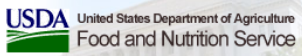
Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education –Nutrition <u>Standard 4:</u> Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p> <p>Big Idea Description: Health Education – Nutrition <u>Standard 1:</u> Comprehend concepts related to health promotion and disease prevention to enhance health. <u>Standard 5:</u> Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.5.L.4.6 Plan a menu for a balanced meal.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>MAFS.5.G.2.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.3 Explain ways a safe, healthy home and school environment promote personal health.</p> <p>HE.5.C.1.6 Recognize how appropriate health care can promote personal health.</p> <p>HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.</p>
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Essential Outcome Questions

- How does what I eat affect my physical health?
- What practices and resources can help me make healthy food choices?
- What prevents people from making healthy food choices?

Aligned Learning Goals (Student will be able to)	District Adopted Materials	Supplemental Resources	Strategies for Differentiation
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<p>PE.5.L.4.6</p>	<p>Understands the importance of eating a balance health meal and its role in being physically fit.</p> <p>Plan a healthy meal</p>		 <p>United States Department of Agriculture: MyPlate</p>	<p>Sample Activity: Introducing or reviewing USDA Food Guide: Write the name of a Food Group on each chart paper. On a fourth paper, the topic could be “Guidelines for Healthy Eating”. You could then display the chart paper around the gym or pavilion.</p>
			<p>Serving Up MyPlate Curriculum</p>	
			 <p>PE Central: Super 19 food Groups Relay</p> <p>PE Central: Help Me! LDL Tag Game</p> <p>PE Central: Nutrition Station Circuit</p> <p>Fruits and Vegetables Lesson Plan (LAFS.K12.L.3.4)</p>  <p>Serving Up MyPlate: A Yummy Curriculum</p>	

Assessment(s):

[Super 19 Reference Guide](#)

[Tips for Teachers: Promoting Healthy Eating and Physical Activity](#)

[Meal Planning Worksheet](#)

[Heart-Y Lunch Quick Activity](#)

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Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course [#5015070](#))





Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – Manipulative Skills-Rolling, Throwing, Kicking, Catching Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards
<p>PE.5.M.1.2 Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique. PE.5.M.1.5 Apply dribbling skills in modified games, focusing on offensive strategies. PE.5.M.1.7 Catch a variety of objects while traveling and being defended. PE.5.M.1.8 Throw a leading pass overhand to a moving partner using a variety of objects. PE.5.C.2.5 Detect, analyze and correct errors in personal movement patterns. PE.5.C.2.6 Compare and contrast skills/sports that use similar movement patterns and concepts.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	

[PE.5.L.3.1](#) Identify a moderate physical activity.
[PE.5.L.3.2](#) Identify a vigorous physical activity.

Essential Outcome Questions

- **What is ball control?**
- **Why is ball control important?**
- **What skills do I need to play a ball sport?**
- **What are some ways I can manipulate and control a ball?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.M.1.5	Demonstrate dribbling skills in modified games, focusing on offensive strategies.		 Mr. Gym Lesson Plan: Four-Way Volleyball Mr. Gym Lesson Plan: Circle Soccer Mr. Gym Lesson Plan: Pickle Mr. Gym Lesson Plan: Mass Basketball	 <ul style="list-style-type: none"> • Volleyball Forearm Pass
PE.5.M.1.2	Demonstrate how to strike a moving object using correct technique Understand how to catch a variety of objects while traveling.			 <ul style="list-style-type: none"> • Volleyball Overhand Pass  <ul style="list-style-type: none"> • Volleyball Underhand

[PE.5.C.2.5](#)

Compare how sports use similar movement patterns and concepts
Analyze how to correct personal movement errors



[Lesson Plan: Dribbling & Volleying](#)



[Lesson Plan: Lobster Ball Activity](#)

[Lesson Plan: Spot Ball Activity](#)

Serve



- Bounce Pass Basketball



- Chest Pass Basketball



- Set Shot Basketball

Assessment(s):

[Manipulatives & Performance Rubric](#)

[Home](#)



Quarter: 4-3

Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course [#5015070](#))


Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education - Health Related Fitness Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness. Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p> <p>Big Idea Description: Health - Health Related Fitness Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health. Standard 5: Demonstrate the ability to use decision-making skills to enhance health.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

<p>PE.5.R.6.2 Explain the benefits of physical activity.</p>	<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p> <p>MAFS.5.G.2.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HE.5.C.1.3-Explain ways a safe, healthy home and school environment promote personal health.</p> <p>HE.5.C.1.6-Recognize how appropriate health care can promote personal health.</p> <p>HE.5.B.5.4 -Select a healthy option when making decisions for yourself and/or others.</p>
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Essential Outcome Questions

- **How can I use my fitness data to make me healthier in my life?**
- **Why is it important for me to understand and apply my fitness data for future fitness goals?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.R.6.2	Understands how to use fitness data to enhance future performance Evaluates a plan to reach specific goals		 PE Central Lesson Plan: Push Up Routine PE Central Lesson Plan: Corner Tag PE Central Lesson Plan: Fitness Scavenger Hunt PE Central Lesson Plan: Mission "Possible" Fitness PE Central Lesson Plan: High-Five Curl-Ups PE Central Lesson Plan: Fun Push Ups	<p>Have students evaluate age appropriate fitness data and set goals based on specific needs.</p> <p>Have students create a fitness plan that builds on specific goals.</p>

Assessment(s):

- [Aerobic Capacity](#)
- [Body Composition](#)
- [Muscular Strength, Endurance, and Flexibility](#)
- [Physical Activity Log](#)
- [Sample Workout Plan](#)



Quarter: 4-4

Academic Plan
PHYSICAL EDUCATION - GRADE 5 (Course [#5015070](#))

Adopted Instructional Materials:

Big Idea(s)		
<p>Unit 1 Big Idea Description: Physical Education – The Use of Selected Technology to Enhance Performance Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Standard 3: Participate regularly in physical activity. Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</p>		
Standards		
Physical Education Next Generation Sunshine State Standards	Florida Standards	Health Education Standards

[PE.5.C.2.3](#) Apply feedback gathered from the use of technology to assess and enhance performance.

[PE.5.L.3.7](#) Use technology to enhance regular participation in physical activities.

[PE.5.L.4.9](#) Explain how technology can assist in the pursuit of physical fitness.





[ELD.K12.ELL.SI.1](#) English language learners communicate for social and instructional purposes within the school setting.

[MAFS.5.G.2.3](#) Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

[LAFS.K12.L.3.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Outcome Questions

- **How can the use of technology enhance your fitness?**

Aligned Learning Goals (Student will be able to)		District Adopted Materials	Supplemental Resources	Strategies for Differentiation
PE.5.L.3.7	Using technology to enhance fitness and overall wellness Apply technological resources that enhance fitness and fosters lifelong enjoyment of physical activity.		 CAST Book Builder create, share, publish and read digital books  Digital Films: Make Your Own Movie Online  Make Beliefs Comix: Create Comic Strip for Physical Education  Memorize: Interactive Learning Modules. Train, Study, and Communicate	<p>Have students create resource library that students can use to enhance and improve performance.</p> <p>Have students make a book for physical education skills, procedure, games and activities.</p> <p>Have students produce a digital film on sports, games, or fitness activities</p>
PE.5.C.2.3	Identify technological resources that enhance performance			

Assessment(s):

Have student present the technology in whole class setting for peer review.

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