

**Grade 5 Physical Education (#5015070) Scope & Sequence 2018-2019**

External factors such as weather, space availability, etc. may impact actual dates of units.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b><u>Introduction to Physical Education: Safety, Rules and Procedures</u></b> (1 week)</p> <p>PE.5.C.2.2 - Design or modify a game incorporating skills, rules and strategies. PE.5.R.5.2 - Describe ways to utilize equipment safely during physical activities. PE.5.R.6.3 - Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.</p> <p><b><u>Locomotor Skills &amp; Movement Concepts and Patterns</u></b> (2 weeks)</p> <p>PE.5.C.2.1 - Apply purposeful movement to a variety of movement settings to include designing and performing movement routines. PE.5.C.2.5 - Detect, analyze and correct errors in personal</p>	<p><b><u>Team Games: Offense and Defense/Dribbling</u></b> (3 weeks)</p> <p>PE.5.C.2.8 - Categorize basic offensive and defensive tactics for modified invasion and net activities. PE.5.M.1.5 - Apply dribbling skills in modified games, focusing on offensive strategies.</p> <p><b><u>Nutrition</u></b> (2 weeks)</p> <p>PE.5.L.4.6 - Plan a menu for a balanced meal.</p> <p><b><u>Health Related Physical Fitness: Muscular Strength, Endurance &amp; Flexibility</u></b> (2 weeks)</p> <p>PE.5.L.3.6 - Discuss lifestyle behaviors that can be made to increase physical activity. PE.5.L.4.1 - Differentiate between</p>	<p><b><u>Manipulatives: Kicking, Catching, Throwing</u></b> (4 weeks)</p> <p>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.</p> <p><b><u>Striking with Body Parts</u></b> (3 weeks)</p> <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.</p> <p><b><u>Striking with Implements</u></b> (4 weeks)</p> <p>PE.5.M.1.3 - Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand</p>	<p><b><u>Lifetime Physical Activity &amp; Behaviors: Technology/ Warm up-Cool down</u></b> (5 weeks)</p> <p>PE.5.C.2.7 - Identify basic practice and conditioning principles that enhance performance PE.5.L.3.1 - Identify a moderate physical activity. PE.5.L.3.2 - Identify a vigorous physical activity. PE.5.L.3.3 - Identify opportunities for involvement in physical activities during the school day. PE.5.L.3.4 - Identify opportunities for involvement in physical activities after the school day. PE.5.L.4.9 - Explain how technology can assist in the pursuit of physical fitness. PE.5.R.5.3 - Describe the influence of individual differences on participation in physical activities. PE.5.R.6.2 - Explain the benefits of physical activity.</p>

<p>movement patterns. PE.5.C.2.6 - Compare and contrast skills/sports that use similar movement patterns and concepts. PE.5.M.1.1 - Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.</p> <p><b><u>Fitness Assessment pre-test/Goals</u></b> (3 weeks)</p> <p>PE.5.L.3.5 - Formulate a plan to increase the amount of time spent in physical activity. PE.5.L.3.7 - Use technology to enhance regular participation in physical activities. PE.5.L.4.4 - Analyze one's own physical fitness assessment results and develop strategies to enhance performance.</p> <p><b><u>Cooperative Games</u></b> (3 weeks)</p> <p>PE.5.R.5.1 - Describe a benefit of working productively with a partner to improve performance</p>	<p>muscular strength and muscular endurance. PE.5.L.4.2 - Identify activities that develop and maintain each component of physical fitness. PE.5.L.4.3 - Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance. PE.5.L.4.5 - Select proper stretching exercises to increase flexibility and reduce the chance of injury. PE.5.L.4.7 - Apply the principles of physical fitness to exercise. PE.5.R.6.1 - Describe how participation in physical activity is a source of self-expression and meaning.</p> <p><b><u>Educational Dance/ Educational Gymnastics</u></b> (2 weeks)</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. PE.5.M.1.10 - Perform a variety of</p>	<p>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.</p>	<p><b><u>Fitness Assessment post-test</u></b> (3 weeks)</p> <p>PE.5.C.2.3 - Apply feedback gathered from the use of technology to assess and enhance performance. PE.5.L.4.8 - Evaluate progress toward short and long-term fitness goals.</p> <p><b><u>Bicycle Safety</u></b> (1 week) (The length of this unit will be ~3 weeks if certified teacher is utilizing a bicycle trailer to implement the Florida Traffic &amp; Bicycle Safety Education Program. The timeframe will also need to be adjusted to accommodate the availability of the trailer.)</p> <p>PE.5.L.3.8 - Discuss the importance of being visible, being predictable and communicating when cycling.</p> <p><b><u>Aquatics/Heat/Sun Safety</u></b> (1 week)</p> <p>PE.5.C.2.4 - Identify the different</p>
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	<p>dances accurately.  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>types of basic water- rescue techniques, using various types of items.  PE.5.M.1.6 - Demonstrate proficiency in one or more swim strokes.</p> <p style="text-align: center;"><b>End of Course Assessment</b>  (1 week)</p>
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**ELL Standards, embedded throughout the course**

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

**Mathematical Standards, embedded throughout the course**

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.

**Language Arts Standards, embedded throughout the course**

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.

**Health Standards, embedded throughout the course**

HE.5.B.5.4 - Select a healthy option when making decisions for yourself and/or others.

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.