

Fifth Grade Physical Education Overview 2019-2020

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students in physical education understanding.

[Fitnessgram](#)

[PE TEKS](#)

[CATCH](#)

Instructional Model

Instruction in physical education should include moderate to vigorous physical activity for at least 50% of the class. The teacher will start class with a 5-7 minute warm-up activity. Then the teacher will “engage” the students. This includes the teacher making connections with students’ prior knowledge to pre-assess what students know about the topic, skill or concept of the day. The next 5-10 minutes will be the “learning experience”, at this time the teacher will teach new information, skills and/or concepts. The next 20-25 minutes include time for the students to practice the information, skill or concept they have learned. This is the “guided practice” stage. The last 2-3 minutes of class will be used to cool the students’ heart rate down and recapture what the students learned and make connections to the next lesson.

Adopted Resources

[CATCH](#)

Physical Education Process Standards: Physical education does not have process standards, but we do have TEKS that run across subject areas. The student uses these standards to acquire and demonstrate physical education understanding. The student is expected to:

- 5.1A The student is expected to demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.
- 5.3A Participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.
- 5.5 The student understands and applies safety practices associated with physical activities.
- 5.5B Select and use proper attire that promotes participation and prevents injury.
- 5.6 The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
- 5.7A Follow rules, procedures, and etiquette.

Grading Period 1

Unit 1: Gym Procedures & Spatial Awareness

Estimated Date Range: Aug. 14 – Sept. 6

Unit Overview: Students have learned and should be familiar with physical education class rules, procedures and safety practices. In this unit, students will review physical education student expectations and learn to use their spatial awareness skills to successfully participate in organized activities. Students will be taught safety practices and participate in mock safety drills. Students will demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.

Big Ideas:

- Rules are established to prevent chaos and encourage uniformity. Rules make things efficient and fair.
- Procedures outline and describe the process in which actions should be performed. Procedures are made and implanted to keep students safe.
- Safety practices are procedures put in place to keep people safe.
- The ability to use different levels in dynamic movement situations is an essential in learning basic offensive and defensive skills. Learning the skills needed to be able to play offense and defense allows students to participating in team and individual sports.

- Balance allows the body to stay up-right and not fall over. When a student is balanced they have complete control of their body and are able to adjust their body level (high, medium, low) and remain balanced.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do rules exist?
- Why do we have procedures?
- How are safety practices and procedures similar?
- Why should a student learn to change speed during straight, curved, and zig zag pathways in dynamic situations?
- How is balance associated with pathways?
- How do we interact with others in physical education class?

Concepts within Unit #1	TEKS
Concept #1: Rules, Procedures & Safety Practices	5.5, 5.5A, 5.5B, 5.5C, 5.5D, 5.6, 5.6B
Concept #2: Spatial Awareness	5.1A, 5.1B, 5.1D, 5.1E, 5.1G, 5.1H, 5.3A
Concept #3: Social Development	5.7, 5.7A, 5.7B, 5.7C

Unit 2: Locomotor Skills

Estimated Date Range: Sept. 9– Oct. 10

Unit Overview: In this unit, students begin to develop vocabulary for combinations of locomotor shapes, levels, pathways and patterns. The student will student is expected to combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences. The student is expected to demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations. Students will continue to refining their performance of chasing, fleeing, and dodging while moving in dynamic situations. Students will participate in physical activity games that teach and reinforce movement in dynamic situations related to changes in speed in various pathways.

Big Ideas:

- Combinations of locomotor skills are used to successfully perform sports skills, such as a lay-up, volleyball hit or triple jump. These activities could not be completed without combining locomotor skills.
- Combining locomotor skills allows student to perform the activities or skills required to participate in sports, dance and other activities. Participation in sports, dance and other physical activity strengthens the heart, lungs, muscles and bones.
- The ability to demonstrate smooth combinations of fundamental locomotor skills allows for one to experience success in a variety of physical activity games.
- Mastery of body control allows one to experience success while moving in complex and/or game like situations.
- The ability to successfully demonstrate combinations of locomotor and manipulative skills will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do we combine locomotor skills?
- How does combing locomotor skills effect your health?
- Why do students need to learn how perform smooth combinations of fundamental locomotor skills?

- How does demonstrating combinations of locomotor and manipulative skills enhance performance in complex and/or game like situations?
- How do we interact with others in physical education class?

Concepts within Unit #2	TEKS
Concept #1: Development of Locomotor Skills	5.1B, 5.1C, 5.1D, 5.1E, 5.1G, 5.3A
Concept #2: Chasing, Fleeing, and Dodging	5.1B, 5.1L, 5.3A, 5.6A
Concept #3: Social Development	5.7, 5.7A, 5.7B, 5.7C

Grading Period 2

Unit 3: Fitness Activities

Estimated Date Range: Oct. 11 – Nov. 1

Unit Overview: In this unit, students will be reintroduced to basic fitness terms. Students will improve their social skills, fitness levels and motor skills through participation in physical activity. Students will participate in enjoyable activities that will promote participation in physically active life.

Big Ideas:

- Moderate to vigorous physical activity refers to the intensity of a person’s workout. A moderate intensity workout is described as a person being able to talk, but not sing due to the intensity of their workout. A vigorous intensity is described as person’s workout intensity being so hard, that you are unable to have a verbal conversation with peers.
- Participating in regular moderate to vigorous physical activity increase your heart rate and moves oxygen through your body. Some health benefits are losing weight, maintaining weight, reduced risk of cardiovascular disease, reduced risk for diabetes and stronger muscles and bones.
- It is recommended that a person participate in at least 75-150 minutes a week of moderate to vigorous physical activity each week.
- Setting personal fitness goals motivates students to work hard to get to a desired fitness level. Goals are a reminder of what you are working hard to achieve.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- How do I know I am participating in moderate to vigorous physical activity?
- Why should students participate in moderate to vigorous physical activity?
- How much moderate to vigorous physical activity should a person include into their life?
- Why do we set personal fitness goals?
- How do we interact with others in physical education class?

Concepts within Unit #3	TEKS
Concept #1: Fitness Activities	5.3A, 5.3B, 5.4A, 5.4B, 5.4C, 5.4D, 5.4E, 5.4F, 5.4G, 5.4H, 5.5A
Concept #2: Social Development	5.7, 5.7A, 5.7B, 5.7C

Unit 4: Throwing and Catching

Estimated Date Range: Nov. 4 – Nov. 15

Unit Overview: In this unit, students will continue to learn how to throw and catch in dynamic situations. Students will participate in games and activities that introduce throwing and catching as a required skill.

Big Ideas:

- Throwing and catching engage the large muscles which allows for the development of gross motor coordination.
- Throwing and catching enhances the development of muscular strength and endurance.
- The ability to successfully perform throwing and catching will allow for application in future physical activities. With these skills students can participate in more physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- Why do students need to learn how to throw and catch?
- How does throwing and catching improve physical performance?
- Does the ability to throw and catch affect participation in physical activity?
- How do we interact with others in physical education class?

Concepts within Unit #4	TEKS
Concept #1: Throwing and Catching	5.1C, 5.1K, 5.1L, 5.2B, 5.3A, 5.5A
Concept #2: Social Development	5.7, 5.7A, 5.7B, 5.7C

Unit 5: Striking and Volleying

Estimated Date Range: Nov. 18 – Dec. 13

Unit Overview: In this unit, students will continue to use the terms striking and volleying. Students demonstrate the proper way to strike and volley different objects. Students will participate in physical activity games that teach and reinforce striking and volleying. Students will see improvement in their striking and volleying skills.

Big Ideas:

- Striking and volleying engage the large muscles, which allows for the development of gross motor coordination.
- Striking and volleying enhances the development of muscular strength and endurance.
- Striking and volleying improves your hand-eye coordination.
- The ability to successfully perform strike and volleyball and object will allow for application in future physical activities. With these skills, students can participate in more physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why do students need to learn how to strike and volley?
- How does striking and volleying improve physical performance?
- Does the ability to striking and volleying affect participation in physical activity?
- How do we interact with others in physical education class?

Concepts within Unit #5

TEKS

Concept #1: Striking and Volleying

5.1L, 5.1K, 5.2B, 5.3A, 5.6A

Concept #2: Social Development

5.7, 5.7A, 5.7B, 5.7C

Grading Period 3

Unit 6: Educational Dance and Gymnastics

Estimated Date Range: Jan 7 – Jan. 17

Unit Overview: In this unit, students will be introduced to physical activities that cause increased heart rate, breathing rate, and perspiration. Students will use the gym procedures, spatial awareness skills and locomotor skills acquired in previous units to learn how to safely demonstrate basic dance and gymnastic movements in a variety of relationships. Students are expected to participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.

Big Ideas:

- Developing muscular strength and endurance allows for successful participation in a variety of lifetime activities.
- Engaging in physical activities at a MVPA level improves cardiorespiratory endurance.
- Demonstrating a variety of relationships in dynamic situations allows for successful participation in physical activities outside of the physical education setting.
- Working cooperatively in a physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why is it important to develop muscular strength and endurance?
- How does participating in moderate to vigorous physical activities improve health-related fitness?
- Why is it important to demonstrate a variety of relationships in dynamic movement situations?

- How do we interact with others in a physical education class?

Concepts within Unit #6	TEKS
Concept #1: Educational Dance	5.1D, 5.1E, 5.1F, 5.1H, 5.1L, 5.3A
Concept #2: Gymnastics	5.1D, 5.1E, 5.1F, 5.1H, 5.3A
Concept #3: Social Development	5.7, 5.7A, 5.7B, 5.7C

Unit 7: Jumping and Landing

Estimated Date Range: Jan. 21 – Feb 7

Unit Overview: In third and fourth grade, students learned to jump and land in dynamic situations. In this unit, students will continue to participate in physical activity games that teach and reinforce the mature form of jumping and landing skills.

Big Ideas:

- Jumping and landing engage the large muscles which allows for the development of gross motor coordination.
- Jumping and landing enhances the development of muscular strength and endurance.
- The ability to successfully perform jumping and landing will allow for application in future physical activities. With these skills students can participate in more physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interact with others in cooperative settings.

Essential Questions

- Why do students need to learn how to jump and land?
- How does jumping and landing improve physical performance?
- Does the ability to jump and land affect participation in physical activity?
- How do we interact with others in physical education class?

Concepts within Unit #7	TEKS
Concept #1: Jumping and landing	5.1A, 5.1B, 5.1E, 5.1J, 5.3A
Concept #2: Social Development	5.7, 5.7A, 5.7B, 5.7C

Unit 8: Fitness Activities

Estimated Date Range: Feb. 10 – March 30

Unit Overview: In this unit, students will be introduced to basic fitness terms. Students will improve their social skills, fitness levels and motor skills through participation in physical activity. Students will participate in enjoyable activities that will promote participation in physically active life.

Big Ideas:

- Moderate to vigorous physical activity refers to the intensity of a person's workout. A moderate intensity workout is described as a person being able to talk, but not sing due to the intensity of their workout. A vigorous intensity is described as person's workout intensity being so hard, that you are unable to have a verbal conversation with peers.
- Participating in regular moderate to vigorous physical activity increase your heart rate and moves oxygen through your body. Some health benefits are losing weight, maintaining weight, reduced risk of cardiovascular disease, reduced risk for diabetes and stronger muscles and bones.
- It is recommended that a person participate in at least 75-150 minutes a week of moderate to vigorous physical activity each week.
- Setting personal fitness goals motivates students to work hard to get to a desired fitness level. Goals are a reminder of what you are working hard to achieve.

- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- How do I know I am participating in moderate to vigorous physical activity?
- Why should students participate in moderate to vigorous physical activity?
- How much moderate to vigorous physical activity should a person include into their life?
- Why do we set personal fitness goals?
- How do we interact with others in physical education class?

Concepts within Unit #8	TEKS
Concept #1: Fitness Activities	5.3A, 5.3B, 5.4A, 5.4B, 5.4C, 5.4D, 5.4E, 5.4F, 5.4G, 5.4H, 5.5A
Concept #2: Social Development	5.7, 5.7A, 5.7B, 5.7C

Grading Period 4

Unit 9: Dribbling and Passing

Estimated Date Range: March 23 – April 3

Unit Overview: In this unit, students will continue to refine the combination of dribbling and passing skills. Students will apply dribbling and passing to beginning offensive and defensive strategies. Students will participate in complex game play that teach and reinforce dribbling and passing skills. Students will be refining their performance of dribbling and passing and combining the skills during movement activities. Students will participate in complex physical activities that teach and reinforce dribbling and passing skills.

Big Ideas:

- Practicing offensive and defensive strategies while dribbling and passing allow for improved performance during complex game play.
- Combination of dribbling and passing is essential to the learning of how to play the game and engage in cooperative play.
- Dribbling is used to keep possession of an object while traveling in personal or general space.
- Passing is used to send an object to an intended target.
- The ability to successfully dribble and pass with control will allow for application in future physical activities.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- How does practice improve performance?
- Why do students need to learn how to dribble and pass?
- How does dribbling and passing enhance playtime?
- How do we interact with others in physical education class?

Concepts within Unit #9	TEKS
Concept #1: Dribbling and Passing	5.1A, 5.1K, 5.1L, 5.2B, 5.3A
Concept #2: Social Development	5.7, 5.7A, 5.7B, 5.7C

Unit 10: Cooperative and Recreational Games

Estimated Date Range: April 6 – May 21

Unit Overview: In this unit, students will be reintroduced to cooperative/recreational games that teach and reinforce cooperation with others. Students are expected to participate in moderate to vigorous physical activities on a daily basis. Students are expected to understand basic components of structured physical activities.

Big Ideas:

- Engaging in daily moderate to vigorous physical activity will improve fitness levels over one’s lifespan.
- Understanding basic components of structured physical activities will allow for successful participation in cooperative games in and outside of the physical education setting.
- Working cooperatively in physical education class is important because it helps us develop the appropriate social skills needed to effectively interacting with others in cooperative settings.

Essential Questions

- Why is it important to engage in daily moderate to vigorous physical activity?
- Why is it important to understand basic components of structured physical activities?
- How do we interact with others in physical education class?

Concepts within Unit #10	TEKS
Concept #1: Cooperative and Recreational Games	5.3A, 5.4F, 5.5A, 5.6, 5.6A, 5.7B
Concept #2: Social Development	5.7, 5.7A, 5.7B, 5.7C