

Standard: 5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles.

ESSENTIAL UNDERSTANDINGS

- Development of mature movement patterns occurs during dynamic and unpredictable movement experiences.
- Understanding key elements of fundamental movement skills and movement concepts allows for efficient and effective mature movement that can be applied to a variety of activities.
- Performing a variety of movements in activities/games will lead to effective body management.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>5.1 a) Demonstrate mature form in locomotor, nonlocomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include overhand and underhand throw and catch; execution to a target; hand dribble; foot dribble; consecutive striking with a partner over a net or against a wall; and striking a ball while stationary and moving.</p> <p>5.1 e) Demonstrate accuracy in a variety of activities.</p> <p>5.1 f) Demonstrate use of force in a variety of activities.</p> <p>5.1 g) Apply concepts of direction and force to strike an object with purpose and accuracy.</p> <p>I can overhand throw and catch with a partner while moving.</p> <p>I can overhand throw to a target that is far away.</p> <p>I can dribble and pass a ball while moving</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill rubric • Teacher observation <p>Sample rubric</p> <p>4 (<i>Beyond what was taught</i>) Displays consistent and correct performance of all elements during unpredictable game situations; accurate with appropriate application of force</p> <p>3 (<i>What was explicitly taught</i>) Performs all critical elements appropriately and consistently</p> <p>2 (<i>Identify basic elements</i>) Performs critical elements in isolation</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements in isolation</p>	<p>Review previous years' critical elements as appropriate</p> <p><u>Overhand throw to moving partner</u></p> <ul style="list-style-type: none"> • Aim slightly ahead of your partner in his/her path of travel if he/she is moving slowly and farther ahead of your partner in his/her path of travel if he/she is moving quickly <p><u>Striking (bat/paddle)</u></p> <ul style="list-style-type: none"> • Keep non-dominant/non-preferred side to the target • Use a handshake grip • Keep a stiff wrist • Watch the ball • Bring arm(s) back • Step with the opposite foot • Hip rotation • Make contact with the ball (with a flat surface) • Follow through with the paddle/bat/stick to the target (desired direction) <p><u>Hand/Foot Dribble while moving</u></p> <ul style="list-style-type: none"> • Keep ball close to body • Use body as shield/barrier to protect ball 	<ul style="list-style-type: none"> • Modified games involving each of the skills and a variety of situations • Use a variety of implements and objects appropriate to student's skill level and appropriate for student safety • Small-sided games throughout place space highlighting the same skill(s) in different activities • Display cues with visuals • Display assessment rubrics when skills are introduced

<p>at different speeds.</p> <p>I can dribble with my dominant/preferred hand/foot at different speeds.</p> <p>I can dribble with my non-dominant/non-preferred hand/foot while walking.</p> <p>I can hit a ball while still or moving.</p> <p>I can volley a (ball) with a partner or over a net.</p>		<p>New vocabulary and content</p> <ul style="list-style-type: none">• Force• Accuracy	
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes</p>			

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ESSENTIAL UNDERSTANDING

- Gymnastics promotes body management skills through a variety of movement experiences.

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<p>5.1 b) Create and perform an educational gymnastic sequence including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.</p> <p>I can create and perform a gymnastics sequence including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.</p>	<p>Assessment of Learning Teacher observation Skill check list Skill rubric</p> <p>Assessment for Learning Skill check list Skill rubric</p>	<p>Review previous years' vocabulary and critical elements as appropriate</p> <ul style="list-style-type: none"> • Balance • Rotation • Weight transfer <p>New vocabulary and content</p> <ul style="list-style-type: none"> • Smooth transition– showing flow between movements; not choppy 	<ul style="list-style-type: none"> • Students copy sequence created by teacher/other students • Students work in groups to create gymnastics routine (using all criteria) and showcase to classmates—allow students enough time to create and practice routine before showcasing • Warm-ups and cool downs that develop flexibility

Resources: SHAPE America National Standards and Grade-Level Outcomes

Standard: 5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles.

ESSENTIAL UNDERSTANDINGS

- Dance is movement in rhythms, patterns, and sequences.
- Dance promotes social skills and creativity as well as an understanding for diverse cultures.
- Jumping rope improves coordination and promotes cardiorespiratory endurance.

Standard(s) Student Friendly Language What will the student know and be able to do?	Suggested/Sample Assessments	Terms (Vocabulary) and Content Information	Suggested/Sample Activities
<p>5.1 c) Create and perform individual or group rhythm/dance sequences including American and international dances and a jump-rope routine (self-turn or long rope).</p> <p>I can create and perform an American and international dance to music with a partner/group/by myself.</p> <p>I can do a routine turning the rope by myself or on a long rope.</p>	<p>Assessment of Learning</p> <ul style="list-style-type: none"> • Teacher observation • Skill check list • Skill rubric <p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill check list • Skill rubric <p>4 (<i>Beyond what was taught</i>) Creates and displays American and international dance sequence and creates and displays jump rope routine with consistent and correct performance, flow and smooth transitions between movements, and a variety of jumps.</p> <p>3 (<i>What was explicitly taught</i>) Creates and displays American and international dance sequence and creates and displays jump rope routine with flow, smooth transitions between movements, and a variety of jumps.</p> <p>2 (<i>Identify basic elements</i>) Performs critical elements with stops between movements of American and international dance sequence and jump rope routine.</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can demonstrate some/most of the critical elements in isolation</p>	<p>Review previous years' critical elements</p> <ul style="list-style-type: none"> • Dance sequence • Routine • Intermediate jump rope skills 	<ul style="list-style-type: none"> • Watch video clip of American and international dances • Demonstrate or create with the class dance/jump rope sequence • Students work in groups to create dance sequences- perform for other groups • Play copycat with students-have them mimic a routine teacher/other student provides

Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources <http://www.doe.virginia.gov/instruction/physed/index.shtml>; PE Central (key term–Dance) <http://www.pecentral.org/> http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp <http://www.doe.virginia.gov/instruction/physed/index.shtml>; American Heart Association resources

Standard: 5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles.

ESSENTIAL UNDERSTANDING

- Effective space (open and closed) management is necessary for successful game play (offense and defense).

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<p>5.1 d) Demonstrate use of space in a variety of activities.</p> <p>I can move into space eliminating open spaces for my opponents.</p> <p>I can move to open spaces creating passing lanes with teammate(s).</p>	<p>Assessment of Learning Teacher observation Skill check list Skill rubric</p> <p>Assessment for Learning Skill check list Skill rubric</p> <p>4 (<i>Beyond what was taught</i>) Displays consistent and correct performance of open and closed space concepts with and without manipulatives, smooth transitions between movements, and movement patterns</p> <p>3 (<i>What was explicitly taught</i>) Demonstrates ability to move to open and close spaces in groups with manipulatives</p> <p>2 (<i>Identify basic elements</i>) Demonstrates ability to move to open and close spaces in groups without manipulatives</p> <p>1 (<i>With help/prompts/cues</i>) With teacher cues, student can move to open and close spaces</p>	<p>Review vocabulary from previous year</p> <ul style="list-style-type: none"> • Open space • Passing lanes • Closing space 	<ul style="list-style-type: none"> • Provide a variety of activities with opportunities for movement in groups with and without manipulatives

Standard: 5.2 The student will apply anatomical knowledge and movement strategies in complex movement activities.

ESSENTIAL UNDERSTANDINGS

- The cardiorespiratory, vascular, muscular, and skeletal system combine to allow a variety of body movements.
- A variation of force and direction will change the accuracy in movement situations.

<p align="center">Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p align="center"><u>Suggested/Sample</u> Assessments</p>	<p align="center">Terms (Vocabulary) and Content Information</p>	<p align="center"><u>Suggested/Sample</u> Activities</p>
<p>5.2 a) Identify components of major body systems, to include cardiorespiratory, vascular, muscular, and skeletal.</p> <p>I can identify pictures of parts of major body systems including cardiorespiratory, vascular, muscular, and skeletal.</p> <p>5.2 b) Apply knowledge of body systems, bones, and muscles to accurately describe a variety of specific movements such as a ball strike, overhand throw, or volley.</p> <p>I can describe the way bones and muscles work together to do a variety of movements.</p> <p>5.2 c) Describe concepts of direction and force used to strike an object with purpose and accuracy.</p> <p>I can describe how direction and force are used to strike objects accurately.</p>	<p>Assessment of Learning Exit ticket Peer discussion Peer observation</p> <p>Assessment for Learning Written: Identify pictures of parts of major body systems</p> <p>Discuss with partner ways bones and muscles work together to do a variety of movements</p> <p>Observation: Watch peer strike object (or other manipulative skill)– describe how direction and force are used to increase accuracy</p>	<p>Review vocabulary from previous year</p> <ul style="list-style-type: none"> • Force • Accuracy 	<ul style="list-style-type: none"> • Incorporate knowledge concepts into movement activities such as having students identify the muscles being used in warm-up activities and bones and muscles used for a variety of skills • Partner students up for a variety of skills and have them observe one another– noticing the ways bones and muscles work together
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes Kids Health http://kidshealth.org/kid/htbw/</p>			

Standard: 5.3 The student will use personal fitness assessment data to enhance understanding of physical fitness.

ESSENTIAL UNDERSTANDINGS

- Physical fitness can be evaluated through a variety of methods including health-related criterion referenced tests, heart rate, body mass index (BMI), and pedometer data.
- SMART goals can be used to target and improve one or multiple areas of health-related fitness.
- The FITT principle can be used to design a personal fitness plan for achieving SMART goal.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>5.3 a) Identify methods for evaluating and improving personal fitness such as health-related criterion referenced tests, heart rate, body mass index (BMI), and pedometer data.</p> <p>I can determine how to improve my personal fitness using health-related criterion referenced tests, heart rate, body mass index (BMI), and pedometer data.</p> <p>5.3 b) Compare and analyze fitness data to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram®, CDC guidelines) to assess levels of personal fitness and identify strengths and weaknesses.</p> <p>I can use guidelines (Virginia wellness-related criterion-referenced fitness standards, Fitnessgram®, CDC guidelines) to understand my health-related fitness levels.</p> <p>5.3 c) Create a basic personal fitness plan for at least one health-related component of fitness, to include baseline fitness data, SMART goal, activities that will address the goal, log of activities inside and outside of school, reassessment data (post-data) and</p>	<p>Assessment of Learning Matching Exit Ticket Peer hare</p> <p>Assessment for Learning Oral: Student names methods for evaluating personal fitness levels</p> <p>Written: Students apply FITT principle to personal fitness plan in order to achieve SMART goal.</p> <p>Students create Wellness Portfolios (see Suggested/Sample Activities for details).</p> <p>Activity: Students select stations/activities during PE and outside of PE compatible with their personal fitness plan to improve their SMART goal(s).</p>	<p>Review vocabulary and critical elements from previous years.</p> <ul style="list-style-type: none"> • SMART (specific, measurable, attainable, realistic, timely) goal • Heart rate <p>New vocabulary/content</p> <ul style="list-style-type: none"> • Health-related criterion referenced tests • Body mass index (BMI) • FITT principle <ul style="list-style-type: none"> • Frequency: how often; commonly measured in days per week • Intensity: how hard; commonly measured in intensity levels • Time: how long; commonly measured in minutes/hours • Type: what kind; measured in specific health-related component of fitness 	<ul style="list-style-type: none"> • Provide students with multiple opportunities to gather personal fitness data throughout the year using health-related criterion referenced tests, heart rate, body mass index (BMI), and/or pedometers • Set up a variety of stations targeting specific health-related fitness components where students select stations based on their personal fitness plan • Students pick an “accountability buddy” for the duration of the year. Buddies check in (walk and talk, closure, etc.) to see how each other are progressing with fitness plan and SMART goal. • Students create ‘Wellness Portfolios’ with the following information: baseline data; SMART goal(s); activities targeting specific health-related components students

<p>reflection of goal progress/attainment.</p> <p>I can create personal fitness plan (including baseline fitness data; SMART goal; activities that will address the goal; log of activities inside and outside of school; reassessment data (post-data); and reflection of goal progress/attainment) to improve or maintain one area of health-related fitness.</p> <p>5.3 d) Explain the FITT (frequency, intensity, time, and type) principle.</p> <p>I can explain the FITT principle.</p>			<p>are looking to improve; journals documenting thoughts/improvement; post-fitness testing results; and graphs/charts depicting progress</p> <p>Note: It is an inappropriate practice to grade students on fitness test results</p>
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp</p>			

Standard: 5.3 The student will use personal fitness assessment data to enhance understanding of physical fitness.

ESSENTIAL UNDERSTANDINGS

- Heart rate can be used to help determine personal fitness levels.
- As a person's cardiorespiratory fitness levels increase, his/her heart rate (and resting heart rate) will decrease.

<p align="center">Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p align="center"><u>Suggested/Sample</u> Assessments</p>	<p align="center">Terms (Vocabulary) and Content Information</p>	<p align="center"><u>Suggested/Sample</u> Activities</p>
<p>5.3 e) Calculate resting heart rate and calculate heart rate during a variety of activities.</p> <p>I can calculate my resting heart rate and heart rate during activities.</p> <p>5.3 f) Explain the relationship between heart rate and cardiorespiratory fitness.</p> <p>I can explain the connection between heart rate and cardiorespiratory fitness.</p>	<p>Assessment of Learning Exit ticket Peer share</p> <p>Assessment for Learning Written: Calculate resting heart rate and heart rate during variety of activities</p> <p>Oral: Students describe connection between heart rate and cardiorespiratory fitness</p>	<p>Review vocabulary from previous year</p> <ul style="list-style-type: none"> • Radial pulse • Carotid pulse <p>New vocabulary and content</p> <ul style="list-style-type: none"> • Heart rate: measured in beats per minute; count pulse for 10 seconds, multiply by 6 to find your beats per minute • Resting heart rate; when your body is pumping the lowest amount of blood you need because you are not exercising 	<ul style="list-style-type: none"> • Students sit at the beginning of class and calculate resting heart rate • Give students a chart with various activities listed and empty spaces. Have students predict which activities will yield higher(est) heart rates. Students complete various activities logging their own heart rate. Discuss if predictions were correct.
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes Kids Health http://kidshealth.org/kid/htbw/</p>			

Standard: 5.4 The student will participate in establishing and maintaining a safe environment for physical activities.

ESSENTIAL UNDERSTANDINGS

- Rules and etiquette are important for the safety of all participants.
- All students, regardless of ability, when possible should be included in physical activity settings

<p align="center">Standard(s) <u>Student Friendly Language</u> What will the student know and be able to do?</p>	<p align="center"><u>Suggested/Sample</u> Assessments</p>	<p align="center">Terms (Vocabulary) and Content Information</p>	<p align="center"><u>Suggested/Sample</u> Activities</p>
<p>5.4 a) Create and implement rules and consequences for one or more activities.</p> <p>I can create and show rules and consequences for one or more activity.</p> <p>5.4 b) Create and implement safety rules for at least one activity.</p> <p>I can create and show safety rule(s) for one or more activities.</p> <p>5.4 c) Create and implement etiquette for one activity.</p> <p>I can create and show polite behavior for one activity.</p> <p>5.4 d) Explain the importance of inclusion in physical activity settings.</p> <p>I can explain why inclusion in PE is important.</p> <p>5.4 e) Describe and demonstrate respectful behavior in physical activity settings.</p> <p>I can describe and show respectful behavior in PE.</p>	<p>Assessment for Learning Tell a partner Exit ticket Self/peer assessments</p> <p>Assessment of Learning Oral: Create rules and consequences, safety rules, and polite behavior for one or more activities- discuss with partner</p> <p>Explain importance of inclusion in PE (and other physical activity settings)</p> <p>Observation: Demonstrate rules and etiquette needed in PE and other physical activity settings</p>	<p>Review vocabulary and content from previous year</p> <ul style="list-style-type: none"> • Etiquette <p>New vocabulary and content</p> <ul style="list-style-type: none"> • Inclusion 	<ul style="list-style-type: none"> • Students design a game or activity. In design, students must provide rules, safety guidelines, and etiquette. • Partner walk talk: discuss different levels of abilities for variety of activities. • Group talk: discuss importance of understanding and accepting differences.

Resources: SHAPE America National Standards and Grade-Level Outcomes

Standard: 5.5 The student will identify and explain the nutrition component and activity guidelines for energy balance.

ESSENTIAL UNDERSTANDING

- Recommended dietary allowances and other guidelines can be used to form healthy eating and activity habits.

<p align="center">Standard(s) Student Friendly Language</p> <p>What will the student know and be able to do?</p>	<p align="center">Suggested/Sample Assessments</p>	<p align="center">Terms (Vocabulary) and Content Information</p>	<p align="center">Suggested/Sample Activities</p>
<p>5.5 a) Explain RDA (Recommended Dietary Allowance).</p> <p>I can explain recommended dietary allowance (RDA).</p> <p>5.5 b) Explain that there are different RDA recommendations for children, teens, and adults.</p> <p>I can explain the different RDA for children, teens, and adults.</p> <p>5.5 c) Explain the effect of portion size on RDA.</p> <p>I can explain the effect of portion size of RDA.</p> <p>5.5 f) Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity (MVPA) every day.</p> <p>I can explain the recommendations for daily moderate to vigorous physical activity (MVPA).</p>	<p>Assessment for Learning</p> <p>Oral Witten/exit ticket Partner share</p> <p>Assessment of Learning</p> <p>Oral: Explain RDA, the variations for different age groups, as well as the recommendations for daily MVPA.</p> <p>Written: Students write down RDA, acknowledging the variations for different age groups and the recommendations for daily MVPA.</p>	<p>Review vocabulary from previous year.</p> <ul style="list-style-type: none"> Moderate to vigorous physical activity (MVPA) <p>New vocabulary and content.</p> <ul style="list-style-type: none"> Recommended dietary allowance (RDA) Portion size 	<ul style="list-style-type: none"> Use food/nutrition cards in activities where students attempt to collect meals to meet the RDA Students create informational brochure for other students (younger or older), public, or parents explaining the RDA and recommendations for MVPA
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes http://www.heart.org/HEARTORG/GettingHealthy/Dietary-Recommendations-for-Healthy-Children_UCM_303886_Article.jsp</p>			

Standard: 5.5 The student will identify and explain the nutrition component and activity guidelines for energy balance.

ESSENTIAL UNDERSTANDINGS

- Vitamins and minerals help the body grow and develop normally.
- Food labels provide important information such as macronutrients, RDA, and portion size.

<p>Standard(s) <u>Student Friendly Language</u> What will the student know and be able to do?</p>	<p><u>Suggested/Sample Assessments</u></p>	<p>Terms (Vocabulary) and Content Information</p>	<p><u>Suggested/Sample Activities</u></p>
<p>5.5 d) Explain the purpose of vitamins and minerals.</p> <p>I can explain the purpose of vitamins and minerals.</p> <p>5.5 e) Evaluate components of food labels for a variety of foods, to include macronutrients, RDA, and portion size.</p> <p>I can read food labels to include macronutrients, RDA, and portion size.</p>	<p>Assessment of Learning Oral or written (tell a partner/teacher, exit tickets):</p> <p>Assessment for Learning Written/oral: Explain purpose of vitamins and minerals.</p> <p>Read food label and label the macronutrients, RDA, and portion size.</p> <p>Activity: Match food label with task card specifying macronutrients, RDA, and portion size.</p>	<p>Review vocabulary and content from previous year.</p> <ul style="list-style-type: none"> • Macronutrient (fats, carbohydrates, protein) <p>New vocabulary and content</p> <ul style="list-style-type: none"> • Portion size • Recommended dietary allowance (RDA) • Vitamins • Minerals 	<ul style="list-style-type: none"> • Use visuals to depict a food label specifying macronutrients, RDA, and portion size • Use any activity where students (as individuals or a group) work to acquire food/nutrition cards specifying macronutrients, RDA and portion size. Have students try to match the food labels with task cards listing the macronutrients, RDA, and portion size.
<p>Resources: http://www.choosemyplate.gov/food-groups/ http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm</p>			