

Teacher: CORE P.E. Grade 5

Year: 2010-11

Course: P.E. Grade 5

Month: All Months

A u g u s t	Cooperative Skills/Games/Challenges ~ Pre Start of school check list.							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Creative Games rules Personal Living Skills Self Reliance Social Skills Personal Management Skills q Self Control q Respect for others q Safety q Self Expression q Respect for individual difference q Decision making q Self Accountability q Communication q Problem solving q Courage q Collaboration q Honesty/Fairness q Cooperation/Teamwork	-Play according to game rules and safety procedures -Identify orally importance of group cooperation -Identify orally two community resources -State in writing two strategies and/or problem solving abilities					PE.E.C PERS HEAL FITNE STUD WILL THE NECE KNOV AND TO ES AND MAIN PHYS FITNE PART IN PH ACTI AND MAIN PERS HEAL PE.E.C PHYS EDUC partici physic activit (game exerci provid condit each f PE.E.C PHYS EDUC demon

q Ethics						master
q Competition						fundam
q Conflict resolution						motor,
q Leadership/Followership						locom
q Diligence						manip
q Trust						skills,
q Perseverance						unders
q Initiative						fundam
Personal Fitness and Wellness						princip
Cardiovascular Endurance						mover
Flexibility						PE.E.C
Muscular Strength & Endurance						PHYS
Skill Related Fitness						EDUC
q None						unders
q Upper body						effects
q Upper body						activit
q Balance						body,
q 2 minutes						associ
q Midsection						inactiv
q Midsection						the ba
q Coordination						compo
q 5 minutes						health
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	<p>q Lower body</p> <p>q Lower body</p> <p>q Agility</p> <p>q 10 minutes</p> <p>q Reaction Time</p> <p>q 10+ minutes</p> <p>q Speed</p> <p>q Power</p> <p>Activity(s): Activity(s): Activity(s): Activity(s):</p> <p>MOTOR/MANIPULATION SKILLS</p> <p>Movement</p> <p>Manipulation</p> <p>Striking_____</p> <p>q Stretching</p> <p>q Blocking</p> <p>q Kicking</p> <p>q Juggling</p> <p>q Striking with a _____</p> <p>q Running</p> <p>q Guarding</p> <p>q Throwing</p>					<p>specta</p> <p>behavi</p> <p>produc</p> <p>and po</p> <p>enviro</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>work</p> <p>constr</p> <p>with o</p> <p>accom</p> <p>variety</p> <p>and ta</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>demon</p> <p>care,</p> <p>consid</p> <p>and re</p> <p>self an</p> <p>during</p> <p>activit</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>know</p> <p>resour</p> <p>availa</p> <p>home</p> <p>comm</p> <p>opport</p> <p>partici</p> <p>enjoy</p> <p>of phy</p> <p>activit</p> <p>leisure</p>
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q Setting up

q Catching with a

q Skipping

q Climbing

q Catching

q Other _____

q Blocking with a

q Dodging

q Tumbling

q Trapping

q Other _____

q Other

q Jumping

q Other _____

q Dribbling

q Pivoting

q Other _____

q Serving

q Starting

q Rebounding

q Change of direction

Personal Living Skills

Self Reliance

Social Skills

Personal Management Skills

q Self Control

q Respect for others

q Safety

q Self Expression

q Respect for individual difference

q Decision making

q Self Accountability

q Communication

q Problem solving

q Courage

q Collaboration

q Honesty/Fairness

q Cooperation/Teamwork

q Ethics

q Competition

q Conflict resolution

q Leadership/Followership

q Diligence

q Trust

q Perseverance

q Initiative

Personal Fitness and Wellness

Cardiovascular Endurance

Flexibility

Muscular Strength & Endurance

Skill Related Fitness

q None

q Upper body

q Upper body

q Balance

q 2 minutes

q Midsection

q Midsection

q Coordination

q 5 minutes

q Lower body

q Lower body

q Agility

q 10 minutes

q Reaction Time

q 10+ minutes

q Speed

q Power

Activity(s): Activity(s): Activity(s):
Activity(s):

**MOTOR/MANIPULATION
SKILLS**

Movement

Manipulation

Striking_____

q Stretching

q Blocking

q Kicking

q Juggling

q Striking with a

q Running

q Guarding

q Throwing

q Setting up

q Catching with a

q Skipping

q Climbing

q Catching

q Other _____

q Blocking with a

q Dodging

q Tumbling

q Trapping

q Other _____

q Other

q Jumping

q Other _____

q Dribbling

q Pivoting

q Other _____

q Serving

q Starting

q Rebounding

q Change of direction

Locomotor

Nonmanipulative

Manipulative

Walking

Running						
Hopping						
Skipping						
Galloping						
Sliding						
Chasing, fleeing, and dodging						
Turning						
Twisting						
Rolling						
Balancing						
Transferring Weight						
Jumping and Landing						
Stretching						
Curling						
Throwing						
Catching and collecting						
Kicking						
Punting						
Dribbling						
Volleying						
Striking with rackets						
Striking with long handled implements						

	Group Challenges	<p>Through participation in group activity, students will demonstrate:</p> <ul style="list-style-type: none"> -compassion -trust -citizenship -respect <p>Participate in stunts and challenges in group settings:</p> <p>amoeba tag, knots, group juggling, equipment challenge, partner and small group balances.</p> <p>Students will recognize leadership versus followership relationship.</p>					
	Individual Challenges	<p>Through participation in individual challenges, students will demonstrate:</p> <ul style="list-style-type: none"> -decision making -problem solving -honesty -self-confidence -low risk taking 					

		behaviors -higher risk taking behaviors						
S e p t e m b e r	SOCCER							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		1.passing 2.dribbling 3.shooting 4.trapping 5.positional play	1. stationary passing with a partner and trapping 2. passing while moving 3. dribbling through stationary objects 4.shooting at a target with dominant foot 5. spatial awareness during play 6. goalie strategies - proper use of hands, positioning in the goal area, punting and throwing. 7. display of proper sportsmanship during play					
	Start Up Games and Activities.							
	Lifetime Sports/activities							
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards	

<p>How does interacting with classmates help with the students social development? How will lifetime sports effect your fitness? What is the value of continuing lifetime fitness?</p>	<p>Teamwork safety Leadup Games/Games Rules/Regulations Strategy Sportsmanship Self-Motivation</p>	<p>Know and understand the health related components of fitness through strength training, fitness testing and aerobic conditioning. Demonstrate an understanding of one's level of personal fitness related to stress, healthy-eating and choice of leisure activities. Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength, endurance, flexibility, and body composition. Acquire knowledge and understanding of factors that effect movement and responses of body systems</p>			<p>physical fitness testing Running</p>		<p>PE.I.C PHYS EDUC shoul inform consu aware altern availa them their comm physi and sh able t facilit progr availa</p>
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		<p>during physical activity. Develop a desire to participate in order to maintain physical fitness. Participate in a variety of activities that develop health-related physical fitness. Demonstrate understanding and respect for differences among people in physical activity settings. Understand and apply the concept of team and lifetime sports activities. Analyze, achieve and maintain a healthful level of physical fitness. Develop a positive attitude towards physical activity by accepting challenges</p>				
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		and extending their personal capabilities and experiences.					
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BASKETBALL

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	1. Dribbling 2. shooting 3. passing - chest and bounce 4. defensive strategies - man to man 5. offensive strategies - screen and roll 6. understand rules for a modified game 7. pivot foot Locomotor Nonmanipulative Manipulative Walking Running Hopping Skipping Galloping Sliding Chasing, fleeing, and dodging Turning Twisting Rolling Balancing Transferring Weight Jumping and Landing Stretching Curling Throwing Catching and collecting	1. stationary dribbling with right and left hand 2. dribbling while moving 3. perform chest and bounce pass with a partner while stationary 4. dribbling - pivoting - passing to a moving target 5. shooting - lay up, block jumper, and jump shot 6. participate in modified games - 1v1, 2v2, 3v3, PIG, knockout 7. demonstrate good sportsmanship					

	Kicking Punting Dribbling Volleying Striking with rackets Striking with long handled implements						
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Basketball

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What are the boundaries and starting areas for basketball? What are the point values of baskets in basketball? What are the basic rules of this game? What are your positions for offense and defense? What are some modifications we could use in this game?	Body Awareness eye-hand coordination locomotor and non-locomotor movement Movement concepts Effort fitness manipulative skills safety social skills Spatial Awareness	cooperate and play a small group game using passing, receiving and shooting toward an appropriate height goal dribble and pass in a small group keep away game dribble and keep the ball away from an opponent in a 1 on 1 situation shoot toward an appropriate height goal from different distances travel, dribble and pivot on one foot to begin dribbling in another direction		self assessment 10/31/2010			PE.E.C PERSO HEAL FITNE STUD WILL THE NECE KNOW AND TO ES AND MAIN PHYS FITNE PART IN PH ACTI AND MAIN PERSO HEAL PE.E.C PHYS EDUC partici physic activit (game exerci provid condit each f

		<p>dribble and change from one speed to another without stopping dribble and smoothly change from one direction to another without stopping dribble continuously while stopping and starting traveling at the signal dribble and pass in a small-sided game keep-away situation move in order to throw to a stationary partner while being guarded in small group keep-away situation</p>					<p>PE.E.(PHYS EDUC develo fitness through practic and pe PE.E.(PHYS EDUC demon master fundam motor, locom manip skills, unders fundam princip mover PE.E.(PHYS EDUC unders effects activit body, associ inactiv the ba compo health fitness (cardio muscle muscle endura flexibi body compo PE.E.(PHYS EDUC demon</p>
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Football ~ This is a three week unit.

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>Can you name three different offensive positions and explain the purpose of the "offensive team" ?</p> <p>Can you name three different defensive positions and explain the purpose of the "defensive team" ?</p> <p>What is the purpose of the "line of scrimmage" in a football game?</p>	<p>Warm up</p> <p>Safety Rules</p> <p>Sportsmanship</p> <p>Offensive plays, positions and strategy</p> <p>Defensive plays, positions and strategy</p> <p>Modified football game</p>	<p>cardiorespiratory</p> <p>warm up</p> <p>eye hand coordination</p> <p>warm up</p> <p>pass pattern tree - square, fly, slant, post, flag, buttonhook</p> <p>throwing techniques</p> <p>catching techniques</p> <p>punt, pass and kick - kick from a tee</p> <p>punt, pass and kick - kicking from a tee</p> <p>offensive positions - guard, center, quarterback, running back, wide receiver</p> <p>defensive positions</p> <p>special team positions - kicker, punter</p> <p>defending the receiver safely</p>		<p>Teacher observation of student performance during modified football games.</p> <p>10/31/2010</p>	<p>Football Lesson one</p> <p>Football Lesson two</p> <p>Football lesson three</p> <p>Football Lesson four</p> <p>Football Lesson five</p> <p>Football lesson six</p>		

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COOPERATIVE GAMES

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>What do I need to do to solve a</p>	<p>Responsibility of a group</p>	<p>Build community</p>		<p>Teacher questions and</p>			<p>PE.E.C</p> <p>PERS</p>

r	<p>problem? What is sportsmanship?</p>	<p>member Positive behavior and language in a winning/losing situation What does positive sportsmanship look like? Skill Grade Overhand Throw- Cues: Step with opposition, side to target, elbow at 90 degree, follow through across body. K Uses at least two cues when prompted in station activities. 1 All cues used in station activities-when prompted. 2 All cues used in station, lead-up or game</p>	<p>within class Problem solving Conflict resolution Accepts responsibility in group situations Accepts differences of others in the group situations</p>		<p>observation 12/1/2010</p>			<p>HEAL FITNE STUD WILL THE NECE KNOV AND TO ES AND MAIN PHYS FITNE PART IN PH ACTI AND MAIN PERS HEAL PE.E.C PHYS EDUC partici physic activit (game exerci provid condit each f PE.E.C PHYS EDUC develo fitness throug practic and pe PE.E.C PHYS EDUC demon master fundar motor.</p>
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		<p>situation.</p> <p>Uses the skill for a variety of purposes.Can throw within range of intended target.</p> <p>3</p> <p>All cues used in authentic game situation.</p> <p>Uses the skill for a variety of purposes.Can throw accurately to a stationary target.</p> <p>4</p> <p>All cues used in authentic game situation with fluidity.</p> <p>Examples of authentic situations include:</p> <p>Uses the skill for a variety of purposes.Can throw accurately to a stationary target.</p>						<p>locom</p> <p>manip</p> <p>skills,</p> <p>unders</p> <p>fundam</p> <p>princip</p> <p>mover</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>unders</p> <p>effects</p> <p>activit</p> <p>body,</p> <p>associ</p> <p>inactiv</p> <p>the ba</p> <p>compo</p> <p>health</p> <p>fitness</p> <p>(cardi</p> <p>muscle</p> <p>muscle</p> <p>endura</p> <p>flexibi</p> <p>body</p> <p>compo</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>demon</p> <p>assess</p> <p>fitness</p> <p>perfor</p> <p>exerci</p> <p>activit</p> <p>to each</p> <p>related</p> <p>compo</p> <p>establi</p> <p>person</p> <p>impro</p> <p>fitness</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p>
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		<p>5</p> <p>All cues used in authentic game situation with fluidity.</p> <p>Examples of authentic situations include:</p> <p>Can throw a leading pass overhand to a moving partner. Uses the skill for a variety of purposes. Can throw on the moveCan throws with force appropriate for purpose.Can throw accurately to a target.</p>						<p>unders</p> <p>relatio</p> <p>betwe</p> <p>activi</p> <p>indivi</p> <p>being.</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>contri</p> <p>safe an</p> <p>enviro</p> <p>observ</p> <p>condit</p> <p>games</p> <p>recrea</p> <p>outdo</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>come</p> <p>and pr</p> <p>approp</p> <p>partici</p> <p>specta</p> <p>behavi</p> <p>produc</p> <p>and po</p> <p>enviro</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>work</p> <p>constr</p> <p>with o</p> <p>accom</p> <p>variety</p> <p>and ta</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>know</p> <p>injurie</p> <p>physic</p> <p>can be</p> <p>or trea</p>
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Volleyball

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources
Why is sportsmanship such an essential part of Physical Education? What health benefits are	The students will understand the importance of teamwork and be able to	Underhand Serve Forearm Pass ("Bump") Setting Volleyball Rules/Rotation Gameplay Sportsmanship/Teamwork			Forearm Passing/"Bump" LP#22 Setting/Spiking Volleyball Rules/Game Play	

	provided through participation in volleyball?	demonstrate it during Volleyball in Physical Education class. The students will know and understand the rules associated with playing in a Volleyball Tournament.					
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Lifetime Sports/activities

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does interacting with classmates help with the students social development? How will lifetime sports effect your fitness? What is the value of continuing lifetime fitness?	Teamwork safety Leadup Games/Games Rules/Regulations Strategy Sportsmanship Self-Motivation	Know and understand the health related components of fitness through strength training, fitness testing and aerobic conditioning. Demonstrate an understanding of one's level of personal fitness related to stress, healthy-eating and choice of leisure activities. Analyze and evaluate			physical fitness testing		PE.I.C PHYS EDUC shoul inform consu aware altern availa them their comm physi and sl able t facilit progr availa

		<p>personal fitness status in terms of cardiovascular endurance, muscular strength, endurance, flexibility, and body composition. Acquire knowledge and understanding of factors that effect movement and responses of body systems during physical activity. Develop a desire to participate in order to maintain physical fitness. Participate in a variety of activities tha develop health-related physical fitness. Demonstrate understanding and respect for differences among people in physical activity</p>					
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		<p>settings.</p> <p>Understand and apply the concept of team and lifetime sports activities.</p> <p>Analyze, achieve and maintain a healthful level of physical fitness.</p> <p>Develop a positive attitude towards physical activity by accepting challenges and extending their personal capabilities and experiences.</p>					
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FITNESS:TESTING WELLNESS

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	FitnessGram	<ol style="list-style-type: none"> 1. warm-up - walking, jogging, running. 2. muscular strength 3. muscular endurance 4. heart rate 5. flexibility 6. spatial awareness 7. start and stop signals 					PE.I.C PHYS EDUC demo comp variet physi activi (game exerc provi condi each f PE.I.C PHYS

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TEAM ACTIVITIES:FLOOR HOCKEY

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	1. forehand and backhand pass 2. proper grip and ability to control stick 3. wrist shot 4. spatial awareness 5. goalie strategies 6. play modified game and knowledge of rules	1. students will perform a forehand and backhand pass to a stationary partner 2. stick handling and spatial awareness while moving 3. performance of a wrist shot against the wall while stationary 4. use and understanding of goalie glove to freeze the					PE.I.C PHYS EDUC devel leader proble solvir coope team partic group PE.I.C PHYS EDUC under risks physi is per incom perfor extrem enviro condi

		<p>puck</p> <p>5. be able to play modified game while keeping sticks below the knee and without body contact</p>					<p>recognize</p> <p>important</p> <p>safe p</p> <p>condi</p> <p>(equip</p> <p>facilit</p> <p>well a</p> <p>emoti</p> <p>condi</p> <p>essen</p> <p>safety</p> <p>PE.I.C</p> <p>PHYS</p> <p>EDUC</p> <p>devel</p> <p>coope</p> <p>collab</p> <p>well a</p> <p>sports</p> <p>and re</p> <p>others</p> <p>PE.I.C</p> <p>PHYS</p> <p>EDUC</p> <p>work</p> <p>const</p> <p>with c</p> <p>accom</p> <p>goal i</p> <p>activi</p> <p>demon</p> <p>consi</p> <p>for ot</p> <p>involv</p>
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Foam Paddle Hockey

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standard
<p>How do we warm -up</p> <p>Do you like to be a individual or a team</p> <p>How do we</p>	<p>Body Awareness</p> <p>Effort</p> <p>eye-hand coordination</p> <p>locomotor</p> <p>and non-</p>	<p>accept responsibility for their behavior</p> <p>cooperate and play a small group</p>		<p>self assessment</p> <p>3/3/2011</p>			

<p>make sure the area is safe? Is it better to move or stand still while trying to roll the ball What are some modifications we could use in this game? What are the basic rules of this game? What are the boundaries and starting areas Why do we work as a team How is the safe and proper way to hold and use the stick?</p>	<p>locomotor movement manipulative skills safety social skills Spatial Awareness</p>	<p>game using passing, receiving and shooting toward an appropriate goal dribble and pass in a small group keep away game dribble and change from one speed to another without stopping learn the boundaries or limits of their self-space when using equipment handle equipment safely and return it when finished learn that exercise has a positive effect on the body work in small or large groups to meet a common goal verbalize their feelings with assistance stop on a signal</p>					
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		proper warm-up proper cool down					
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STRIKING

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
*What skills do I need to know? *What is the difference between short & long? * What sports use long & short? *How can these skills be used in other sports?	*Safety considerations *Paddle use *Lead up activities	*Hand position *Volleying *Serving *Pairs team *Mini game		Teacher check list Teacher observation 3/31/2011			PE.E.C PERSO HEAL FITNE STUD WILL THE NECE KNOW AND TO ES AND MAIN PHYS FITNE PART IN PH ACTI AND MAIN PERSO HEAL PE.E.C PHYS EDUC partici physic activit (game exerci provid condit each f PE.E.C PHYS EDUC develo

								fitness through practice and pe PE.E.C PHYS EDUC demon master fundam motor, locom manip skills, unders fundam princip mover PE.E.C PHYS EDUC unders effects activit body, associ inactiv the ba compo health fitness (cardio muscle muscle endura flexibi body compo PE.E.C PHYS EDUC demon assess fitness perfor exerci
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Team Handball

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>What are the boundaries for the Court?</p> <p>Who is allowed in the crease?</p> <p>How many passes do you need before you shoot?</p> <p>How many steps are you allowed with the ball?</p> <p>How long do you have to hold the ball?</p>	<p>Safety considerations</p> <p>Throwing space awareness</p> <p>positioning catching movement without ball</p>	<p>1. Throwing</p> <p>a. accuracy</p> <p>b. distance</p> <p>2. Catching</p> <p>a. Hand/Eye</p> <p>b. One hand/Two hands</p> <p>3. Movements</p> <p>a. Open spaces</p> <p>b. Speeds(Fast/Slow/Pace)</p> <p>4. Blocking</p> <p>a. With Hands/Feet</p> <p>5. Off/Def.</p> <p>a. Strategies</p> <p>b. Pick and Roll</p>					<p>PE.E.(PHYS EDUC demon care, consider and re self an during activit PE.E.(PERS HEAL FITNE STUD WILL THE NECE KNOV AND TO ES AND MAIN PHYS FITNE PART</p>

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A SOFTBALL / WIFFLEBALL SKILLS

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
*What are the rules for a modified game? *What are the health benefits? *How will this affect my role as a spectator	*Safety for striking objects *Positions on the field *Where to play in the community *Safety for play on the field *Rules and procedures for modified games	*Base running *Throwing *Catching (ground,pop fly) *Bat grip *Hitting off a teachers pitch Hitting off a Tee.		observation 5/1/2011			PE.E.(PHYS EDUC demon master fundar motor, locom manip skills, unders fundar princip mover PE.E.(PHYS EDUC unders relatio betwe activit individ being. PE.E.(PHYS EDUC contrib safe an enviro observ condit games recrea

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May
Track and Field

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Demonstrate general knowledge in a variety of track and field events. Define the following terms: sprint (dash), relay, baton, shot put, and discus.	Demonstrate proper running form. Demonstrate proper throwing techniques of the sports. Demonstrate proper running jumping form. Demonstrate running and then jumping form. Demonstrate ability run and jump together to ability to perform a long jump.					PE.I.C PHYS EDUC know skills in con and n used i conte game sports additi enviro constr PE.I.C PHYS EDUC devel leader proble solvin coope team partic

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J u n e	AQUATIC ACTIVITIES: SWIM							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand
		1. rhythmic breathing 2. strokes - front crawl, elementary backstroke, breaststroke 3. treading water 4. floating - on front and back 5. introduction to diving 6. retrieval of objects under water 7. underwater distance swim	1. stationary bobbing of body while rhythmically breathing for 20 seconds 2. students will perform proper kick techniques of all strokes using wall and kick board support. 3. students will be able to tread water using arms and legs for one minute 4. students will perform a surface dive to retrieve an object in the shallow end 5. students will use the aid of the wall to push off and swim underwater for half the width of the pool					PE.I.C PHYS EDUC demo ability physi inform produ servic PE.I.C PHYS EDUC comb integr funda skills techn on fee includ assess under relat betwe physi and th preve illnes and p death PE.I.C PHYS EDUC devel imple perso plan b self-a and g under physi

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