

# Map Report

**Grade: 5 | Subject: PE | Quarter: 1 |**

**Map Title: 5th- Q1 U1**

**Unit Title: *Introduction/ Ice breakers***

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

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### **Applicable Weeks:**

1, 2, 3

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### **Unit Information:**

Intro to physical education

ice breakers

team building

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### **Big Idea:**

Students will gain the value of physical education and learn the importance of rules. They will also have the opportunity to work with and get to know their classmates. The team building activities will teach them to work together in future activities.

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### **Essential Questions:**

Why is it important to have rules and expectations in class?

Why is it important to be nice to everyone?

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### **Learning Activities:**

Name game

Sub games (line tag, sharks and minnows, stuck in the mud, dice game)

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**Vocabulary:**

team work

flee

chase

dodge

locomotor

skip

gallop

jump

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**Student Objectives:**

TSWBAT-

cooperate with others

verbally list three class room rules

successfully demonstrate two of the five locomotor skills

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**Resources Used:**

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**Assessments Used:**

Locomotor skill assessments

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

Grade: 5 | Subject: PE | Quarter: 1 |

Map Title: 5th- Q1 U2

Unit Title: Ultimate Frisbee Skills/ Game Play

## **(IN 2010) PE.5.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.5.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

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### **Applicable Weeks:**

4, 5, 6

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### **Unit Information:**

Throwing frisbee to a target or a partner

Ultimate frisbee lead up games

Ultimate Frisbee game play

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### **Big Idea:**

The student will learn the basic skills of the game ultimate frisbee.

They will work on obtaining those skills through lead-up games and game play.

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### **Essential Questions:**

how does ultimate frisbee help my fitness?

Why is aiming important?

What life skills can I take from ultimate frisbee?

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**Learning Activities:**

Throwing to a partner (throw variations)

Throwing at a target

Throwing on the move

Ultimate Frisbee Game play

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**Vocabulary:**

Ultimate frisbee

Aim

target

throw

catch

face-guarding

offense

defense

---

**Student Objectives:**

TSWBAT

-hit the target 7 out of 10 times.

-list 3 rules of the game ultimate frisbee

- work with other cooperatively 100% of the time.

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**Resources Used:**

PE Central

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**Assessments Used:**

Station Work

Game Play check list

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 5 | Subject: PE | Quarter: 1 |**

**Map Title: 5th- Q1 U3**

**Unit Title: Soccer Skill/ Game Play**

## **(IN 2010) PE.5.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.5.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

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### **Applicable Weeks:**

7, 8, 9

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### **Unit Information:**

May need to bring equipment from other schools. Go over safety issues for the game of soccer.

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### **Big Idea:**

Students will practice the skills for soccer and lead up to some team games. They will also understand what fitness components soccer works on developing.

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### **Essential Questions:**

What skills or tactics crossover to other sports?

How can soccer help my physical fitness?

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**Learning Activities:**

Dribbling

Passing

Trapping

Pin Soccer

lead up games

Game Play

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**Vocabulary:**

dribble

trap

goal

protect

tackling

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**Student Objectives:**

TSWBAT

- list 3 rules of a soccer game

- work cooperatively with classmates 100% of the time.

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**Resources Used:**

PE Central, Colleagues

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**Assessments Used:**

Skill Checklist

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**Comments:**

Attached Files:

*There are no files attached to this map.*



# Map Report

**Grade: 5 | Subject: PE | Quarter: 2 |**  
**Map Title: 5th Q2 U1**  
**Unit Title: *Fitness***

**(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

**(IN 2010) PE.5.4 2008**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

**(IN 2010) PE.5.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**(IN 2010) PE.5.6 2008**

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

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**Applicable Weeks:**

10, 11, 12

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**Unit Information:**

Students will learn more about healthy eating and what they can do to become more physically fit. Teacher's discretion over what they do for the unit.

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**Big Idea:**

The students will understand what exercises or activities work on the different fitness components. They will also understand why physical fitness is important and how to stay healthy outside of school.

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**Essential Questions:**

What are some things you can do to stay healthy outside of school?

Why is healthy eating important

What are the different fitness components?

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**Learning Activities:**

stations

circuits

fitness related games

obstacle courses

jump rope

Myplate

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**Vocabulary:**

muscular strength

muscular endurance

flexibility

aerobic

anaerobic

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**Student Objectives:**

TSWBAT-

list two activities which are building muscular strength

define aerobic and anaerobic

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**Resources Used:**

Pe Central

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**Assessments Used:**

Fitness Gram

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**Comments:**

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Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 5 | Subject: PE | Quarter: 2 |**

**Map Title: 5th Q2 U2**

**Unit Title: *Volleyball Skills/ Game Stage***

## **(IN 2010) PE.5.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

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### **Applicable Weeks:**

13, 14, 15

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### **Unit Information:**

We will start working on skills without the net. We will then add the skills together and move to game stage.

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### **Big Idea:**

Students will practice the skills which will lead up ultimately to game stage with volleyball.

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### **Essential Questions:**

What life skills can you take from volleyball?

Why is it important to use team work when playing volleyball?

Why is it important for everyone to know what is going on during the game?

### **Learning Activities:**

Bumping

Setting

Spiking

Lead up games

Game stage

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**Vocabulary:**

bump

set

spike

kill

dig

serve

ace

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**Student Objectives:**

TSWBAT

-use correct form when contacting the volleyball 90% of the time.

- verbally list the 4 hits in volleyball.

-verbally list 4 rules of the game of volleyball.

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**Resources Used:**

PE Central

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**Assessments Used:**

Skill Checklist

Visual (following rules, correct hits, etc..)

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 5 | Subject: PE | Quarter: 2 |**

**Map Title: 5th Q2 U3**

**Unit Title: *Holiday Games***

## **(IN 2010) PE.5.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.5.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

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### **Applicable Weeks:**

16, 17, 18

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### **Unit Information:**

Students will be exposed to games which have holiday themes, but keep the student physically active. Assessments over the first semester will be done here too.

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### **Big Idea:**

Students will learn ways to be physically active and relate those to the holidays.

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### **Essential Questions:**

Why is it important to be active during the holiday?

What can I take from these games and use in my everyday life?

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### **Learning Activities:**

Sleigh rides

snowball fight

shadow dodging

cardio kickball

Fitness gram assessments

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**Vocabulary:**

cardiovascular

heart rate

muscular strength

muscular endurance

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**Student Objectives:**

TSWBAT

List three physical activities that help muscular endurance

describe how games relate to the holidays.

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**Resources Used:**

PE Central

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**Assessments Used:**

Fitness Gram

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 5 | Subject: PE | Quarter: 3 |**  
**Map Title: 5th Q3 U1**  
**Unit Title: *Basketball Skills/ Game Stage***

## **(IN 2010) PE.5.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.5.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

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## **Applicable Weeks:**

19, 20, 21

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## **Unit Information:**

Students will work on skills and lead them to game stage of basketball.

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## **Big Idea:**

Students will be able to play basketball, using correct rules, following this unit.

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## **Essential Questions:**

What can I take away from basketball and use in my everyday life?

What part of fitness does basketball help me with?

What is your biggest weakness in basketball?

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**Learning Activities:**

dribbling practice/ games

passing practice/ games

shooting practice/ games

lead up games for basketball (pig, 3 on 3, knockout)

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**Vocabulary:**

shoot

pass

dribble

steal

block

foul

assist

turnover

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**Student Objectives:**

TSWBAT-

list 5 rules of the game of basketball.

use correct form when doing the skills of basketball 90% of the time.

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**Resources Used:**

PE Central

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**Assessments Used:**

Skill Checklist

Visual check list (following rules, cooperating with teammates)

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 5 | Subject: PE | Quarter: 3 |**

**Map Title: 5th Q3 U2**

**Unit Title: *Striking with rackets or paddles***

## **(IN 2010) PE.5.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.5.4 2008**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

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### **Applicable Weeks:**

22, 23

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### **Unit Information:**

Activities may be dependent upon equipment available.

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### **Big Idea:**

Students will understand the basic movement of striking an object with a paddle or racket. They will work on hand eye coordination. If skills are proficient enough and equipment is available then games can be played.

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### **Essential Questions:**

What are some lifelong sports that use rackets?

Where can I use these skills in everyday life?

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### **Learning Activities:**

striking against wall

striking over net

striking at targets

pickelball

tennis

badminton

soft toss

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**Vocabulary:**

strike

aim

control

pickelball

badminton

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**Student Objectives:**

TSWBAT-

hit their target 80% of the time.

use correct striking form 100% of the time.

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**Resources Used:**

PE Central

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**Assessments Used:**

Skill checklist

visual checklist

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 5 | Subject: PE | Quarter: 3 |**

**Map Title: 5th Q3 U3**

**Unit Title: *Fitness/Dance/Tumbling***

## **(IN 2010) PE.5.2.1**

Identify movement concepts used to refine movement skills. Example: Describe how timing and power improves performance of propelling a gymnasium-type bowling ball at the pins.

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.5.4 2008**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

## **(IN 2010) PE.5.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## **(IN 2010) PE.5.6 2008**

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

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## **Applicable Weeks:**

24, 25, 26, 27

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## **Unit Information:**

Will pick 1-3 areas to cover during this unit. It may vary year-year.

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## **Big Idea:**

To learn different movement patterns and manipulate body parts.

Practice and learn various fitness concepts

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**Essential Questions:**

Why is maintaining fitness important?

Why is dancing important?

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**Learning Activities:**

Foreward roll, cart wheel, donkey kicks

Fitness- stations, circuits

Fitness related games

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**Vocabulary:**

donkey kicks

forward roll

cart wheel

circuit

rhythm

names of exercises

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**Student Objectives:**

TSWBAT-

list 4 exercises which increase muscular strength.

define what a fitness circuit is and how it helps you.

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**Resources Used:**

PE Central

Youtube

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**Assessments Used:**

Fitness Gram testing

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**Comments:**

Attached Files:

*There are no files attached to this map.*



# Map Report

**Grade: 5 | Subject: PE | Quarter: 4 |**

**Map Title: 5th- Q4 U1**

**Unit Title: *Literacy in PE***

**(IN 2010) PE.5.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

**(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

**(IN 2010) PE.5.4 2008**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

**(IN 2010) PE.5.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**(IN 2010) PE.5.6 2008**

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

**(CCSS) LA.5.L.2**

Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

**(IN 2014) LA.5.W.6.2c**

Spelling - Applying correct spelling patterns and generalizations in writing.

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**Applicable Weeks:**

28, 29, 30

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**Unit Information:**

Spelling words from their classroom teachers

Collaborate with classroom teacher

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**Big Idea:**

Students will combine literacy into their physical education.

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**Essential Questions:**

How can using words in PE help me in other areas?

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**Learning Activities:**

Locomotor go fish

books in motion

Turn and talk (discuss activity with friends)

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**Vocabulary:**

literacy

spelling words from class room

exercise names

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**Student Objectives:**

TSWBAT-

tell why reading and words are important in sports.

talk to classmates about their activities and what was challenging/ easy.

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**Resources Used:**

PE Central

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**Assessments Used:**

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

Grade: 5 | Subject: PE | Quarter: 4 |

Map Title: 5th- Q4 U2

Unit Title: *Outdoor Recreation*

## **(IN 2010) PE.5.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.5.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.5.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.5.4 2008**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

## **(IN 2010) PE.5.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## **(IN 2010) PE.5.6 2008**

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

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### **Applicable Weeks:**

31, 32, 33, 34, 35, 36

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### **Unit Information:**

Students will participate in various outdoor recreational games

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### **Big Idea:**

The students understand basic concepts of gameplay of baseball and other outdoor recreational games.

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### **Essential Questions:**

What is your favorite outdoor recreation game?

What games can I play at home?

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**Learning Activities:**

whiffelball

kickball

Field Day games

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**Vocabulary:**

1st base

2nd base

3rd base

home plate

scavenger

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**Student Objectives:**

TSWBAT-

correctly play whiffle ball following baseball rules.

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**Resources Used:**

PE Central

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**Assessments Used:**

Fitness Gram

Field Day

SLO's

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**Comments:**

Attached Files:

*There are no files attached to this map.*