

Physical Education Grade 5

Course #5015070

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the CPALMS.org Physical Education benchmarks. The emphasis is on manipulating objects with accuracy and speed. Students will continue to learn the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will continue to learn to analyze their performances in order to learn or improve a movement skill. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, compare to a health related standard, and set goals for improvement or maintenance. Working in small groups, students will learn to accept personal differences (maturity levels, physical differences, physical abilities, cultures, and gender differences) of instruction may include but are not limited to playground rules and games; fitness pre and post

	while applying the appropriate skill-related movement concepts.		improve specific fitness components. o Analyze personal fitness assessment results and develop strategies to improve or maintain.	of accomplishments and sportsmanship.
PE Quarter 2	<u>Movement Competency</u> <u>M- (Learning goal)</u> <u>Students will</u>	<u>Cognitive Abilities</u> <u>C- (Learning goal)</u> <u>Students will</u>	<u>Lifetime Fitness</u> <u>L- (learning goal)</u> <u>Students will</u>	<u>Responsible Behaviors and Values</u> <u>R- (learning goal)</u> <u>Students will</u>

Grade 5

- o Apply offensive dribbling skills and strategies in modified games and demonstrate ability to catch objects while traveling and being defended.

- o Demonstrate basic offense and defense tactics for invasion or net activities.
Design or modify a game incorporating new or transferred skills, rules and strategies.

- o Apply principles of fitness and use technology to pursue and enhance participation in physical and fitness activities, include practice and conditioning principles that enhance performance.

- o Describe benefit using equipment (b)7d [(a)1.227 Td 7d-4 (r)-0.s6-15 pnntio pg.3 ()]c6.7 (o)-119 (o)-119 (o)2 (a)el aangw im ar24 (iov)4 (e)-110 ()]TJ -0.002 5

	purposeful movements and smooth transitions.			
	o Perform a variety of dances accurately.			

Physical Education - Grade 5 (#5015070) 2022 - And Beyond (current)

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PE.5.L.3.7:	Use technology to enhance regular participation in physical activities.
PE.5.L.3.8:	

Mathematicians who demonstrate understanding by representing problems in multiple ways:

Build understanding through modeling and using manipulatives.

Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

Progress from modeling problems with objects and drawings to using algorithms and equations.

Express connections between concepts and representations.

Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

Help students make connections between concepts and representations.

Provide opportunities for students to use manipulatives when investigating concepts.

Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show students that various representations can have different purposes and be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

Select efficient and appropriate methods for solving problems within the given context.

Maintain flexibility and accuracy while performing procedures and mental calculations.

Complete tasks accurately and with confidence.

Adapt procedures to apply them to a new context.

Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

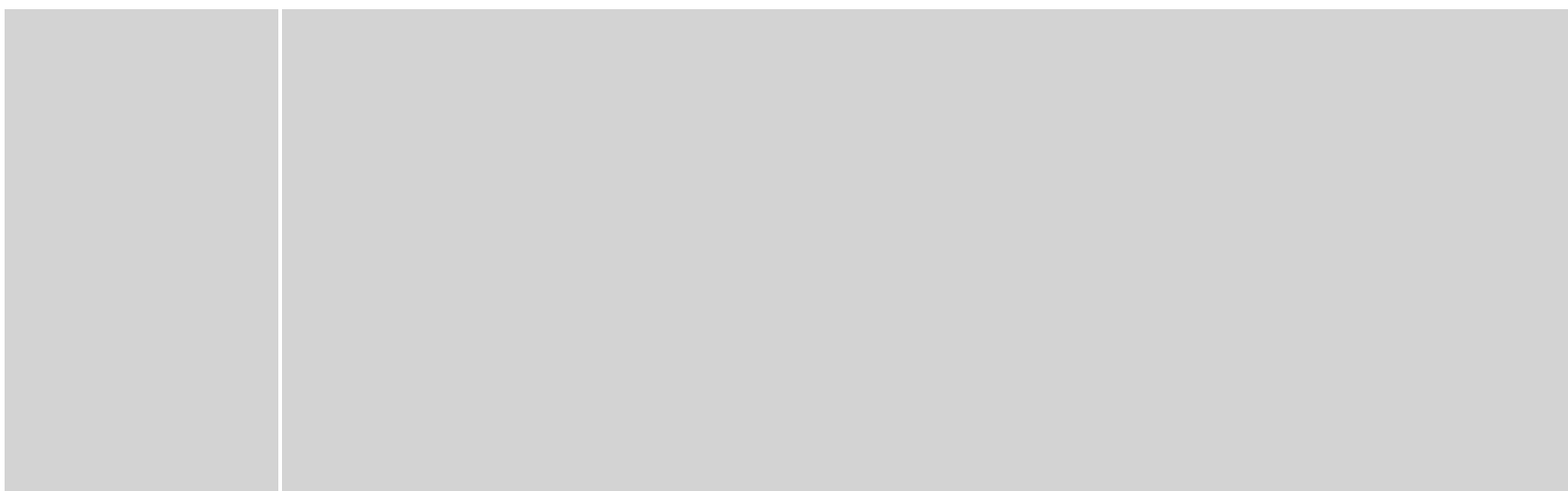
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.



Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirTJ ET 0.827 cn 12gt n 12gitc4 (t)-2 (e)4 (xt)-2 (w)2 (he)4 (,n 6.17 0 TTm ()T (xpl)-2 (a)4 (i)-2 (n)-10 (a)4 a

[ELA.K12.EE.1.1:](#)

will answer questions like “Why is the girl smiling?” or make predictions about what will happen on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 12, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 312, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELA.K12.EE.4.1:](#)

[ELA.K12.EE.5.1:](#)

[ELA.K12.EE.6.1:](#)

[HE.5.B.5.4:](#)

HE.5.C.1.6:

Recognize how appropriate health care can promote personal health.

Any field when certification reflects a bachelor or higher degree.

General Information

Course Number: 5015070

Course Path: Section: Grades PreK to 12
Education Courses **Grade Group:** Grades
PreK to 5 Education Courses **Subject:**
Physical Education **SubSubject:** General >

Abbreviated Title: PHYSICAL
EDUCATION 5

Course Attributes:

Florida Standards Course

Course Status: State Board Approved

Grade Level(s): 5

There are more than 962 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21373](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21373)

