

## 5th Grade Physical Education Pacing Guide

### Overarching

	PEL 1.5.1	Demonstrate and describe how the muscular and skeletal systems interact during movement activities (e.g., proper lifting techniques, throwing or catching activities)
	PEL 1.5.2	Apply spatial awareness to lead-up game situations (e.g., area coverage in a variety of games such as 3 on 3 basketball)
	PEL 1.5.5	Demonstrate mature motor skills in lead-up games situations:
		*Throwing
		*Catching
		*Dribbling
		*Kicking
		*Striking
		*Volleying
	PEL 1.5.6	Apply appropriate rules and plans to improve performance in individual, dual, team, and recreational sports and activities
	PEL 2.5.9	Participate in high- intensity and low-intensity exercises
	PEL 2.5.12	Recognize the correlation between the stretch and the muscle group involved (e.g., toe-touch stretches, the hamstrings, and glutes)
	PEL 3.5.1	Recognize the physical, mental, emotional benefits of participating in regular physical activity:
		*Healthy heart
		*Strong muscles
		*Strong bones
		*Healthy lungs
		*Improved self-esteem
		*Better sleep
		*Sick less often
		*Improved ability to focus and concentrate
	*Healthy body composition (body weight)	
	PEL 4.5.1	Make responsible decisions about using time, applying rules, and following through with decisions made (e.g., using time wisely, staying on task, staying in an appropriate area, deciding to walk away from an altercation, and avoiding conflict)
	PEL 4.5.2	Understand proper attitudes toward winning and losing (e.g., self-control and sportsmanship)
	PEL 4.5.3	Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, encourage classmates)

## D.A.R.E Curriculum (Fall-MSS/Spring MSN)

	HW 9.5.1	Identify and describe common misuses of non-prescription/ over-the-counter and prescription drugs:
		• using another person's prescription medication
		• combining drugs for another effect
		• over-medicating
	HW 9.5.2	• not following prescription instructions
		Introduce the major chemicals in tobacco products:
		*Tar
	HW 9.5.3	*Nicotine
		*Carbon Monoxide
	HW 9.5.4	Recognize nicotine use as both a physical and psychological addiction
	HW 9.5.5	Define gateway drug
	HW 9.5.7	Describe the effects of alcohol use on body systems
	HW 9.5.8	Describe how the abuse of alcohol can affect others
		Discuss the addictive effects of marijuana use:
		*Physical
	HW 9.5.9	*Psychological
		Discuss legal consequences of marijuana use
	HW 9.5.10	Identify drug categories:
		*Stimulants
		*Depressants
*Hallucinogens		
HW 9.5.11	*Narcotics	
	Identify ways to resist peer pressure:	
	*Say "No"	
	*Suggest an alternative	
HW 9.5.12	*Walk away	
HW 10.5.7	Recognize and analyze media messages concerning drug use	
HW 10.5.10	Identify marijuana as an illegal drug	
HW 9.5.6	Recognize appropriate procedures to respond to emergency situations, both life threatening and non-life threatening	
HW 8.5.2	Describe how the abuse of alcohol can affect others	
	Define abstinence as it relates to risky behaviors	

## First Nine Weeks

<b>Unit: Safety, Rules, and Procedures</b>	HW 10.5.9	Recognize the warning signs of depression and suicidal thoughts
	HW 10.5.1	Develop strategies and skills to demonstrate self respect and responsibility
<b>Unit: Health Sources &amp; Environmental Health</b>	HW 8.5.1	Identify verbal/nonverbal communication skills needed for a healthy relationship
	HW 10.5.11	Identify various behaviors (verbal and nonverbal) that contribute to abuse, assault, harassment, and bullying
	HW 10.5.12	Identify individuals and other sources to help and report abuse: (e.g., counselor, teacher, resource officer)
	HW 7.5.2	Discuss cultural beliefs about health behaviors and the use of health services
	HW 7.5.3	Identify reliable sources for maintaining good health
	HW 7.5.1	Discuss how indoor and outdoor air pollutants affect health:
		*Smog and other gases
		*Carbon Monoxide
*Tobacco smoke		
*Radiation		
HW 7.5.1	*Radon	
<b>Unit: Culture &amp; Dance (Frontier Festival)</b>	HW 10.5.4	Apply skills to prevent and control the spread of disease, including those that help promote cleanliness:
		*Correct hand washing
		*Regular bathing
		*Washing clothes
		*Hygiene products
	HW 10.5.4	*Oral hygiene
	HW 6.5.1	Identify disease causing germs (e.g., viruses, protozoa, bacteria, fungi)
	HW 6.5.2	Explain how the body fights infection (e.g., immune system)
PEL 1.5.4	Perform simple dances in time to music (e.g., square dances, line dances, "cha-cha", etc.)	
PEL 3.5.3	Understand that beat awareness and beat competency enhance the internal dialogue for better silent reading	

## Second Nine Weeks

<b>Unit: Fitness Assessment &amp; FITT Principles</b>	PEL 2.5.1	Calculate the intensity of exercise (e.g., heart rate, breathing, perceived exertion, recovery rate)	
	PEL 2.5.2	Understand the FITT principle as it relates to cardio-respiratory endurance:	
		*Frequency	
		*Intensity	
		*Time	
	PEL 2.5.2	*Type	
		PEL 2.5.6	Identify short-term and long-term goals related to muscular strength (e.g., individual goals, test results)
			PEL 2.5.7
		*Frequency	
	*Intensity		
	*Time		
	*Type		
	PEL 2.5.10	Understand the FITT principle as it relates to muscular endurance:	
		*Frequency	
		*Intensity	
		*Time	
		*Type	
	PEL 2.5.13	Understand the FITT principle as it relates to flexibility:	
		*Frequency	
		*Intensity	
*Time			
*Type			

<b>Unit: Lifetime &amp; Competitive Sports</b>	PEL 3.5.2	Compare and contrast competitive and lifetime sports
<b>Unit: Body Systems</b>	HW 5.5.1	Identify and discuss the following systems:
		*Immune
		*Endocrine
		*Reproductive
	HW 8.5.3	Identify the different types of relationships: friendships, family, romantic
	HW 8.5.4	Identify inappropriate behaviors that show disrespect for others:
*Touching		
*Language		
		*Gestures
<b>Third Nine Weeks</b>		
<b>Unit: Individual, Dual, &amp; Team Recreational Activities</b>	PEL 1.5.3	Use sequences that combine rolling, balance, and weight transfer (e.g., tumbling, floor exercises, yoga)
<b>Unit: Nutrition &amp; Oral Health</b>	HW 11.5.1	Demonstrate how healthy snacks fit into a daily diet
	HW 11.5.2	Describe harmful eating habits:
		*Overeating
		*Undereating
	HW 11.5.3	Compare and explain how personal food choices relate to MyPyramid Guidelines ( <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> )
	HW 11.5.4	Evaluate food intake patterns and their nutritional benefits and values
	HW 11.5.5	Compare nutrient information on a variety of food labels
	PEL 2.5.4	Identify metabolic factors contributing to body composition (e.g., heredity, caloric intake, caloric expenditure, life patterns, environment)
	HW 10.5.5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
HW 10.5.6	Recognize dental health as an important part of overall health (e.g., care of gums and teeth, proper diet, use of sports guards)	
HW 10.5.8	Identify the risks of oral piercing on oral health	

<b>Unit: Life Cycles</b>	HW 5.5.2	Identify the basic physical, social, and emotional changes that occur during life cycles
	HW 10.5.2	Identify and discuss influences on body image:
		*Healthy body image
		*Peer influence
		*Family influence
HW 10.5.3	*Media/advertising influence	
HW 10.5.3	Recognize the warning signs of depression and suicidal thoughts	
<b>Fourth Nine Weeks</b>		
<b>Unit: Health/Fitness Assessments (Track/Field, assessments, etc.)</b>	PEL 2.5.14	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)
	PEL 2.5.11	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)
	PEL 2.5.5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
	PEL 2.5.8	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength, flexed arm hang)
	PEL 2.5.3	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test)
<b>Unit: Communicable &amp; Non- communicable Diseases</b>	HW 6.5.4	Identify diseases as being communicable:
		*STD's
		*HIV/AIDS
		*Hepatitis
		*TB
		*Flu
	HW 6.5.5	Define HIV and its effects on the immune system
HW 6.5.3	Define cancer and identify common types of cancer (e.g., lung, breast, skin)	