

Physical Education, Grade 5

Time on Task: 2½ hours per week (includes Health Education)

Course Philosophy:

Physical education teaches students to make wise choices about the care and fitness of the body as the temple of God. Students learn to treat others with love and respect in Christian sportsmanship and acquire an understanding of competition in the light of God’s word. God wants us to find, develop and use our gifts to serve and glorify His name (I Corinthians 12:1-11)

Course Description:

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

<p>Goals and Objectives Texas Essential Knowledge and Skills (TEKS)</p> <p>§116.7. Physical Education, Grade 5. (a) Introduction.</p> <p>(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.</p> <p>(2) Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.</p>	<p>Sequential Yearly Plans and Learning Outcomes</p> <ul style="list-style-type: none"> • Team Sports Orientation, Fitness Building, Teamwork • Use sport skills • Perform creative movements • Build muscular and respiratory endurance • Form teamwork • Integrate physical education with other learning <p>Plus responsibility</p> <p>Units Taught</p> <ul style="list-style-type: none"> • Sports <ul style="list-style-type: none"> ○ VB – Volleyball ○ BB – Basketball ○ FB – Football 	<p>Spiritual Goals God’s intended purpose for physical education:</p> <ol style="list-style-type: none"> 1. To understand that physical achievement and fitness is of value to God and evident in Scripture. 2. To develop an appreciation for athletic competition by realizing it provides many pictures of the Christian life. <i>“Not that I have already attained, or am already perfected; but I press on, that I may hold of that for which Christ Jesus has also laid hold of me...I press toward the goal for the prize of the upward call of God in Jesus Christ.”</i> 3. To realize the value of teamwork through consideration of others. 4. To be able to accept criticism and profit by it. 5. To have the ability to lose gracefully. 6. To know that self-discipline and
--	---	---

<p>(b) Knowledge and skills.</p> <p>(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.</p> <p><i>The student is expected to:</i></p> <p>(A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound</p>	<ul style="list-style-type: none"> ○ SR – Soccer ○ SB – Softball ○ R – Racket Sports ○ G – Games ○ D – Dance ○ Tumbling • Miscellaneous <ul style="list-style-type: none"> ○ MS – Motor Skills/Movement ○ T – Teamwork ○ H – Health ○ F – Fitness, General Exercise ○ B – Ball Handling ○ J – Juggling ○ SY – Safety ○ SC – Social Skills ○ P – Patterns/Rhythms ○ JR – Jump Rope ○ PS - Parachute ○ C – Cardiorespiratory ○ BC – Body Composition ○ Tag ○ CM – Classroom Management <p>Correlation with TEKS <u>Five for Life, K-5</u> Focused Fitness five4life@focusedfitness.org</p> <p>BB</p>	<p>persistence is essential for success.</p> <ol style="list-style-type: none"> 7. To understand that obedience to the rules of the game must be learned. 8. To recognize that God sets standards for our activities that are distinct from the secular world. 9. To appreciate that God expects us to look after our bodies He has given us by keeping ourselves pure. 10. To appreciate and develop the physical gifts and abilities God has given us and to understand that all gifts, physical and spiritual, come from God. God wants us to find, develop, and use our gifts to serve and glorify His name. <p>Biblical Integration Truth Statements</p> <ol style="list-style-type: none"> 1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13) <ol style="list-style-type: none"> a. God designed, created, and sustains His creation. (Genesis 1:1-31) b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) e. God is personal and also triune- He is coequally and coeternally
--	--	---

<p>and bending knees and lowering center of gravity when guarding an opponent;</p> <p>(B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;</p> <p>(C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</p> <p>(D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;</p> <p>(E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;</p> <p>(F) combine traveling and rolling with smooth transitions;</p> <p>(G) combine weight transfer and balance on mats and equipment;</p> <p>(H) demonstrate the ability to contrast a partner's movement;</p> <p>(I) perform selected folk dances;</p> <p>(J) jump a rope using various rhythms and foot patterns repeatedly;</p> <p>(K) demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and</p> <p>(L) demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.</p> <p>(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. <i>The student is expected to:</i></p> <p>(A) identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;</p> <p>(B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and</p> <p>(C) choose appropriate drills/activities to enhance the learning of a specific skill.</p> <p>(3) Physical activity and health. The student exhibits a health-</p>	<p>Tag</p> <p>MS, Sports</p> <p>Games</p> <p>Tumbling</p> <p>Tumbling, F, H</p> <p>F, D</p> <p>D</p> <p>JR</p> <p>Sports, VB, BB, SB, Soccer</p> <p>Games, Teamwork, SB</p> <p>MS, Tennis, Tumbling</p> <p>F, Sports</p> <p>F, Sports</p>	<p>God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p>3. <i>What is a human being?</i></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with</p>
--	---	--

<p>enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</p> <p><i>The student is expected to:</i></p> <p>(A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness;</p> <p>(B) identify appropriate personal fitness goals in each of the components of health-related fitness; and</p> <p>(C) explain the value of participation in community physical activities such as little league and parks and recreation.</p> <p>(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</p> <p><i>The student is expected to:</i></p> <p>(A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;</p> <p>(B) self-monitor the heart rate during exercise;</p> <p>(C) match different types of physical activity with health-related fitness components;</p> <p>(D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;</p> <p>(E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing;</p> <p>(F) identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines;</p> <p>(G) describe common skeletal problems and their effect on the body such as spinal curvatures;</p> <p>(H) describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity; and</p> <p>(I) describe how movement and coordination are effected by alcohol and other drugs.</p> <p>(5) Physical activity and health. The student understands and applies safety practices associated with physical activities.</p>	<p>F, Sports</p> <p>F</p> <p>F, Sports</p> <p>Cardio</p> <p>C</p> <p>F, H</p> <p>F</p> <p>F</p> <p>H, F</p> <p>H</p> <p>H, F</p> <p>I</p>	<p>God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. What happens to a person at death?</p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. Why is it possible to know anything at all?</p> <p>a. Human beings can both know the</p>
--	---	--

<p><i>The student is expected to:</i></p> <p>(A) use equipment safely and properly;</p> <p>(B) select and use proper attire that promotes participation and prevents injury;</p> <p>(C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and</p> <p>(D) identify potentially dangerous exercises and their adverse effects on the body.</p> <p>(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</p> <p><i>The student is expected to:</i></p> <p>(A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense; and</p> <p>(B) explain the concept and importance of team work.</p> <p>(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</p> <p><i>The student is expected to:</i></p> <p>(A) follow rules, procedures, and etiquette;</p> <p>(B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and</p> <p>(C) describe how physical activity with a partner or partners can increase motivation and enhance safety.</p>	<p>SY</p> <p>SY</p> <p>SY</p> <p>SY, F, H</p> <p>Sports, SC</p> <p>T, SC, Sports</p> <p>CM</p> <p>CM, SC</p> <p>Teamwork</p> <p>Student Activities</p> <p>Games</p> <p>Individual Play and Sports</p> <p>Team Play and Sports</p> <p>Motor Skills Performance</p>	<p>world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways.</p>
---	--	---

	<p>Teaching Strategies Oral Instruction Cooperative Learning Demonstration Small Groups Visual Aids Guided Inquiry Open-ended Inquiry</p> <p>Evaluation Procedures Class Participation Observation Demonstration Oral Quizzes Performance Tests</p> <p>Other Resources and Bibliography <u>Physical Education 3-5</u> Christian Schools International ISBN: 0-87463-647-7</p>	<p>Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <ol style="list-style-type: none"> a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4) b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3) c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7) d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10) <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to
--	---	---

		<p>others.</p> <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
--	--	---