

Brazosport Independent School District
5th Grade Physical Education
 2012- - 2013

Six Week Period	Content Topics	CCRS	TEKS	TEKS Elaboration	Resources	Notes
First 2 weeks of year and Throughout the Year	Safety & Rules		2c 5a 5b 5c	(C) choose appropriate drills/activities to enhance the learning of a specific skill. (A) use equipment safely and properly; (B) select and use proper attire that promotes participation and prevents injury; (C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity;		
Throughout the Year	Health & Nutrition		3b 4a 4b 4c 4d 4e 4f 4g 4h 4i 5d	(B) identify appropriate personal fitness goals in each of the components of health-related fitness; (A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs; (B) self-monitor the heart rate during exercise; (C) match different types of physical activity with health-related fitness components; (D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness; (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; (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; (G) describe common skeletal problems and their effect on the body such as spinal curvatures; (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 (I) describe how movement and coordination are effected by alcohol and other drugs (D) identify potentially dangerous exercises and their adverse effects on the body		

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Throughout the Year	Social Development		6b 7a 7b 7c	(B) explain the concept and importance of team work (A) follow rules, procedures, and etiquette; (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 (C) describe how physical activity with a partner or partners can increase motivation and enhance safety.		
1 st Six Weeks	Movement (2 weeks)		1a 1b 2b	(A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent; (B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump; (B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency		
1 st & 2 nd Six Weeks	Field Sports 1 st Semester (3-4 weeks)		1k 1l 2c 6a	(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 (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. (C) choose appropriate drills/activities to enhance the learning of a specific skill (A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense;		

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2 nd Six Weeks	Cooperative Movement (Dance) (3-4 weeks)		1b 1c 1h 1i	(B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump; (C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills; (H) demonstrate the ability to contrast a partner's movement; (I) perform selected folk dances;		
3 rd Six Weeks	Court Sports – 1 st Semester (3-4 weeks)		1a 1k 1l 2a 2c 7b	(A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent; (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 (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. (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; (C) choose appropriate drills/activities to enhance the learning of a specific skill. (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;		
3 rd & 4 th Six Weeks	Cardio Fitness (Fitnessgram) (6 weeks)		1j 3a 4b	(J) jump a rope using various rhythms and foot patterns repeatedly; (A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness; (B) self-monitor the heart rate during exercise;		

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4 th Six Weeks	Field Sports – 2 nd Semester (3-4 weeks)		1k 1l 6a	(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 (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. (A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense;		
5 th Six Weeks	Court Sports 2 nd Semester (3-4 weeks)		1a 1k 1l 2a 2c 7b	(A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent; (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 (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. (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; (C) choose appropriate drills/activities to enhance the learning of a specific skill. (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;		

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6 th Six Weeks	<u>Leisure Sports</u> (6 weeks)		1d 1e 1f 1g 3b 3c 4c 4d	(D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates; (E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings; (F) combine traveling and rolling with smooth transitions; (G) combine weight transfer and balance on mats and equipment; (B) identify appropriate personal fitness goals in each of the components of health-related fitness; and (C) explain the value of participation in community physical activities such as little league and parks and recreation. (C) match different types of physical activity with health-related fitness components; (D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;		