

Course Description:

Physical Education 5 (2 of 2) refines and combines foundational movement and motor skills in various sports and activities. Topics include elements of gymnastics, such as weight transfer and jumping to create a routine, manipulative skills of throwing and catching to play a game with a partner, as well as skills for volleyball, field hockey, and tennis. The course also explores being a good sport, giving feedback, sun and water safety, eating healthy, the benefits of exercise, tracking exercise, heart rate, and testing physical fitness.

Course Objectives:

- Analyze the results of a fitness test, comparing results to fitness components for good health.
- Combine locomotor, movement concepts, and manipulative skills in a variety of practice tasks in gymnastics and game environments.
- Demonstrate with a partner a sequence of gymnastic balance and weight transfer movements on mats or equipment.
- Describe components and strategies used in net/wall, invasion, target, and fielding games.
- Describe the benefits of working with a partner, including improving performance, safety, and motivation.
- Detect, analyze and correct errors in personal movement patterns.
- Dribble with an implement while showing control and change of speed and direction.
- Explain and compare the health benefits of participation in different physical activities, and discuss lifestyle behaviors that can increase physical activity.
- Identify and explain movement situations, and apply movement concepts in different practice tasks, game environments, and gymnastics.
- Identify and track different moderate and vigorous physical activities performed after school and in the community.
- Identify the importance of learning form, power, accuracy, and consistency when learning a new skill.
- Identify the muscular and skeletal systems that work together to allow movement.
- Identify the relationship between good body function and a healthy eating plan, and explain the impact of food choices relative to physical activity.
- Identify the six components of skill-related fitness, and identify activities that develop and maintain each component of physical fitness.
- Perform a self-designed gymnastics sequence consisting of locomotor and non-locomotor skills, clear beginning and ending balances, and four different movement elements with correct technique and smooth transitions.
- Perform offensive and defensive strategies and tactics in net/wall games and practice tasks.
- Strike a moving object with body parts and long-handled implements using correct technique so that the object travels in the intended direction at the desired height.
- Strike an object consecutively over a net, against a wall, or with a partner, using a short-handled implement.
- Throw different sized objects underhand and overhand, to a partner, and with correct form, power, accuracy, and follow-through.

Required Materials:

Required:

- balance beam (or tape line)
- balloon or beach ball
- cones (or objects to mark a spot)
- field hockey ball or small rubber ball
- field hockey stick (preferred) or broom (if hockey stick is not available)
- foam ball
- foam pool noodle
- gym mat or soft surface
- medium-sized ball (like a softball or football)
- paper
- pencil
- ping-pong ball
- ping-pong paddle
- ping-pong table or flat table with a line dividing it in half
- printer and printer paper for printables (see Course Syllabus for link)
- racket or paddle
- small-sized ball (like a baseball, tennis ball, or rolled-up sock)
- tape
- throwing target (basket, fence, or back of a door)
- timer
- video recording device
- volleyball
- volleyball net (or rope to make a net)
- wall
- watch or stopwatch
- weight (3-5 lb.) (Canned food or a water bottle may be used as substitute.)

Optional:

- baseball or softball glove (if using a baseball or softball)

Course Overview:

This course is made up of 6 units. Each unit has three lessons. Lesson are made of up activities that include the following types of learning:

- **Warm-Ups** allow for practice of skills or concepts taught in previous lessons. These are graded activities.
- **Instruction** activities provide modeling of new skills and concepts. These are not graded activities.
- **Practice** activities allow for practice of a skill without support. These are graded activities.
- **Checkpoints** test mastery of skills from lessons. These are graded activities.
- **Projects** provide an opportunity for practice of more complex skills across several activities or lessons within a unit. These activities require a final graded submission.

