



Physical Education - Grade 5

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [National Shape America Standards](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students are actively engaged in a safe, caring, fun, physically active environment with an emphasis on lifetime fitness and American Indian culture. Contemporary, as well as Native sports, games, activities, dances, stories, language and teachings will be utilized. Our Sacred Gifts, traditional teachings, and the medicine wheel guide us as we learn to take care of our body, recognize our community responsibilities, and learn to live in balance while incorporating 21st century skills (collaboration, communication, critical thinking, creativity), student choice, and digital literacy. Physical literacy skills, including motor skills and movement patterns, concepts and strategies, health-enhancing physical fitness, responsible behavior, and valuing physical activity are introduced, practiced, demonstrated, and applied. Skills at this level focus on emerging levels of basic age appropriate motor skills, game strategies and tactics, physical activity knowledge, active engagement, fitness knowledge, assessment and program planning, nutrition, following rules and etiquette, and physical activity for health, challenge, and social interaction.

Enduring Understandings:

- Being physically active as an American Indian or Alaskan Native is important in living a healthy balanced life, incorporating the physical, mental, emotional, and spiritual self.
- People who participate in regular physical activity are less likely to become obese and are more likely to lead active, healthy lifestyles as adults.
- Physically active people have more active brains and physical activity decreases anxiety and depression and contributes to overall well-being.
- Repetition of proper technique leads to improvement and successful skill acquisition and is important in nurturing resilience.
- Foundational movement skills and patterns are necessary including locomotor, non-locomotor, and manipulatives to enjoy physical activity and to facilitate continued motor skill development and improve the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
- Application of cognitive movement concepts increases the individual's ability to understand and enhance motor skill acquisition and performance.
- Engaging in regular participation of meaningful health-enhancing physical activities is necessary to maintain personal physical fitness.
- Grandfather teachings guide us in developing responsible personal and social behaviors.
- Indigenous games are known as the Games of Life and strengthen our community by recognizing and valuing each person as a welcome part of the circle.
- Technology use and application contributes to personalized 21st century physical literacy skills.

MOTOR SKILLS AND MOVEMENT PATTERNS

- I can demonstrate mature patterns of locomotor skills in dynamic small-sided practice, gymnastics, and dance. (S1.E1.5a)
- I can combine locomotor and manipulative skills in a variety of small sided practice tasks/games environments. (S1.E1.5b)



MOTOR SKILLS AND MOVEMENT PATTERNS (continued)

- I can combine traveling with manipulative skills for execution to a target. (S1.E1.5b)
- I can use appropriate pacing for a variety of running distances. (S1.E2.5)
- I can combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in games environments. (S1.E3.5)
- I can combine locomotor skills in cultural as well as creative dances with correct rhythm and pattern. (S1.E5.5)
- I can combine balance and transfer weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
- I can transfer weight in gymnastics and dance environments. (S1.E8.5)
- I can throw underhand using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a)
- I can throw overhand using a mature pattern in non-dynamic environments, with different sizes and types of balls. (S1.E14.5a)
- I can throw overhand to a target with accuracy. (S1.E14.5b)
- I can catch with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)
- I can combine hand dribbling with other skills during 1v1 tasks. (S1.E17.5)
- I can combine foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)
- I can dribble with hands or feet with mature patterns in a variety of small-sided games. (S1.E20.5)
- I can demonstrate mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
- I can volley a ball using a two-hand pattern, sending it upward to a target. (S1.E23.5)
- I can strike an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game or environment. (S1.E24.5)
- I can strike an object using a mature pattern with a long-handled implement. (S1.E25.5a)
- I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)

MOVEMENT AND PERFORMANCE

- I can combine movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)
- I can apply the concepts of directions and force to strike an object with a long-handled implement. (S2.E3.5b)
- I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)
- I can apply basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks. (S2.E5.5b)



HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS

- I can chart and analyze physical activity outside of physical education class for fitness benefits of activities. (S3.E1.5)
- I can actively engage in all of the activities of physical education. (S3.E2.5)
- I can differentiate between skill-related and health-related fitness. (S3.E4.5)
- I can analyze results of fitness assessment and compare results to fitness components for good health. (S3.E5.5a)
- I can analyze the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)

PERSONAL AND SOCIAL RESPONSIBILITY

- I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5)
- I can participate with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)
- I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
- I can give corrective feedback respectfully to peers. (S4.E3.5)
- I can accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
- I can critique the etiquette involved in rules of various games and activities. (S4.E5.5)
- I can apply safety principles with age-appropriate physical activities. (S4.E6.5)

VALUE OF PHYSICAL ACTIVITY

- I can compare the health benefits of participating in selected physical activities. (S5.E1.5)
- I can express the enjoyment and/or challenge of participating in a favorite activity. (S5.E2.5)
- I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
- I can describe the social benefits gained from participating in physical activity. (S5.E4.5)