



Pace Charter School Of Hamilton
Physical Education Grade 5

GRADE 5 PHYSICAL EDUCATION

Content Area: Physical Education

Course & Grade Level: Physical Education, Grade 5

Summary and Rationale

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

Physical Education in Grade 5 places an emphasis on the development of basic body movement, gross loco-motor skills and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

Recommended Pacing

80 days

New Jersey State Learning Standards for Physical Education

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand	A. Movement Skills and Concepts
CPI #	Cumulative Progress Indicator (CPI)
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
Strand	B. Strategy
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
Strand	C. Sportsmanship, Rules, and Safety
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.

Standard 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
Strand	A. Movement Skills and Concepts
CPI #	Cumulative Progress Indicator (CPI)
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
Interdisciplinary Connections	
Standard #	Standard
M 2	Self-confidence in ability to succeed
C:A1.4	Learn how to interact and work cooperatively in teams.
C:A1.3	Develop an awareness of personal abilities, skills, interests and motivations
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
Standard #	Standard
CRP 1	Acts as a responsible and contributing citizen and employee
CPR 3	Attend to personal health and financial well-being
CRP 4	Communicate clearly and effectively and with reason
9.2 Career Awareness, Exploration and Preparation	
Standard #	Standard
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
Instructional Focus	
Unit Enduring Understandings	
RULES & SPORTSMANSHIP: - Rules help keep you safe. - Behaving well is as important as playing well. Be accountable for the choices you make. - Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. FITNESS: - You only have one body; take care of it so that you can be your best every day. - Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status and fitness is a lifetime commitment. STRATEGY & TECHNIQUE: - The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow. - Your mind must know what your body is doing.	

● Think before you start; a good planner knows why and when to make adjustments. ● Work at your own pace but find a way to make it happen. ● Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. ● Ongoing feedback impacts improvement and effectiveness of movement actions. Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. LEADERSHIP & TEAMWORK: ● The job of a leader is to make everyone perform better. ● Words can motivate or aggravate. ● A team is more than a collection of individuals. ● Teamwork consists of effective communication and other interactions between team members.
Unit Essential Questions
RULES & SPORTSMANSHIP: ● How do rules help a game? How do rules change the way you play? How does following the rules help you play better? ● Are you fun to play with? How do other people see you? ● Did I do the right thing? What will I do the next time? FITNESS: ● What does it mean to be fit (for me)? ● Why on some days do I get tired faster than on others? How do I get more energy (both in the short-term and in the long-term)? ● How did I challenge myself today? STRATEGY & TECHNIQUE: ● Why am I doing this? (in terms of strategic choices) ● What's my plan? How is it working? ● What did I learn from playing? How do I get better? How do I reach the next level of performance? LEADERSHIP & TEAMWORK: ● What makes a good leader? ● Does what I say affect how people play? ● What makes a good teammate? ● What makes a good team?
Objectives
Students will know: RULES & SPORTSMANSHIP: ● Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. flag football, soccer, fitness stations, golf, volleyball, problem solving activities, floor hockey, dance, basketball, International games, Circus, track & field, Softball, outdoor games, bike safety). ● The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity. ● Ways to handle and care for equipment safely and responsibly. FITNESS: ● The components of health-related and skill-related fitness and identify activities that develop each component. ● The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing. ● The physical, social, and emotional benefits of regular physical activity. STRATEGY & TECHNIQUE:

- Skill- and activity-specific vocabulary. (e.g. flag football, soccer, fitness stations, golf, volleyball, problem solving activities, floor hockey, dance, basketball, International games, Circus, track & field, Softball, outdoor games, bike safety).
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

LEADERSHIP & TEAMWORK:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Students will be able to:

RULES & SPORTSMANSHIP:

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Demonstrate ways to handle and care for equipment safely and responsibly.

FITNESS:

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.

STRATEGY & TECHNIQUE:

- Demonstrate understanding of skill- and activity-specific vocabulary while engaged in the activity. (e.g. flag football, soccer, fitness stations, golf, volleyball, problem solving activities, floor hockey, dance, basketball, International games, Circus, track & field, Softball, outdoor games, bike safety).
- Perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities used to impact individual and team effectiveness and make modifications for improvement.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

LEADERSHIP & TEAMWORK:

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.

● Motivate group members to work together and provide constructive feedback. ● Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments. ● Demonstrate respect for the opinions and abilities of group members.
Evidence of Learning
Competencies for 21st Century Learners
Collaborative Team Member
Effective Communicator
Self-Directed Learner
Globally Aware, Active, & Responsible Student/Citizen
Resources
Core Text: Suggested Resources: