



Physical Education Curriculum Guide - Fifth Grade

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; • In ensuring that the district has a well-trained, highly qualified and competent staff; • In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

PHYSICAL EDUCATION DOMAINS

Wellness	Integrated Skills	Motor Skill Development	Fitness
<ul style="list-style-type: none"> ○ Knowledge, skills, attitudes of Physical Education 	<ul style="list-style-type: none"> ○ Interpersonal Communication ○ Decision Making and Goal Setting ○ Character Development ○ Advocacy Service ○ Health Services Information 	<ul style="list-style-type: none"> ● Movement Skills and Concepts ● Strategy ● Sense of Fair Play, Rules and Safety 	<ul style="list-style-type: none"> ● Lifetime Health-related Benefits of Fitness ● Personal Fitness Goal Setting ● Physical Activity

PRACTICES

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Improves physical fitness.
- Reduces risk of musculoskeletal injuries and cardiovascular disease, diabetes, and obesity.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Teaches self-discipline and control.
- Strengthens peer relationships.
- Improves academics by improving attention span, focus, memory, and brain growth.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

PACING CHART		
UNIT		DURATION
1	Movement Education & Rhythm	12 days
2	Wellness	10 days
3	Manipulative Skills	30 days
4	Movement/ Locomotor/ Non-locomotor Skills	10 days
5	Cooperative Games	40 days

Educational Technology

Indicators: 8.1.5.D.3, 8.1.5.D.4

- Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. **(Unit 2, Unit 5)**
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **(Unit 1, 3, 4)**

21st Century Life and Careers Skills

Indicators: 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.7

- Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. **(Unit 1, Unit 3, Unit 4)**
- Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. **(Unit 2, Unit 5)**
- Evaluate the impact of online activities and social media on employer decisions. **(Unit 3, Unit 4)**

Career Ready Practices

Indicators: CRP3, CRP4, CRP9

- Attend to personal health and financial well-being. **(Unit 2)**
- Communicate clearly and effectively and with reason. **(Unit 1-5)**
- Model integrity, ethical leadership and effective management. **(Unit 1, Unit 5)**

Grade: 5	Unit 1: Movement Education/ Rhythm
Topics: routines and procedures for safety and sense of fair play, stretching, bending, galloping, running, control in applied setting, personal health and fitness application, correction of movement errors, rhythm, coordination, and movement patterns, applied settings from a variety of cultures, sequential movement patterns, synchronized group rhythmic activity, vigorous physical activity	Duration: 12 days
<p>New Jersey Student Learning Standards</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do different types of movement keep us healthy? ● How does self-assessment help us improve our participation and performance in individual and team activities and dances? ● How does practicing safe and fair behaviors while participating individual and team activities and dances add to our enjoyment of the activity? ● What does the origin of certain games, sports, and dances teach us about world cultures? 	<ul style="list-style-type: none"> □ Effective execution of movement provides the foundation for participation in games, sports, dance, and recreational activities. □ Effective execution of movement can be improved when an individual analyzes their own performance as well as receives constructive feedback from others. □ Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. □ There are strong cultural, ethnic, and historical connections to competitive sports and dance.

Student Learning Objectives

Students will be able to:

Learn and apply benefits of following established environment, safety procedures, rules, and routines.

- Demonstrate essential elements of movement while performing non-locomotor (stretching, bending) and locomotor (galloping, running) activities.
- Perform essential elements of movement in a rhythmic activity.
- Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance.
- Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance.
- Explain and engage in a games, activities, or dance from a variety of different cultures and historical periods. (i.e. bachata, line dance) Create and demonstrate a rhythmic routine/dance of smooth flowing sequential movement patterns.
- Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity.

Vocabulary	Resources	Assessment/Project
safety routines regimen movement locomotor non-locomotor stretching bending rhythm galloping pattern synchronicity Cardio-vascular vigorous moderate Choreographed dance sequence Jazz Hip hop Latin High Intensity and Zumba	<ul style="list-style-type: none"> • PE Central www.pecentral.com • AAPHERD http://www.aapherd.com/ • SHAPE America http://www.shapeamerica.com NJ • Model Curriculum https://www.nj.gov/education/modelcurriculum/peh/pe35.shtml 	Formative Assessments: <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Exit slip (oral or written) • Teacher driven and Student-centered discussion • Pre-Assessments Summative Assessments: <ul style="list-style-type: none"> <input type="checkbox"/> Written Test • Performance Test • Peer Assessment • Benchmark Assessment Alternative Assessment: <ul style="list-style-type: none"> • Students with IEPs – IEP accommodations and modifications • 504 students - 504 plan accommodations • ELL students - receive extended time, electronic translation device, directions read aloud and/or clarified as needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<p>Visual and Performing Arts: Dance 1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.</p> <p>Visual and Performing Arts: History of Arts and Culture 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p>
<ul style="list-style-type: none"> • Reteach/peer teaching activities • Repeat, clarify, or reword directions • Restricted warm-up activities • Fewer skills spread out over a longer period of time • Lead-up games only • Modifications in equipment or playing area • Addition of special game rules for medical or other limitations 	<ul style="list-style-type: none"> • Independent student options • Cross-curricular activities • Present/Discuss sports current events • Teach and demonstrate skills to other students 	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Use a whistle to demonstrate start and stop times. <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use "point to", "circle", "find", "show me", "draw", "match". <input type="checkbox"/> Teach basic survival English, such as "bathroom", "lunch", "home". <input type="checkbox"/> Help the student to learn the classroom and school routines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate/model the activity for the students. Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop non-verbal cues, such as holding up a hand to say "stop." <input type="checkbox"/> Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. • <input type="checkbox"/> Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to
<ul style="list-style-type: none"> <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Create "I need" cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Mark/Label positions on playing space using pictures or symbols. • <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. <input type="checkbox"/> Ask student to tell about, describe, explain. • <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. <input type="checkbox"/> Ask how and why questions. Ask student to tell “what would happen if questions, Tell me as much as you can about....” <input type="checkbox"/> Check for understanding of academic vocabulary. <input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers and use academic vocabulary while executing a movement skill. <input type="checkbox"/> Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Provide all accommodations and modifications on IEP. <input type="checkbox"/> Use controlled language, with 1-2 step directions as needed. <input type="checkbox"/> Check for understanding frequently. <input type="checkbox"/> Model all activities and procedures. <input type="checkbox"/> Use multi-modal instructional strategies. <input type="checkbox"/> Use well defined boundaries and reduce the playing area. <input type="checkbox"/> Extra time for assigned tasks 	<ul style="list-style-type: none"> • Provide all accommodations on 504 Plan. • Decrease the distance and provide oral prompts to skill directions. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions

- Communication system between home and school
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders

- Provide immediate feedback
- Visual graphic organizers

Grade: 5	Unit 2: Wellness
Topics: routines and procedures for safety and sense of fair play, health- and skill-related components of fitness, strategies for improving fitness components, maintaining and improving fitness components, benefits of participating in regular physical activity, fitness goals and self-assessment, decision making and its effect on physical activity and nutrition	Duration: 10 days
<p>New Jersey Student Learning Standards:</p> <p>2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.2.6.B.1 Use effective decision-making strategies.</p> <p>2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.</p> <p>2.2.6.B.4 Apply personal health data and information to support achievement of one’s short- and long-term health goals.</p> <p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>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.</p> <p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● What is fitness and how does it impact our health? ● How does skills practice help us improve our fitness levels? How ● does setting personal fitness goals help us improve our long-term health? ● How does self-assessment help us reach our Personal Fitness Plan goals? ● How can we make smart decisions about our fitness and nutrition to help us achieve our personal health and fitness goals? 	<ul style="list-style-type: none"> □ Nutrition and fitness levels have a direct impact on physical health and wellness. □ Other factors, such as personal, hereditary, and environmental, also impact fitness levels. □ Creating a personal fitness plan with achievable goals has positive impact on physical health and wellness. □ Improvement in decision-making skills has a direct and positive impact on the attainment of health and fitness goals.

Student Learning Objectives

Students will be able to:

- Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.
- Determine the short- and long-term physical, social, emotional and intellectual benefits of participating in regular physical activity.
- Develop a personal fitness plan based on the assessment of one’s personal fitness levels and goals.
- Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan.

- Identify which factors (personal, hereditary, environmental) might play a role in determining one’s personal fitness level.
- Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals.

Vocabulary		Resources	Assessment/Project
safety routines regimen fitness nutrition Personal Fitness Goals Personal Fitness Plan Health factors movement locomotor resting heart rate elevated heart rate sequence/ sequential	Running in place Arm hang Wall push-ups Knee sit-ups Stretches: Calf, Butterfly, hamstring Yoga asanas Sprint Jumps: vertical, high-speed, standing broad Grapevines Cone agility drill Balance beam Squats Line Dance	<ul style="list-style-type: none"> <input type="checkbox"/> PE Central www.pecentral.com <input type="checkbox"/> AAPHERD http://www.aapherd.com/ <input type="checkbox"/> SHAPE America http://www.shapeamerica.com NJ <input type="checkbox"/> Model Curriculum https://www.nj.gov/education/modelcurriculum/peh/pe35.shtml 	Formative Assessments: <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Exit slip (oral or written) • Teacher driven and Student-centered discussion • Pre-Assessments Summative Assessments: <ul style="list-style-type: none"> • Written Test • Performance Test • Peer Assessment • Benchmark Assessment Alternative Assessment: <ul style="list-style-type: none"> • Students with IEPs – IEP accommodations and modifications • 504 students - 504 plan accommodations • ELL students - receive extended time, electronic translation device, directions read aloud and/or clarified as needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	Mathematics – Measurement of balance and strength pose holds to the tenths of seconds 5.NBT.A.3. Read, write, and compare decimals to thousandths. 5.NBT.A.3.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. 5.NBT.A.3.b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 5.NBT.4. Use place value understanding to round decimals to any place.
<ul style="list-style-type: none"> ● Reteach/peer teaching activities Repeat, clarify, or reword directions ● Restricted warm-up activities Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations 	<ul style="list-style-type: none"> ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students 	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Use a whistle to demonstrate start and stop times. Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Help the student to learn the classroom and school routines. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate/model the activity for the students. Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop non-verbal cues, such as holding up a hand to say “stop.” <input type="checkbox"/> Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. • <input type="checkbox"/> Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding		Bridging	Reaching
<ul style="list-style-type: none"> □ Mark/Label positions on playing space using pictures or symbols. • □ Ask how and why questions. □ Check for understanding by asking students to tell you what something means. □ Students can paraphrase the assignment to you. Ask student to tell about, describe, explain. • □ □ Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. □ Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> □ Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. □ Ask how and why questions. □ Ask student to tell “what would happen if questions, Tell me as much as you can about...” □ Check for understanding of academic vocabulary. Give the student a list of target words for each unit of study. □ Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> □ Collaborate with peers and use academic vocabulary while executing a movement skill. Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. □ As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. □ Students should have a list of target words for each unit of study. □ Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage. □ 	
Differentiated Instruction			
Special Education		504	
<ul style="list-style-type: none"> • Provide all accommodations and modifications on IEP. • Use controlled language, with 1-2 step directions as needed. • Check for understanding frequently. • Model all activities and procedures. • Use multi-modal instructional strategies. • Use well defined boundaries and reduce the playing area. • Extra time for assigned tasks • Communication system between home and school • Provide a warning for transitions • Buddy students with peers • Provide immediate feedback • Visual and verbal reminders 		<ul style="list-style-type: none"> • Provide all accommodations on 504 Plan. • Decrease the distance and provide oral prompts to skill directions. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers 	

Grade: 5	Unit 3: Manipulative Skills
Topics: routines and procedures for safety and sense of fair play, manipulating objects with control, stationary and moving positions, throwing, catching, dribbling, shooting, striking, kicking, continuous striking with body parts and implements, passing, receiving, non-competitive, collaborative, competitive environments	Duration: 30 days
<p>New Jersey Student Learning Standards</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can we use sports manipulatives to learn new athletic skills? ● What athletic mechanical techniques can we master from a stationary position? ● What athletic mechanical techniques can we master from a moving position? ● What athletic mechanical techniques can we master working with a partner or team? 	<ul style="list-style-type: none"> □ Athletes can master mechanical techniques using sports manipulatives with mechanical correctness and accuracy from a stationary position and while working with a partner or team. □ Athletes can master mechanical techniques using sports manipulatives with mechanical correctness and accuracy from a stationary position and while stationary and while moving. □ Athletes can combine all mechanical techniques and demonstrate control while moving in a general space at varying pathways, directions, and speeds.
Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness. • Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner. • Explain and demonstrate throwing and catching using correct mechanical techniques in games, sports and activities. • Explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and paddle/racquet). • Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports and activities. 	

- Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities.
- Explain and demonstrate how to control a variety of objects within non-competitive, cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds (basketball, floor hockey, soccer, jump rope, speed stacking, ping pong, Track and Field).

Vocabulary		Resources	Assessment/Project
safety routines dribbling shooting striking passing receiving implement competitive non-competitive technique stationary moving	Floor Hockey Football Soccer Softball Track and Field Basketball Ping Pong Lacrosse Jump rope Speed stacking	<ul style="list-style-type: none"> □ PE Central www.pecentral.com □ AAPHERD http://www.aapherd.com/ □ SHAPE America http://www.shapeamerica.com NJ □ Model Curriculum https://www.nj.gov/education/modelcurriculum/peh/pe35.shtml 	Formative Assessments: <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Exit slip (oral or written) ● Teacher driven and Student-centered discussion Summative Assessments: <ul style="list-style-type: none"> • Written Test • Performance Test • Peer Assessment Alternative Assessment: <ul style="list-style-type: none"> • Students with IEPs – IEP accommodations and modifications • 504 students - 504 plan accommodations • ELL students - receive extended time, electronic translation device, directions read aloud and/or clarified as needed.

Differentiated Instruction		Interdisciplinary Connections
Novice students	Enrichment, Gifted and Talented	Mathematics – Gamify activities with points to the thousands; use quadrants when working with a field of play 5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
<ul style="list-style-type: none"> <input type="checkbox"/> Reteach/peer teaching activities Repeat, clarify, or reword directions ● Restricted warm-up activities Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations ● 	<ul style="list-style-type: none"> ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students 	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Use a whistle to demonstrate start and stop times. Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Help the student to learn the classroom and school routines. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate/model the activity for the students. Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop non-verbal cues, such as holding up a hand to say “stop.” <input type="checkbox"/> Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. ● <input type="checkbox"/> Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. ● <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> □ Mark/Label positions on playing space using pictures or symbols. • □ Ask how and why questions. □ Check for understanding by asking students to tell you what something means. □ Students can paraphrase the assignment to you. Ask student to tell about, describe, explain. • □ □ Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. □ Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> □ Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. □ Ask how and why questions. □ Ask student to tell “what would happen if questions, Tell me as much as you can about...” □ Check for understanding of academic vocabulary. Give the student a list of target words for each unit of study. □ Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) □ □ 	<ul style="list-style-type: none"> □ Collaborate with peers and use academic vocabulary while executing a movement skill. Ask student to tell about, describe, or explain. □ Ask student to explain similarities and differences. □ As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. □ Students should have a list of target words for each unit of study. □ Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage. □ □

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> □ Provide all accommodations and modifications on IEP. • □ □ □ Use controlled language, with 1-2 step directions as needed. • □ □ □ □ □ Check for understanding frequently. □ Model all activities and procedures. □ Use multi-modal instructional strategies. □ Use well defined boundaries and reduce the playing area. □ Extra time for assigned tasks □ Communication system between home and school □ Provide a warning for transitions □ Buddy students with peers □ Provide immediate feedback □ Visual and verbal reminders 	<ul style="list-style-type: none"> • Provide all accommodations on 504 Plan. • Decrease the distance and provide oral prompts to skill directions. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers •

Grade: 5	Unit 4: Movement Education – Locomotor & Non-Locomotor Skills
Topics: routines and procedures for safety and sense of fair play, controlled balance, yoga, stretching, upright and inverted positions, weight transfer, front roll, log roll, jumping, leaping, vaulting, gymnastics sequence: starting shape, roll, transfer of weight, balance, leap, turn, ending shape.	Duration: 10 days
<p>New Jersey Student Learning Standards</p> <p>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.</p> <p>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.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● Why is it important for athletes to strengthen our core? ● What movements and physical positions can strengthen our control of strength, balance, and movement? 	<ul style="list-style-type: none"> □ Athletes can strengthen their core and control of strength, balance, and movement through stretching, yoga balance and strength positions, and gymnastic sequences.
Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions, using different body parts. • Demonstrate fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions. • Demonstrate a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds. • Demonstrate a variety of ways to move in the air and land with control. (i.e. jumping, leaping, vaulting) • Perform a self-designed gymnastics/movement sequence with the following 7 components: (1) A starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape. 	

Vocabulary	Resources	Assessment/Project
Balance pose Strength pose Asana Sequence Stretching Upright position Inverted position Weight transfer Front roll Log roll Vaulting leaping Gymnastics Sequence Starting shape Ending shape	<ul style="list-style-type: none"> ☐ PE Central www.pecentral.com ☐ AAPHERD http://www.aapherd.com/ ☐ SHAPE America http://www.shapeamerica.com NJ ☐ Model Curriculum https://www.nj.gov/education/modelcurriculum/peh/pe35.shtml 	Formative Assessments: <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Exit slip (oral or written) • Teacher driven and Student-centered discussion • Benchmark Assessment (pre) Summative Assessments: <ul style="list-style-type: none"> • Written Test • Performance Test • Peer Assessment • Benchmark Assessment (post) Alternative Assessment: <ul style="list-style-type: none"> • Students with IEPs – IEP accommodations and modifications • 504 students - 504 plan accommodations • ELL students - receive extended time, electronic translation device, directions read aloud and/or clarified as needed.

Novice students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> □ Reteach/peer teaching activities ● Repeat, clarify, or reword directions ● Restricted warm-up activities ● Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations 	<ul style="list-style-type: none"> ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students 	<p>Mathematics – Measurement of balance and strength pose holds to the tenths of seconds</p> <p>5.NBT.A.3. Read, write, and compare decimals to thousandths.</p> <p>5.NBT.A.3.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>5.NBT.A.3.b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4. Use place value understanding to round decimals to any place.</p>

Differentiated Instruction

ELL

Entering	Beginning	Developing
<ul style="list-style-type: none"> □ Use a whistle to demonstrate start and stop times. □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Teach basic survival English, such as “bathroom”, “lunch”, “home”. □ Help the student to learn the classroom and school routines. □ Use visuals such as pictures, gestures, and pointing. 	<ul style="list-style-type: none"> □ Demonstrate/model the activity for the students. □ Ask students to categorize objects. □ Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Develop non-verbal cues, such as holding up a hand to say “stop.” □ Ask literal questions-who, when, where, what. ● □ □ Ask questions with 1-3 word answers. Ask questions with an either/or option. ● □ Ask students to list, name, tell, which, categorize, draw, label, or create. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

<ul style="list-style-type: none"> <input type="checkbox"/> Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 		
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Mark/Label positions on playing space using pictures or symbols. • <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. Ask student to tell about, describe, explain. • <input type="checkbox"/> <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” <input type="checkbox"/> Check for understanding of academic vocabulary. Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers and use academic vocabulary while executing a movement skill. Ask student to tell about, describe, or explain. <input type="checkbox"/> Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage. <input type="checkbox"/> <input type="checkbox"/>
Differentiated Instruction		
Special Education	504	
<ul style="list-style-type: none"> <input type="checkbox"/> Provide all accommodations and modifications on IEP. 		

- □ □ □ Use controlled language, with 1-2 step directions as needed.
 - □ □ □ □ □ Check for understanding frequently.
 - □ □ □ □ Model all activities and procedures.
 - Use multi-modal instructional strategies.
- Use well defined boundaries and reduce the playing area.
 Extra time for assigned tasks
 Communication system between home and school
 Provide a warning for transitions
 Buddy students with peers
 Provide immediate feedback
 Visual and verbal reminders

- Provide all accommodations on 504 Plan.
- Decrease the distance and provide oral prompts to skill directions.
- Adjust length of assignment
- Communication system between home and school
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

Grade: 5	Unit 5: Cooperative Games
Topics: routines and procedures for safety and sense of fair play, offensive and defensive strategies, faking, dodging, defending open space; strategizing, passing, receiving, isolated and applied settings, maintaining team possession, motivation, team-building, handball, soccer, basketball, speed stacking.	Duration: 40 days
<p>New Jersey Student Learning Standards</p> <p>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).</p> <p>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.</p> <p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>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.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p>	
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> <input type="checkbox"/> How does skills practice help us improve our participation and performance in individual and team games and sports? <input type="checkbox"/> How does strategy help us improve our participation and performance in individual and team games and sports? <input type="checkbox"/> How does self-assessment help us improve our participation and performance in individual and team games and sports? <input type="checkbox"/> How does practicing safe and fair behaviors while participating and viewing games, sports, and other competitive activities add to our enjoyment of the activity? <input type="checkbox"/> How can we self-assess to improve our sense of fair play? <input type="checkbox"/> How do the procedures and rules of specific games, sports, and other competitive activities improve our participation and safety? 	<ul style="list-style-type: none"> <input type="checkbox"/> Effective execution of movement provides the foundation for participation in games, sports, dance, and recreational activities. <input type="checkbox"/> Effective execution of movement can be improved when an individual analyzes their own performance as well as receives constructive feedback from others. <input type="checkbox"/> There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. <input type="checkbox"/> Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
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Student Learning Objectives

Students will be able to:

- Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented.
- Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities.

- Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities).
- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.
- Demonstrate effective team building skills in a variety of cooperative physical challenges and activities.
- Demonstrate appropriate sense of fair play and apply specific rules during competitive games, sports, and other cooperative activities.
- Compare and contrast the roles of players and observers in regard to sense of fair play and recommend strategies to improve these behaviors.
- Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities.

Vocabulary	Resources	Assessment/Project
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<p>offensive strategy defensive strategy faking dodging defending maintain team possession sense of fair play motivation roles spectator participant handball soccer basketball speed stacking track and field</p>	<ul style="list-style-type: none"> ☐ PE Central www.pecentral.com AAPHERD ☐ http://www.aapherd.com/ SHAPE America ☐ http://www.shapeamerica.com NJ Model Curriculum ☐ https://www.nj.gov/education/mo-delcurriculum/peh/pe35.shtml 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observations (Pair-Share, Q and A) ● Visual skills checklist ● Teacher rubric ● Open Ended Questions ● Exit slip (oral or written) ● Teacher driven and Student-centered discussion ● Benchmark Assessment (pre) <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Written Test • Performance Test • Peer Assessment • Benchmark Assessment (post) <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Students with IEPs – IEP accommodations and modifications • 504 students - 504 plan accommodations • ELL students - receive extended time, electronic translation device, directions read aloud and/or clarified as needed.
Differentiated Instruction		Interdisciplinary Connections
Novice students	Enrichment, Gifted and Talented	<p>Mathematics – Gamify competitive activity scores with points to the thousands 5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p>
<ul style="list-style-type: none"> ☐ Reteach/peer teaching activities Repeat, clarify, or reword directions ● Restricted warm-up activities Fewer skills spread out over a longer period of time ● Lead-up games only ● Modifications in equipment or playing area ● Addition of special game rules for medical or other limitations 	<ul style="list-style-type: none"> ● Independent student options ● Cross-curricular activities ● Present/Discuss sports current events ● Teach and demonstrate skills to other students 	
Differentiated Instruction		

ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Use a whistle to demonstrate start and stop times. Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. <input type="checkbox"/> Teach basic survival English, such as “bathroom”, “lunch”, “home”. <input type="checkbox"/> Help the student to learn the classroom and school routines. <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate/model the activity for the students. Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop non-verbal cues, such as holding up a hand to say “stop.” <input type="checkbox"/> Ask literal questions-who, when, where, what. Ask questions with 1-3 word answers. • <input type="checkbox"/> <input type="checkbox"/> Ask students to list, name, tell, which, categorize, draw, label, or create. • <input type="checkbox"/> Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <input type="checkbox"/> Mark/Label positions on playing space using pictures or symbols. • <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the assignment to you. Ask student to tell about, describe, explain. • <input type="checkbox"/> <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” <input type="checkbox"/> Check for understanding of academic vocabulary. Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers and use academic vocabulary while executing a movement skill. Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary. <input type="checkbox"/> Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage. <input type="checkbox"/> <input type="checkbox"/>

Differentiated Instruction

Special Education

504

☐ Provide all accommodations and modifications on IEP.

- ☐ ☐ ☐ Use controlled language, with 1-2 step directions as needed.
- ☐ ☐ ☐ Check for understanding frequently.
- ☐ ☐ ☐ Model all activities and procedures.
 - Use multi-modal instructional strategies.
 - Use well defined boundaries and reduce the playing area.
 - Extra time for assigned tasks
 - Communication system between home and school
 - Provide a warning for transitions
 - Buddy students with peers
 - Provide immediate feedback
 - Visual and verbal reminders

- Provide all accommodations on 504 Plan.
- Decrease the distance and provide oral prompts to skill directions.
- Adjust length of assignment
- Communication system between home and school
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers