



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Physical Education, Grade 5

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Physical Education, Grade 5

Department: Health and Physical Education

Board Approval	Supervisor	Notes
July 2009	Candy Vasta	Born Date
June 2015	Candy Vasta	Revisions
December 2017	James Maliff	Revisions
March 2019	Valerie Sorce	Review
August 2022	Patrick O'Neill	Alignment to Standards & Incorporate State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Movement Skills and Concepts	21	Lifelong Fitness
2	Movement Skills and Concepts	22	Lifelong Fitness
3	Movement Skills and Concepts	23	Lifelong Fitness
4	Movement Skills and Concepts	24	Lifelong Fitness
5	Movement Skills and Concepts	25	Lifelong Fitness
6	Movement Skills and Concepts	26	Lifelong Fitness
7	Movement Skills and Concepts	27	Lifelong Fitness
8	Movement Skills and Concepts	28	Lifelong Fitness
9	Movement Skills and Concepts	29	Lifelong Fitness
10	Movement Skills and Concepts	30	Nutrition
Week	Marking Period 2	Week	Marking Period 4
11	Physical Fitness	31	Health
12	Physical Fitness	32	
13	Physical Fitness	33	
14	Physical Fitness	34	
15	Physical Fitness	35	
16	Physical Fitness	36	
17	Physical Fitness	37	
18	Physical Fitness	38	
19	Physical Fitness	39	
20	Physical Fitness	40	

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Mental Health: Movement (HPE 2.5.6.A; 2.5.6.B; 2.5.6.C; 2.6.6.A)

Core Instructional & Supplemental Materials including various levels of Texts

YouTube Channel: The Body Coach TV (PE with Joe)
Darebee.com - Workout Videos

Time Frame	10 Weeks
Topic	
Movement Skills and Concepts	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). • 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). • 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. • 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. 	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> • How are movement activities related to one's social and emotional health? • How are the body systems affected by a daily fitness program? • What is the purpose of a dynamic warm-up? • What are static stretches and what is their purpose? 	

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- During a movement activity session is it important to increase one's heart rate and why?
- Can movement activities be enjoyable?
- Why are core exercises vital to overall fitness?
- Can a sound fitness program improve balance and posture as well as strength and coordination?

SWBAT understand the following concepts:

- Maintaining a healthy fitness program will lead to a healthy lifestyle.\
- Maintaining a healthy fitness lifestyle will help to offset disease and obesity.
- Fitness is vital to heart health.
- Fitness will help increase gross motor skills, eye-hand and eye-foot coordination, and cardio-vascular endurance.
- Fitness will help improve posture and balance.
- Fitness activities and a healthy lifestyle can be fun and enjoyable.

SWBAT to "do":

- Skill development.
- Drill acquisition.
- Knowledge of rules.
- Knowledge of sportsmanship.
- Fitness activities to include dynamic and static warm-up stretches.
- Students will have an understanding of the fundamental concepts related to effective execution for participation in games and movement activities.
- The students will have the opportunity to increase coordination, gross motor skills, physical strength, flexibility, cardiovascular endurance, eye-hand and eye-foot coordination, balance, and posture and effectively analyze one's own performance as well as receive constructive feedback from others.
- The students will have the opportunity to see how improved physical health positively impacts emotional and social health

Assessments

Formative:

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Quizzes
- Self assessment
- Peer feedback

Summative:

- Performance Assessment of Skills

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COURSE Physical Education, Grade 5

- Game play

Benchmark:

-

Alternative:

- Digital Portfolios

Interdisciplinary Connections

Mathematics

6.EE.A.1-4 - Expressions and Equations

6.SP.B.4 - Summarize numerical data sets in relation to their context.

RH.6-8.7. Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts to display data through the use of charts and graphs.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities.

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DEPARTMENT Health and Physical Education

COURSE Physical Education, Grade 5

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individual, groups).

Time Frame	10 weeks
Topic	
Physical Fitness	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. • 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). • 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. • 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). 	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> • Why is skill development important to individual activities? • Is enjoyment vital to an active lifestyle? • How do individual fitness activities contribute to a healthy lifestyle? • Can an active and healthy lifestyle contribute to a successful life? • Why is practice important even to individual activity? • What type of practice is key to success? <p>SWBAT understand the following concepts:</p> <ul style="list-style-type: none"> • To improve skill level you must practice that particular skill based on instruction and feedback. • Practice is about quality time. • Improvement in individual skills can lead to higher self esteem. • Increased self esteem can aid in better decision making and problem solving skills. • Increased self esteem can lead to a more confident individual. • Self esteem, confidence, good decision making and problem solving skills can help head to an active and healthy lifestyle. 	

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DEPARTMENT Health and Physical Education

COURSE Physical Education, Grade 5

SWBAT to "do":

- Skill development.
- Drill acquisition.
- Knowledge of rules and sportsmanship.
- The students will demonstrate an understanding of the basic skills and rules of: badminton, yoga, jump rope and running.
- The students will have the opportunity to increase coordination, gross motor skills, physical strength, cardiovascular endurance, eye-hand and eye-foot coordination, balance, flexibility, posture and specific skills necessary for success.
- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.
- The students will have the opportunity to see how improved overall health improves self-esteem.

Assessments

Formative:

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Peer evaluations

Summative:

- Individual assessment of skill improvement
- Game rules assessment

Benchmark:

- Fitness test

Alternative:

- Digital Portfolios

Interdisciplinary Connections

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

Career Readiness, Life Literacies, and Key Skills

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COURSE Physical Education, Grade 5

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP2. Students will apply appropriate academic and technical skills to various PE activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason during PE activities during team and game activities.

Time Frame	9 Weeks
Topic	
Lifelong Fitness	
Alignment to Standards	
<p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <ul style="list-style-type: none"> • 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. • 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. • 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). 	
Learning Objectives and Activities	

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COURSE Physical Education, Grade 5

SWBAT answer the following questions:

- Why is skill development important to individual activities?
- Is enjoyment vital to an active lifestyle?
- How do individual fitness activities contribute to a healthy lifestyle?
- Can an active and healthy lifestyle contribute to a successful life?
- Why is practice important even to individual activity?
- What type of practice is key to success?

SWBAT understand the following concepts:

- To improve skill level you must practice that particular skill based on instruction and feedback.
- Practice is about quality time.
- Improvement in individual skills can lead to higher self esteem.
- Increased self esteem can aid in better decision making and problem solving skills.
- Increased self esteem can lead to a more confident individual.
- Self esteem, confidence, good decision making and problem solving skills can help head to an active and healthy lifestyle.

SWBAT to "do":

- Skill development.
- Drill acquisition.
- Knowledge of rules and sportsmanship.
- The students will demonstrate an understanding of the basic skills and rules of: badminton, yoga, jump rope and running.
- The students will have the opportunity to increase coordination, gross motor skills, physical strength, cardiovascular endurance, eye-hand and eye-foot coordination, balance, flexibility, posture and specific skills necessary for success.
- The students will have the opportunity to see how improved physical health positively impacts emotional and social health.
- The students will have the opportunity to see how improved overall health improves self-esteem.

Assessments

Formative:

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Peer evaluations

Summative:

- Individual assessment of skill improvement

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COURSE Physical Education, Grade 5

- Game rules assessment

Benchmark:

-

Alternative:

- Digital Portfolios

Interdisciplinary Connections

Mathematics

6.EE.A.1-4 - Expressions and Equations

6.SP.B.4 - Summarize numerical data sets in relation to their context.

RH.6-8.7. Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts to display data through the use of charts and graphs.

English Language Arts

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group

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and individual activities.

CRP4. Students will communicate clearly and effectively and with reason during PE activities during team and game activities.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various PE activities and in a variety of contexts (individual, groups)

CRP9. Students will model integrity, ethical leadership and effective management i.e. team game play.

Time Frame	1 Week
Topic	
Nutrition	
Alignment to Standards	
<ul style="list-style-type: none">• 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.• 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.• 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none">• Why is it important for healthy eating?• How to pick the right foods that provide energy and help to maintain a healthy weight.• How maintaining a healthy weight lowers the risk of disease and keeps the body functioning properly.• How to create a food journal that shows nutrition by keeping track of calories and cost. <p>SWBAT understand the following concepts:</p> <ul style="list-style-type: none">• Choosing healthy foods will provide their bodies with the proper nutrition.• Body weight and food choices and disease.• Self esteem, confidence, good decision making and problem solving skills can help head to an active and healthy lifestyle. <p>SWBAT to “do”:</p> <ul style="list-style-type: none">• Make better choices about healthy foods that add better nutrition to their bodies.• Have a better understanding of what foods that are put in their bodies do to their bodies.	

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- The students will have the opportunity to see how better knowledge of nutrition improves physical health positively impacts emotional and social health.
- The students will have the opportunity to see how improved overall health because of proper nutrition improves self-esteem.

Assessments

Formative:

- Individual assessment-skill development
- Group assessments
- Class discussion
- Exit slips
- Self assessment
- Peer evaluations

Summative:

- Individual assessment of skill improvement

Benchmark:

Alternative:

- Digital Portfolios

Interdisciplinary Connections

English Language Arts

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

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Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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