



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.

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 |

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| Pacing Guide | | | |
|--------------|---|------|--------------------------------|
| Week | Marking Period 1 | Week | Marking Period 3 |
| 1 | Unit 1 Fitness and Physical Activity | 21 | Apply and Review Units 1, 2, 4 |
| 2 | Unit 1 Fitness and Physical Activity | 22 | Apply and Review Units 1, 2, 4 |
| 3 | Unit 1 Fitness and Physical Activity | 23 | Apply and Review Units 1, 2, 4 |
| 4 | Unit 2: Movement | 24 | Apply and Review Units 1,2, 3 |
| 5 | Unit 2 Movement | 25 | Apply and Review Units 1,2, 3 |
| 6 | Unit 3 Team sports and sportsmanship | 26 | Apply and Review Units 1,2, 3 |
| 7 | Unit 3 Team sports and sportsmanship | 27 | Apply and Review Units 1, 2, 4 |
| 8 | Unit 3 Team sports and sportsmanship | 28 | Apply and Review Units 1, 2, 4 |
| 9 | Unit 4 Personal fitness and individual activities | 29 | Apply and Review Units 1, 2, 4 |
| 10 | Unit 4 Personal fitness and individual activities | 30 | Apply and Review Units 1, 2, 4 |
| Week | Marking Period 2 | Week | Marking Period 4 |
| 11 | Apply and Review Units 1,2, 3 | 31 | Health |
| 12 | Apply and Review Units 1,2, 3 | 32 | |
| 13 | Apply and Review Units 1,2, 3 | 33 | |
| 14 | Apply and Review Units 1,2, 3 | 34 | |
| 15 | Apply and Review Units 1, 2, 4 | 35 | |
| 16 | Apply and Review Units 1, 2, 4 | 36 | |
| 17 | Apply and Review Units 1, 2, 4 | 37 | |
| 18 | Apply and Review Units 1,2, 3 | 38 | |

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| | | | |
|----|-------------------------------|----|--|
| 19 | Apply and Review Units 1,2, 3 | 39 | |
| 20 | Apply and Review Units 1,2, 3 | 40 | |

Units may be delivered out of sequence based on availability of equipment.

Core Instructional & Supplemental Materials including various levels of Texts

Teacher-created materials, PE equipment, teacher curated videos, print and online resources, digital databases

| | |
|---|------------------|
| Time Frame | 3 Weeks, ongoing |
| Topic | |
| Fitness and Physical Activity | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What skills and principles are necessary to promote an active lifestyle? • Why must students develop fitness to maintain health throughout their life? • How can Physical Education lead to a lifetimes of “wellness?” • How can fitness activities be incorporated into wellness activities? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Maintaining a healthy lifestyle improves the quality of life. • Lifetime activities complete the health triangle; physical, emotional, and social health. • Teaching of wellness activities will carry over to activities outside of school’s physical education classes. • Understand participating in wellness activities has a positive effect on the body systems. • Wellness activities can lead to development of a fitness plan. • Participating in wellness activities will lead to enjoyment of lifetime activities. • 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. | |

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Alignment to Standards

2.1.6.A.1-3; 2.2.6.B.1-3; 2.2.6.B.1-3; 2.6.6.A.1-7

Learning Activities & Key Concepts and Skills

- 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 master activity specific skills.
- 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
- Fitness-gram, cardiovascular fitness
- Skill development.
- Drill acquisition.
- Knowledge of rules.
- Knowledge of sportsmanship.
- Lifetime activities to include dynamic and static warm-ups.

Assessments

Formative:

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

Summative:

- Individual assessment of skill improvement
- Authentic assessment i.e. game play

Benchmark:

- Fitness test

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Alternative:

- Digital Portfolios

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.

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.

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.

21st Century Skills

9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.2.8.B.3 Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

LA.5.SL.5.1 - Throughout the course, students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics in physical education, building on others' ideas and expressing their own clearly.

SCI.5-6.5.2.6.E; SCI.7-8.5.2.8.E - During movement skill lessons, students will learn that it takes energy to change the motion of objects. The energy change is understood in terms of

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forces..

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use Google sites to curate examples of their skill development throughout the course.

Time Frame

2 weeks, ongoing

Topic

Movement

Essential Questions

- 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?
- 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?

Enduring Understandings

- 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

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- cardio-vascular endurance.
- Fitness will help improve posture and balance.
 - Fitness activities and a healthy lifestyle can be fun and enjoyable.

Alignment to Standards

HPE 2.5.6.A; 2.5.6.B; 2.5.6.C; 2.6.6.A

Learning Activities & Key Concepts and Skills

- 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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- Game play

Benchmark:

Alternative:

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SCI.5-6.5.2.6.E; SCI.7-8.5.2.8.E - During movement skill lessons, students will learn that it takes energy to change the motion of objects. The energy change is understood in terms of forces.

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| | |
|------------|------------------|
| Time Frame | 2 weeks, ongoing |
|------------|------------------|

Topic

Team Sports and Sportsmanship

Essential Questions

- Why is working cooperatively essential in life?
- What are the required skills needed in order to effectively work cooperatively in a group?
- How can applying the skills of building communication and trust be used in your own life?

Enduring Understandings

- Fostering communication skills through partner and group challenges.
- Fostering trust skills through partner and group challenges.
- Identifying challenges while working with other individuals.
- Creating solutions to overcome the present challenges and completing the task at hand.

Alignment to Standards

HPE 2.5.6.B.1; 2.5.6.B.2; 2.2.6.B.1; 2.6.6.A

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Learning Activities & Key Concepts and Skills

- Skill development.
- Drill acquisition.
- Knowledge of rules.
- Knowledge of sportsmanship.
- Fitness activities to include dynamic and static warm-up stretches.
- The student will demonstrate an understanding of working cooperatively with other students in class.
- The student will have the opportunity to increase gross motor skills while performing cooperative activities.
- The student will learn to work within a group dynamic.
- The student will learn health related decisions when working within the group.
- The student will learn that working together and effectively pursuing a common goal with enhance personal performance as well as fitness levels.

Assessments

Formative:

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

Summative:

- Individual assessment of skill improvement
- Assessment of Game play and sportsmanship with rubric

Benchmark:

-

Alternative:

- Digital Portfolios

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.

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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.

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

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SCI.5-6.5.2.6.E; SCI.7-8.5.2.8.E - During movement skill lessons, students will learn that it takes energy to change the motion of objects. The energy change is understood in terms of forces.

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NJSLS 8.1, 8.2 - Technology Education

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| | |
|--|------------------|
| Time Frame | 2 weeks, ongoing |
| Topic | |
| Personal fitness and individual activities | |
| Essential Questions | |
| <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? | |
| Enduring Understandings | |
| <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. | |
| Alignment to Standards | |
| HPE 2.5.6.A; 2.5.6.B; 2.5.6.C; 2.6.6.A | |
| Learning Activities & Key Concepts and Skills | |
| <ul style="list-style-type: none">● Skill development.● Drill acquisition.● Knowledge of rules and sportsmanship. ● The students will demonstrate an understanding of the basic skills and rules of: | |

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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

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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

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with regard to health and wellness.

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

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Modifications for Physical Education (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.

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

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- 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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