



Stafford Township School District

Physical Education Curriculum

Grade 5-6

2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE.pdf

Original Adoption: August 8, 2022

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Philosophy

All Stafford Township students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-6 are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next.

All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary Interdisciplinary Connections: Math, Language Arts, Science

For Grade 6:

Inclusivity/LGBTQ/Disabilities:

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

- Promote meaningful movement experiences as opposed to sport, which includes heightened awareness, sensitivity and acceptance
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability.

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Recommended Pacing Guide	
Unit 1: Movement Education/Rhythm	45 Days/Ongoing
Unit 2: Strategy	45 Days/Ongoing
Unit 3: Sportsmanship, Rules, and Safety	45 Days/Ongoing
Unit 4: Fitness and Physical Activity	45 Days/Ongoing

Unit 1: Movement Education/Rhythm	Duration: 45 Days/Ongoing
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Suggested Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Use of concrete examples before beginning activity. ● Cue students by stating names before asking a question, or speaking to them. ● Assign students a peer tutor/partner learner when necessary. <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed. ● Follow all IEP modifications/504 plans. ● Provide manipulatives or the opportunity to draw solution strategies. ● Provide students with a cool off location. ● Provide a variety of size manipulatives to accommodate student needs. ● Use cue words and prompts. ● Modify speed to fit student needs. ● Simplify movements or reduce the number of steps in an activity. ● Total Physical Response (TPR) : kinesthetic learning. ● Provide students with verbal and visual directions. ● Preview vocabulary and skills before lesson to build background knowledge. ● Assign students a peer tutor, buddy, or partner learner to help teach and support student needs. ● Provide a variety of size manipulatives to accommodate student needs and abilities. <p>504 Plans:</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed. ● Follow all IEP modifications/504 plans. ● Provide manipulatives or the opportunity to draw solution strategies. ● Provide students with a cool off location. ● Provide a variety of size manipulatives to accommodate student needs. <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Provide more challenging opportunities with use of manipulative skills that will challenge the skill being taught to other students. ● Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Student Motivation

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- Interest
- Build confidence
- Independence
- Enjoyment

Economically Disadvantaged:

- Modify speed.
- Simplify or Modify Movements.
- Provide Students with Visuals (through pictures or videos) as Concrete Examples.
- Allow Students Additional Time to Complete Activity.
- Use Consistent Terminology.
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities.
- Repeat or Reword a Question or Directions to Help Promote Student Understanding.

Culturally Diverse:

- Involve families in student learning.
- Provide immediate praise and feedback.
- Respect cultural traditions.
- Provided students with necessary academic resources and materials.
- Provide visuals.

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

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Comprehensive Health & Physical Education Practices

Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.

New Jersey Student Learning Standards

- 2020 Health/PE Standards
- 2.2 Physical Wellness
 - Movement Skills and Concepts
 - 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.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.
 - 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
 - 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

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- Lifelong Fitness
 - 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).
- Physical Fitness:
 - 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
 - 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.
- 2.3 Safety
 - Personal Safety
 - 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
 - 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Interdisciplinary Connections

Reading

- Knowledge of Language
 - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 - NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
 - NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Speaking and Listening

- Comprehension and Collaboration
 - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 - NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Writing

- Production and Distribution of Writing

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- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Mathematics

- Ratios and Proportional Relationships
 - 6.RP.A1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”
- Number and Operations in Base Ten
 - 5.NBT.A1. 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.
- Operations and Algebraic Thinking
 - 5.OA.A2 . Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

Science

- 3-5-ETS1: Engineering Design
 - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
 - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
 - 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

- 6.1 U.S. History: America in the World
 - Civics, Government, and Human Rights: Civics and Political Institutions
 - 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
 - Civics, Government, and Human Rights: Civic Mindedness
 - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
 - Economics, Innovation, and Technology: Economic Ways of Thinking
 - 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Computer Science and Design Thinking

- 8.1 Computer Science
 - Data & Analysis
 - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

- 9.4 Life Literacies and Key Skills
 - Creativity and Innovation
 - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
 - 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 - Critical Thinking and Problem-solving
 - 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).

Career Readiness, Life Literacies, and Key Skills Practices

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Checklist ● Verbal question and answer ● Student participation ● Pre/post google forms 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught ● Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding ● Rubric Scoring Student Participation ● Flipgrid
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Summative Assessments: <ul style="list-style-type: none"> • Fitnessgram • Rubric score 	Benchmark Assessments: <ul style="list-style-type: none"> • FitnessGram
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Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • To accept and respect others of all skill levels and abilities during participation • To generate more force requires a greater load while maintaining the same form/ 	Essential Questions: <ul style="list-style-type: none"> • Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles? • Does feedback help you to correct movement errors? • What body management skills do you use to control yourself when moving in relation to others in personal and general space? • How can you generate more force? • Why is it important to maintain the same form when trying to get more power?

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • Warm Ups - Students will perform timed jog, stretch head to toe, push-ups, sit ups, etc. • Cha Cha Slide - Students will move as directed while music plays. • Electric Slide - Students will perform a series of moves to the electric slide song. • Conga Line - Students will perform in small groups and move in their own pathway then groups can connect and make a big line. • The Wobble - Students will perform a Jump forward, forward, then wobble, then back back, wobble, then side side, then wobble, then other side side, wobble. • The Whip - Students will move as directed while music plays. • Hit the Quan - Students will move as directed while music plays. • Lean and Dab - Students will move as directed while music plays. • Cupid Shuffle - Students will move as directed while music plays. • Culminating Dance-Off: Spread throughout the gym, the teacher will shuffle the songs of the different dances learned throughout and the students will have to perform the moves to that dance. 	Varied Levels of Text: <ul style="list-style-type: none"> • http://www.pecentral.org/ • NJAHPERD annual conference • Project Adventure • Project Fit America • www.PECentral.org • www.PEUniverse.com • www.supportrealteachers.org • www.youtube.com • www.Stack52.com • www.Christylane.com

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<ul style="list-style-type: none"> ● Flipgrid: Students will perform at least 20 seconds of a dance and post to the class page. ● Resources: <ul style="list-style-type: none"> ○ www.Youtube.com ○ www.iTunes.com ○ https://my.flipgrid.com/me ○ Stereo, iPod, CD's, Mats 	
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Unit 2: Strategy	Duration: 45 Days/Ongoing
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Suggested Accommodations

English Language Learners:

- Use of concrete examples before beginning activity.
- Cue students by stating names before asking a question, or speaking to them.
- Assign students a peer tutor/partner learner when necessary.

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plans.
- Provide manipulatives or the opportunity to draw solution strategies.
- Provide students with a cool off location.
- Provide a variety of size manipulatives to accommodate student needs.
- Use cue words and prompts.
- Modify speed to fit student needs.
- Simplify movements or reduce the number of steps in an activity.
- Total Physical Response (TPR) : kinesthetic learning.
- Provide students with verbal and visual directions.
- Preview vocabulary and skills before lesson to build background knowledge.
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- Provide a variety of size manipulatives to accommodate student needs and abilities.

504 Plans:

- Provide differentiated instruction as needed.
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Gifted and Talented:

- Provide more challenging opportunities with use of manipulative skills that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

Students at Risk of Failure:

- Student Motivation
 - Interest

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- Build confidence
- Independence
- Enjoyment

Economically Disadvantaged:

- Modify speed.
- Simplify or Modify Movements.
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- Allow Students Additional Time to Complete Activity.
- Use Consistent Terminology.
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- Repeat or Reword a Question or Directions to Help Promote Student Understanding.

Culturally Diverse:

- Involve families in student learning.
- Provide immediate praise and feedback.
- Respect cultural traditions.
- Provided students with necessary academic resources and materials.
- Provide visuals.

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
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Comprehensive Health & Physical Education Practices

Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at
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	interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.

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 - 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.
 - 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
 - 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
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 - Personal Safety
 - 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
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- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
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Career Readiness, Life Literacies, and Key Skills

- 9.4 Life Literacies and Key Skills
 - Creativity and Innovation
 - 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 - Critical Thinking and Problem-solving
 - 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).
 - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Career Readiness, Life Literacies, and Key Skills Practices

<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources</p>
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	and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Checklist ● Verbal question and answer ● Student participation ● Pre/Post google forms 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught ● Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding ● Rubric Scoring for student participation
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric score ● Fitnessgram 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● FitnessGram

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. ● Strategy is always susceptible to change. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Are you able to name appropriate ways to motivate and celebrate accomplishments? ● How can you demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities? ● Why is it important to be able to adapt and change strategy during gameplay?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Jamboard: Students will post to the class jamboard on why it is important to have a good strategy. Sixth graders will also write about why good strategy is important for the class unit in particular and how they can prepare. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● http://www.pecentral.org/ ● NJAHPERD annual conference ● Project Adventure ● Project Fit America ● <i>The Sports Book</i> DK Publishing, NY,NY ● <i>A Teacher's Guide to Elementary School</i>
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- **Warm Ups** - Students will learn how to strategize their jog to run for longer periods of time.
- In the following games, the teacher will question the students what their strategy is prior to the game and then how it worked/what changes need to be made as a follow-up. Successful strategies for each game will be discussed amongst the class while learning the skills and rules.
 - **Golf and Frisbee Golf**- Students will learn how to strategize their strokes/throws in golf (chipping) and frisbee to get the least amount of attempts possible.
 - **Flag Football** - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc. All components crucial to a successful strategy in gameplay.
 - **Soccer, Speedball and Field Hockey** - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal. They will learn different offensive and defensive strategies through leadup games such as Sidelines Soccer or Field Hockey.
 - **Lacrosse Lead Up Game** - Students will play a lacrosse type game using safety balls and sticks, etc. They will learn to strategize where to have their players for the best chance of success on the field.
 - **Basketball** - Students will perform various lead up games involving strategy such as sideline basketball, drills, 3 on 3 games, sideline basketball, etc.
 - **Track Relays** - Students will run races where they have to pass and receive a small track baton to teammates. They will have to strategize which runners go to which point on the track.
 - **Softball** - Students will eventually play a game involving striking a ball, running the bases, running after ground balls and fly balls trying to catch them. They will have to strategize who bats where in the

Physical Education - 4th Edition Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow

- *Fitnessgram Test Administration Manual* The Cooper Institute Marilu D. Meredith, Gregory J. Welk
- *Fitness For Life - A Teacher's Guide* Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin

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<p>lineup, who plays which positions in the field, where to hit the ball, etc.</p> <ul style="list-style-type: none"> ● Resources: <ul style="list-style-type: none"> ○ www.isport.com ○ www.Wikipedia.com ○ www.Pecentral.com ○ www.pegames.com ○ Lacrosse Lead up sticks, Lacrosse Lead up Grab Ball, Scrimmage Vests, Cones, Scoreboard ○ www.mrgym.com ○ Flag Football Belts and Flags, Footballs, Cones ○ www.Associationfootball.com ○ www.Youtube.com ○ Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey, Safety Sticks, Field Hockey Safety Balls ○ www.Breakthroughbasketball.com ○ Basketballs, Cones, Scrimmage vests ○ www.Pegeek.com ○ https://www.liveabout.com/olympic-sprint-and-relay-rules-3259128 ○ Batons, Cones, Stopwatches ○ www.Efastball.com ○ www.Pinterest.com ○ www.active.com ○ Softee Balls, Bats, Base Sets, Baseball Gloves ○ https://jamboard.google.com/ 	
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Unit 3: Sportsmanship, Rules and Safety	Duration: 45 Days/Ongoing
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Suggested Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Use of concrete examples before beginning activity. ● Cue students by stating names before asking a question, or speaking to them. ● Assign students a peer tutor/partner learner when necessary. <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed. ● Follow all IEP modifications/504 plans. ● Provide manipulatives or the opportunity to draw solution strategies. ● Provide students with a cool off location. ● Provide a variety of size manipulatives to accommodate student needs.

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- Use cue words and prompts.
- Modify speed to fit student needs.
- Simplify movements or reduce the number of steps in an activity.
- Total Physical Response (TPR) : kinesthetic learning.
- Provide students with verbal and visual directions.
- Preview vocabulary and skills before lesson to build background knowledge.
- Assign students a peer tutor, buddy, or partner learner to help teach and support student needs.
- Provide a variety of size manipulatives to accommodate student needs and abilities.

504 Plans:

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plans.
- Provide manipulatives or the opportunity to draw solution strategies.
- Provide students with a cool off location.
- Provide a variety of size manipulatives to accommodate student needs.

Gifted and Talented:

- Provide more challenging opportunities with use of manipulative skills that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

Students at Risk of Failure:

- Student Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

Economically Disadvantaged:

- Modify speed.
- Simplify or Modify Movements.
- Provide Students with Visuals (through pictures or videos) as Concrete Examples.
- Allow Students Additional Time to Complete Activity.
- Use Consistent Terminology.
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities.
- Repeat or Reword a Question or Directions to Help Promote Student Understanding.

Culturally Diverse:

- Involve families in student learning.
- Provide immediate praise and feedback.
- Respect cultural traditions.
- Provided students with necessary academic resources and materials.
- Provide visuals.

Disciplinary Concepts and Core Ideas

Emotional Health	Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are
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	situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Comprehensive Health & Physical Education Practices
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Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

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Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.

New Jersey Student Learning Standards
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- 2020 Health/PE Standards
- 2.1 Personal and Mental Health
 - Emotional Health
 - 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.2 Physical Wellness
 - Movement Skills and Concepts
 - 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.
- Physical Fitness
 - 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).
 - 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.3 Safety
 - Personal Safety
 - 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
 - 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Interdisciplinary Connections**Reading**

- Knowledge of Language
 - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 - NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
 - NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Speaking and Listening

- Comprehension and Collaboration
 - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 - NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Writing

- Production and Distribution of Writing
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Mathematics

- Ratios and Proportional Relationships
 - 6.RP.A1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- Number and Operations in Base Ten
 - 5.NBT.A1. 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.
- Operations and Algebraic Thinking
 - 5.OA.A2 . Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

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Science

- 3-5-ETS1: Engineering Design
 - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
 - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
 - 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

- 6.1 U.S. History: America in the World
 - Civics, Government, and Human Rights: Civics and Political Institutions
 - 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
 - Civics, Government, and Human Rights: Civic Mindedness
 - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
 - History, Culture, and Perspectives: Understanding Perspectives
 - 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
 - Economics, Innovation, and Technology: Economic Ways of Thinking
 - 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Computer Science and Design Thinking

- 8.1 Computer Science
 - Data & Analysis
 - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
 - 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
 - 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

- 9.4 Life Literacies and Key Skills
 - Creativity and Innovation
 - 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 - Critical Thinking and Problem-solving
 - 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).
 - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

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- Global and Cultural Awareness
 - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Readiness, Life Literacies, and Key Skills Practices

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Checklist ● Verbal question and answer ● Self-Evaluation of performance and progress. ● Student participation ● Schoolwide Sportsmanship Contest ● PE MVP Monthly Award 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught. ● Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding. ● Rubric Scoring Student Participation.
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric score ● Fitnessgram 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● FitnessGram

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Practicing appropriate and safe behaviors while participating in and viewing games, 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the characteristics of good sportsmanship?
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<p>sports, and other competitive events contributes to enjoyment of the event.</p> <ul style="list-style-type: none"> ● Games and rules from games may have originated from different cultures. ● Different feelings and emotions that people may experience and how they might express these emotions. ● The components of good sportsmanship and the characteristics a player must display. ● The relationship between rules and safety. 	<ul style="list-style-type: none"> ● In what ways can you demonstrate appropriate behavior as both a player and an observer? ● Why is it important to maintain a safe environment during activity? ● As an observer, how can you display good sportsmanship? ● How are rules related to safety?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Google Jamboard- Characteristics of good sportsmanship. Why is it important to be a good sport? ● Scenarios/Skits: Good sportsmanship versus bad sportsmanship. <ul style="list-style-type: none"> ○ In groups of 4-5, students will get a game-like scenario that has ultimately led up to a player's reaction. The group will have to come up with and act out both a bad and good sportsmanship scene. The rest of the class will decide which was bad and which was good. ● Warm Ups - Students will perform timed jog, stretch head to toe, pushups, sit ups, etc. ● Golf/Frisbee Golf- Students will learn the rules of golf with constant checking for understanding throughout. They will also learn course etiquette and what great sportsmanship looks like. ● Flag Football - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc. Students will be constantly questioned on the rules of the game. Contests and different behavior management tools will be offered for the best observed sportsmanship. ● Soccer, Speedball and Field Hockey - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal. Students will be constantly questioned on the rules of the game. Contests and different behavior management tools will be offered for the best observed sportsmanship. ● Lacrosse Lead Up Game - Students will play a lacrosse type game using safety balls and 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● http://www.pecentral.org/ ● NJAHPERD annual conference ● Project Adventure ● Project Fit America ● <i>The Sports Book</i> DK Publishing, NY,NY ● <i>A Teacher's Guide to Elementary School Physical Education</i> - 4th Edition Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow ● <i>Fitnessgram Test Administration Manual</i> The Cooper Institute Marilu D. Meredith, Gregory J. Welk ● <i>Fitness For Life - A Teacher's Guide</i> Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin
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sticks, etc. Students will be constantly questioned on the rules of the game. Contests and different behavior management tools will be offered for the best observed sportsmanship.

- **Basketball** - Students will perform various lead up games such as sideline basketball, drills, 3 on 3 games, sideline basketball, etc. Students will be constantly questioned on the rules of the game. Contests and different behavior management tools will be offered for the best observed sportsmanship.
- **Track Relays** - Students will run races where they have to pass and receive a small track baton to teammates. Students will be constantly questioned on the rules of the game. Contests and different behavior management tools will be offered for the best observed sportsmanship.
- **Softball** - Students will eventually play a game involving striking a ball, running the bases, running after ground balls and fly balls trying to catch them. Students will be constantly questioned on the rules of the game. Contests and different behavior management tools will be offered for the best observed sportsmanship.
- **Resources:**
 - www.isport.com
 - www.Teach-nology.com
 - Stereo, iPod, CD's, Mats
 - www.Wikipedia.com
 - www.Pecentral.com
 - www.pegames.com
 - Lacrosse Lead up sticks, Lacrosse Lead up Grab Ball, Scrimmage Vests, Cones, Scoreboard
 - www.mrgym.com
 - Flag Football Belts and Flags, Footballs, Cones
 - www.Associationfootball.com
 - www.Youtube.com
 - Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey, Safety Sticks, Field Hockey Safety Balls
 - www.Breakthroughbasketball.com
 - Basketballs, Cones, Scrimmage vests
 - www.Pegeek.com
 - <https://www.liveabout.com/olympic-sprint-and-relay-rules-3259128>

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<ul style="list-style-type: none"> ● Batons, Cones, Stopwatches ● www.Efastball.com ● www.Pinterest.com ● www.active.com ● Softee Balls, Bats, Base Sets, Baseball Gloves ● Stereo, iPod (For Music), Mats, Carpet Squares, Bowling Pins, Bowling Balls, Buddy Walkers, Pedalos, Roller, Racers, Tug of War Rope, Gym Scooters, Hockey goals, Plastic, Safety Hockey Sticks, Foam Hockey Puck, Box Hockey Sets, Cones ● www.Myhealthyzone.net ● www.Cooperinstitute.com ● Stereo, Mats, sit/reach box ● https://jamboard.google.com/ 	
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Unit 4: Fitness and Physical Activity	Duration: 45 Days/Ongoing
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Suggested Accommodations

English Language Learners:

- Use of concrete examples before beginning activity.
- Cue students by stating names before asking a question, or speaking to them.
- Assign students a peer tutor/partner learner when necessary.

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plans.
- Provide manipulatives or the opportunity to draw solution strategies.
- Provide students with a cool off location.
- Provide a variety of size manipulatives to accommodate student needs.
- Use cue words and prompts.
- Modify speed to fit student needs.
- Simplify movements or reduce the number of steps in an activity.
- Total Physical Response (TPR) : kinesthetic learning.
- Provide students with verbal and visual directions.
- Preview vocabulary and skills before lesson to build background knowledge.
- Assign students a peer tutor, buddy, or partner learner to help teach and support student needs.
- Provide a variety of size manipulatives to accommodate student needs and abilities.

504 Plans:

- Provide differentiated instruction as needed.
- Follow all IEP modifications/504 plans.
- Provide manipulatives or the opportunity to draw solution strategies.
- Provide students with a cool off location.

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- Provide a variety of size manipulatives to accommodate student needs.

Gifted and Talented:

- Provide more challenging opportunities with use of manipulative skills that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

Students at Risk of Failure:

- Student Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

Economically Disadvantaged:

- Modify speed.
- Simplify or Modify Movements.
- Provide Students with Visuals (through pictures or videos) as Concrete Examples.
- Allow Students Additional Time to Complete Activity.
- Use Consistent Terminology.
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities.
- Repeat or Reword a Question or Directions to Help Promote Student Understanding.

Culturally Diverse:

- Involve families in student learning.
- Provide immediate praise and feedback.
- Respect cultural traditions.
- Provided students with necessary academic resources and materials.
- Provide visuals.

Disciplinary Concepts and Core Ideas	
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are

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	unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
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Comprehensive Health & Physical Education Practices
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<p>Attending to personal, health, emotional, social and physical well-being</p>	<p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
<p>Engaging in an active lifestyle</p>	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
<p>Making decisions</p>	<p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p>
<p>Setting goals</p>	<p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>

New Jersey Student Learning Standards
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<ul style="list-style-type: none"> ● <u>2020 Health/PE Standards</u> ● 2.2 Physical Wellness: <ul style="list-style-type: none"> ○ Physical Fitness: <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.
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- 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).
 - 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
 - Lifelong Fitness:
 - 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
 - 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)
 - 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
 - 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
 - 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).
- 2.3 Safety
 - Personal Safety
 - 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
 - 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
 - 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

Interdisciplinary Connections

Reading

- Knowledge of Language
 - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 - NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

Speaking and Listening

- Comprehension and Collaboration

- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Writing

- Production and Distribution of Writing
 - NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Mathematics

- Ratios and Proportional Relationships
 - 6.RP.A1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- Number and Operations in Base Ten
 - 5.NBT.A1. 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.
- Operations and Algebraic Thinking
 - 5.OA.A2 . Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

Science

- 3-5-ETS1: Engineering Design
 - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
 - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
 - 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

- 6.1 U.S. History: America in the World
 - Civics, Government, and Human Rights: Civics and Political Institutions
 - 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
 - Civics, Government, and Human Rights: Civic Mindedness
 - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
 - Economics, Innovation, and Technology: Economic Ways of Thinking

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- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Computer Science and Design Thinking

- 8.1 Computer Science
 - Data & Analysis
 - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
 - 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
 - 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

- 9.4 Life Literacies and Key Skills
 - Creativity and Innovation
 - 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 - Critical Thinking and Problem-solving
 - 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).
 - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Career Readiness, Life Literacies, and Key Skills Practices

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Student participation
- Checklist
- Verbal question and answer
- Student participation

Alternative Assessments:

- Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught.
- Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding.
- Rubric Scoring Student Participation
- Flipgrid

Summative Assessments:

- Rubric score
- Fitnessgram

Benchmark Assessments:

- FitnessGram

Knowledge & Skills

Enduring Understandings:

- Each component of fitness contributes to personal health as well as motor skill performance.
- How much physical activity they should be getting each week.
- How different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology)

Essential Questions:

- What goal can you set for yourself that can be tracked and improved upon?
- What factors such as heredity, training, diet and technology will affect your personal fitness?
- How are physical activity, healthy eating, and body composition related to personal fitness and health?
- Can you explain what FITT means and how can you apply it to your physical activity?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- **Google Jamboard:** Students will write on their class jamboard why they think it is important to be physically active and what activity they can perform at home to do so.
- **Flipgrid:** Have Students post a video to the class page at least 20 seconds long of a short term and/or a long-term health-related fitness goal and then being physically active trying to achieve that goal.
- **Warm Ups** - Students will perform timed jog, stretch head to toe, pushups, sit ups, etc.
- **Winter Wonderland** - Students will participate in the following activities- carpet square hockey, speed carpet skating, buddy walkers, pedalos, roller racers, etc. All activities will raise their heart rate.

Varied Levels of Text:

- <http://www.pcentral.org/>
- NJAHPERD annual conference
- Project Adventure
- Project Fit America
- *A Teacher's Guide to Elementary School Physical Education* - 4th Edition Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow
- *Fitnessgram Test Administration Manual* The Cooper Institute Marilu D. Meredith, Gregory J. Welk
- *Fitness For Life* - A Teacher's Guide Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin

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- **Softball** - Students will play a game involving striking a ball, running the bases, running after ground balls and fly balls trying to catch them.
- **Fitnessgram Testing and practice (Fun Fitness Unit)** - Students will participate in the pacer Test, Push Ups, Sit and Reach, Curl Ups.
- **Soccer, Speedball and Field Hockey** - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal
- **Basketball** - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc. All activities will raise their heart rate by constantly moving.
- **Track Relays** - Students will run races where they have to pass and receive a small track baton working on their endurance and stamina.
- **Low Organization Games** - Students will participate in castle ball, Mat Ball, 4 Square, 4 Down Football, DungeonBall, Crazy Bases, Crazy Cones, Make It - Take It, Bowling Activities, Indiana Jones Warmup Game, etc. All activities that will create a raise in heart rate through physical activity.
- **Fun Fitness Week** - Students will participate in various stations - Test yourself - Cargo Net, Rope Climb, Rope Jump, Push Ups, Trunk Twist, Step Aerobics, Horizontal Ladder, Vertical Ladder, Peg Board, Shuttle Run, Pacer Test Practice, Sit and Reach, Curl Ups. Strength, balance, endurance, and all other components of fitness will work on all different muscle groups.
- **Flag Football** - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc. Students will be constantly questioned on the rules of the game.
- **Resources:**
 - www.lsport.com
 - www.Teach-nology.com
 - Stereo, iPod, CD's, Mats
 - www.Wikipedia.com
 - www.Pecentral.com
 - www.mrgym.com
 - Mats, Carpet Squares, Bowling Pins, Bowling Balls, Buddy, Walkers, Pedalos, Roller Racers, Tug of War Rope, Gym Scooters, Hockey goals,

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<p>Plastic Safety Hockey Sticks Foam Hockey</p> <ul style="list-style-type: none">• www.Efastball.com• www.Isport.com• Softee Balls, Bats, Base Sets, Baseball Gloves• https://my.flipgrid.com/me• https://jamboard.google.com/	
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