

CURRICULUM

FOR

**PHYSICAL
EDUCATION**

GRADES 3-5

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Kevin K. Robinson

Program Supervisor of Health/Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

Mr. Aaron Landy

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Physical Education
Grades 3-5

Date of Board Adoption:
September 20, 2022

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Grade 3

PACING GUIDE

Unit	Title	Pacing
1	Movement Skills and Concepts/Personal Safety	10 weeks
2	Lifetime fitness and Nutrition	10 weeks
3	Physical Fitness/ Moving and Growing in a safe way	10 weeks

UNIT 1 OVERVIEW

Content Area: Physical Education

Unit Title: Movement Skills and Concepts/Personal Safety

Target Course/Grade Level: Grade 3

Unit Summary: Students will learn about the importance of movement and exercise. Students will participate in a variety of team oriented activities as well with a focus on - accountability, communication, and positive encouragement. Students will exercise each class, with the goal of improving each week with motivating music from different cultures. Students will also have the opportunity to create a game or activity with rules, and present and play their game with the class.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- 2.3.5.PS.5.** Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.3.5.PS.1.** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.4.** Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.6.** Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence.

21st Century and Career Skills:

- 9.1.4.B.3.** Explain what a budget is and why it is important.
- 9.1.4.B.4.** Identify common household expense categories and sources of income.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills
- CRP3.** Attend to personal health and financial well-being
- CRP4.** Communicate clearly and effectively with reason
- CRP11.** Use technology to enhance productivity.

Interdisciplinary Connections and Standards: Science, ELA, Math, and Social Studies

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RI.3.1.. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

6.3.5.GeoGI.1. Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

3.OA. Interpret products of whole numbers

Unit Understandings:

Students will understand that...

- Students will learn about how stretching can increase movement and lower the risk of injury.
- Students will learn how to move through a variety of movement tasks such as (jumping, ducking, and crawling) with proper form.
- Students will be able to explain why rules are important.
- Students will be able to provide examples of ways to play safe.
- Students will be able to define sportsmanship.
- Students will be able to apply sportsmanship when playing an activity or sport.
- Students will be able to show ways to respect their peers' personal space.
- Students will be able to explain the importance of respecting other people's personal boundaries.
- Students will be able to demonstrate what they should do in an emergency such as fire drills, lockdowns, etc.
- Students will be able to provide and use strategies to use against bullying and teasing.

Unit Essential Questions:

- Why is stretching Important?
- Why is it important to control your body?
- Why are rules important?
- What are examples of safety strategies and measures?
- What is sportsmanship?
- How can I demonstrate ways to respect other people's personal boundaries?
- Why is it important to respect other people's personal boundaries?
- What should you do in an emergency?
- What strategies can I use when I am being bullied or teased?
- What are strategies I can use to help someone being bullied or teased?

Knowledge and Skills:

- Boundaries and what they are.
- Identify rules in games and sports.
- Sportsmanship and why it is important.
- Fire safety protocols.
- Car/bus/bike safety.
- Who to ask for help.
- When it's important to call 911.

- Electrical safety.

Students will be able to...

- Students will be able to demonstrate ways to control their body.
- Students will be able to explain and demonstrate movement in sequence.
- Students will be able to control their balance during physical activity.
- Students will be able to correct their movements and explain how the change will improve one's performance.
- Students will be able to perform appropriate behaviors as a player and as an observer.
- Students will be able to name rules, strategies, and procedures for games and sports.
- Students will be able to identify and demonstrate ways to show respect for personal space.
- Students will be able to explain ways to decrease the risk of an injury.
- Students will be able to identify and name strategies a person can use to leave a dangerous situation such as bullying.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Grading
- Participation
- Rubrics

Learning Activities:

- Discussion, worksheets, videos
- small group projects
- Team building activities
- Various sports and activities

RESOURCES

Teacher Resources:

- pespecialist.com
- Shapeamerica.org
- Darebee workout Database <https://darebee.com/workouts.html>
- ExRx.net: ExRx.net is a free resource for the exercise professional, coach, or fitness enthusiast featuring comprehensive exercise libraries, fitness assessment calculators, and reference articles.
- Gophersports.com
- [Healthy Sport Index](#): Tool that assesses the relative benefits and risks of participating in the most popular sports for adolescents. Learn about each sport, and customize the index by adjusting the dial below based on your health criteria.

- HealthPoweredKids.org: Free lessons on a variety of health topics.
- [KidsHealth](http://KidsHealth.org): KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years.
- Who was Jackie Robinson? By- Gail Herman
- Growth mindset-<https://ideas.classdojo.com/b/growth-mindset>
- Empathy-<https://ideas.classdojo.com/b/empathy>

Equipment Needed:

- Poly spots, Cones, Speaker, Soccer ball, Hockey Stick, Hockey puck, Assorted Foam balls, Bowling pins, Football, Scooters, workout dice, whistle, timer

UNIT 2 OVERVIEW

Content Area: Physical Education

Unit Title: Lifetime fitness and nutrition

Target Course/Grade Level: Grade 3

Unit Summary: Students will focus on goal setting and learn the difference between resting and active heart rate. Students will discuss and apply self-management and stress relieving strategies such as focused breathing and meditation. Students will demonstrate knowledge of diseases and illnesses and provide ways to defend against them. Students will identify food groups and nutritional concepts.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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, martial arts, aerobics, yoga)
- 2.2.5.N.1.** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2.** Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3.** Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.1.5.CHSS.1.** Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- 2.1.5.CHSS.2.** Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- 2.1.5.CHSS.3.** Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Students will be able to develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.
- Students will be able to explain the importance of knowing how the body works.
- Students will be able to explain how heredity and the environment affects personal health and fitness.
- Students will be able to explain how to prevent diseases and health conditions.
- Students will be able to demonstrate how to seek health when experiencing a health problem.
- Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Unit Essential Questions:

- What are some ways/activities that you can do to keep your bodies healthy?
- Why is it important to learn new words and incorporate them into our daily lives?
- How does greater flexibility improve physical fitness?
- Why is it important to know how my body works?
- Is everyone the same?
- How does heredity and the environment affect personal health and fitness?
- How are most diseases and health conditions preventable?
- How would you seek help when experiencing a health problem?

Knowledge and Skills:

Students will know...

- Where to go when they experience a health problem.
- The importance of daily stretching.
- Health resources in their community.
- How to work as a team.

- The importance of yoga.
- Students will be able to identify terms such as gender and heredity.

Students will be able to...

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Perform and increase the range of motion in dynamic stretching and breathing exercises.
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness
- Explain how eating healthy keeps the body system functioning effectively.
- Create a healthy meal based on nutrition, calories, and cost.
- Create a plan to reach a personal nutrition health goal.
- Identify health services and resources available in the community.
- Describe the ways businesses and organizations work together to address health problems.
- Describe strategies that are useful for individuals who are feeling sadness, anger, or stress.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Grading
- Participation
- Rubrics

Learning Activities:

- Emergency resources poster
- Small and large group games
- Various sports activities

RESOURCES

Teacher Resources:

- “What are we Doing in Gym Today” By **Kenneth Tillman**
- <https://jr.brainpop.com/>,
- <http://www.pecentral.org>,
- <https://classroom.kidshealth.org>,

- <https://www.pinterest.com/explore/health-lessons>,
- <http://www.learntobehealthy.org/kids/>
- pespecialist.com
- shapeamerica.org
- gonoodle.com
- kahoot.com
- kidshealth.org

Equipment Needed:

- poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats

UNIT 3 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Moving and growing in a safe way/physical fitness

Target Course/Grade Level: Grade 3

Unit Summary: Students will demonstrate balance and control while performing various exercise and movement tasks. Students will learn cooperation and teamwork skills and apply the concept of sportsmanship. Students will measure growth from the various exercise and movement tasks that were timed and completed from the beginning of the year, with a focus on improving. Students will identify and discuss athletes of different genders and gender identities.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.PF.1.** Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.2.** Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3.** Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance)
- 2.2.5.PF.4.** Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5.** Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 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.
- 2.1.5.SSH.1.** Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.2.** Differentiate between sexual orientation and gender identity.
- 2.1.5.SSH.3.** Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will work towards creating personalized workout routines for themselves and others.
- Students will understand and apply the importance of tracking heart rate for overall health.
- Student will identify and develop smart goals.
- Students will identify and understand how health care plays a role in our personal and communal health.
- Students will perform various striking tasks- Citizens will be able to strike a ball off a cone, and kick/strike a moving ball.
- Students will show cooperation through team activities, such as the floor is lava and general sport activities- baseball, soccer, football etc.

Unit Essential Questions:

- How do you accommodate various fitness levels?
- Why is resting and active heart rate important to consider?
- What makes a goal a SMART goal?
- How do eating habits and lifestyles affect your personal health?
- How does health care promote personal health?
- How does family history and genetics impact personal health?
- What is the difference between gender and gender identity?
- How can I analyze and correct the movements of my peers?
- How can you demonstrate the control of motion in striking sports?
- How do you show cooperation in a team sport?
- Why is sportsmanship important during games/sports and activities?

Knowledge and Skills:

Students will know...

- How to develop workouts to accommodate different fitness levels
- How to identify health resources in their community
- The difference between gender and gender identity

- How to maintain proper form and technique
- How to catch throw and balance objects
- How to dribble pass and shoot a ball
- How to strike a stationary and moving object
- How to aim at a partner and target
- How to identify health resources in their community

Students will be able to...

- Students will be able to measure progress, and record fitness data
- Students will be able to work towards exercise and movement goals by using the Acronym SMART.
- Students will be able to analyze and correct the movement of their peers during exercise through coaching, modeling and corrective feedback.
- Students will be able to identify how genetics and family history play a role in our personal health.
- Students will be able to explain the importance and meaning of showing good sportsmanship.
- Students will be able to identify the purpose of the male and female reproductive system.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Participation
- Skills Assessment
- Grading

Learning Activities:

- Workout log-”Smart Goals”
- Group workouts
- Throwing/catching games
- Kicking games
- Passing/ Receiving
- Partner and Individual Practice
- Small/ Large group games

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- kidshealth.org
- Who was Jackie Robinson? By- Gail Herman,
- “No Standing Around in My Gym” by J.D. Hughes.
- Respect- <https://ideas.classdojo.com/b/respect>
- Mindfulness-<https://ideas.classdojo.com/b/mindfulness>
- Moods and Attitudes-<https://ideas.classdojo.com/b/moods-and-attitudes>
- pespecialist.com
- pecentral.org
- shapeamerica.org

Equipment Needed:

- poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats

RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Grade 4

PACING GUIDE

Unit	Title	Pacing
1	Self, Safety, and Boundaries	10 weeks
2	Managing the Body for Wellness	10 weeks
3	Wellness	10 weeks

UNIT 1 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Self, Safety, and Boundaries/ Movement Skills and Concepts/Personal Safety

Target Course/Grade Level: Grade 4

Unit Summary: Students will demonstrate balance and control while performing various exercise and movement tasks. Citizens will learn cooperation and teamwork skills and apply the concept of sportsmanship. Students will also discuss various topics ranging from family history and health to personal health and navigating the web safely online.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.5.MSC.1.** Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2.** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3.** Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.5.MSC.4.** Develop the necessary body control to improve stability and balance during movement and physical activity.
- 2.2.5.MSC.5.** Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 2.2.5.MSC.6.** Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7.** Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.3.5.PS.5.** Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

21st Century and Career Skills:

- 9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

CRP11. Use technology to enhance productivity – Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence – Career-ready individuals 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.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

6.3.5.GeoGI.1. Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

3.OA. Interpret products of whole numbers.

Unit Understandings:

Students will understand that...

- Students will stretch each class with correct form, through a variety of movements. Students will learn about how stretching can increase movement and lower the risk of injury.
- Students will learn how to move through a variety of movement tasks such as (jumping, ducking, and crawling) with proper form.
- Students will demonstrate and provide reasons why stretching is important.
- Students will develop and provide examples of ways to play safe.
- Students will define and apply sportsmanship in competitive games/sports.
- Students will be able to apply sportsmanship when playing an activity or sport.
- Students will be able to show ways to respect their peers' personal space.
- Students will be able to explain the importance of online etiquette on social media.
- Students will identify ways to combat cyber bullying.
- Students will be able to analyze and correct the movement of their peers during exercise through coaching, modeling and corrective feedback.

Unit Essential Questions:

- Why is stretching Important?
- Why is it important to control your body?
- Why are rules important?
- What are examples of safety strategies and measures?
- What is sportsmanship?
- How can I demonstrate ways to respect other people's personal boundaries?
- Why is it important to respect other people's personal boundaries?

- What should you do in an emergency?
- What strategies can I use when I am being bullied or teased online?
- What are strategies I can use to help someone being bullied or teased?

Knowledge and Skills:

- Key terms: Boundaries, sportsmanship, static stretching
- How to define a boundary
- How to identify personal space
- How to implement rules in games and identify their importance
- How to perform and when to perform various motor skills
- How to play games involving these skills
- How to move at different speeds

Students will be able to...

- Students will be able to demonstrate ways to control their body.
- Students will be able to explain and demonstrate movement in sequence.
- Students will be able to control their balance during physical activity.
- Students will be able to correct their movements and explain how the change will improve one's performance.
- Students will be able to perform appropriate behaviors as a player and as an observer. Students will be able to name rules, strategies, and procedures for games and sports.
- Students will be able to identify and demonstrate ways to show respect for personal space.
- Students will be able to explain ways to decrease the risk of an injury.
- Students will be able to identify and name strategies a person can use to leave a dangerous situation such as bullying.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Participation
- Grading
- Rubrics

Learning Activities:

- Various sports activities
- Jump rope
- Relay Races
- Fitness challenges
- Scooter Games

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
- [pespecialist.com](https://www.pespecialist.com)
- ExRx.net: ExRx.net is a free resource for the exercise professional, coach, or fitness enthusiast featuring comprehensive exercise libraries, fitness assessment calculators, and reference articles.
- [Gophersports.com](https://www.gophersports.com)
- Healthy Sport Index: Tool that assesses the relative benefits and risks of participating in the *es and instruction will enable all students to achieve the desired results?*
- [Kahoot.com](https://www.kahoot.com)
- Scooter Games most popular sports for adolescents. Learn about each sport, and customize the index by adjusting the dial below based on your health criteria.
- HealthPoweredKids.org: Free lessons on a variety of health topics.
- KidsHealth: KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years.
- National Collaborative on Childhood Obesity Research: Provides a list of 196 common activities in which youth participate and the estimated energy cost associated with each activity.
- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education
- [Openphysed.org](https://www.openphysed.org)
- Partnership for 21st Century skills
- [Pcentral.org](https://www.pcentral.org)

Equipment Needed:

- Assorted foam balls
- Soccer ball
- Scooters
- Jump ropes/hula hoops
- Cones

UNIT 2 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Managing the Body for Wellness

Target Course/Grade Level: Grade 4

Unit Summary: Students will learn about various health resources in their community and elsewhere. Students will discuss the importance of fitness in maintaining a healthy lifestyle and learn why the foods we eat are so important for a healthy lifestyle. Students will also create workout goals to increase their muscular strength and endurance and learn about the importance of goal setting.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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, martial arts, aerobics, yoga)
- 2.2.5.N.1.** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2.** Create a healthy meal based on nutritional content, value, calories, and cost.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science/Mathematics

3.OA. Interpret products of whole numbers

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pull

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Students will be able to develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.
- Students will be able to explain the importance of knowing how the body works.
- Students will be able to explain how heredity and the environment affects personal health and fitness.
- Students will be able to explain how to prevent diseases and health conditions.
- Students will be able to demonstrate how to seek health when experiencing a health problem.
- Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Unit Essential Questions:

- What are some ways/activities that you can do to keep your bodies healthy?
- Why is it important to learn new words and incorporate them into our daily lives?
- How does greater flexibility improve physical fitness?
- Why is it important to know how my body works?
- Is everyone the same?
- How does heredity and the environment affect personal health and fitness?
- How are most diseases and health conditions preventable?
- How would you seek help when experiencing a health problem?

Knowledge and Skills:

Students will know...

- How flexibility prevents injury and improves performance
- How to identify food groups
- How to maintain proper form and technique
- How to catch throw and balance objects
- How to dribble pass and shoot a ball
- How to strike a stationary and moving object
- How to aim at a partner and target

- How to identify health resources in their community

Students will be able to...

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Perform and increase the range of motion in dynamic stretching and breathing exercises.
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness
- Explain how eating healthy keeps the body system functioning effectively.
- Create a healthy meal based on nutrition, calories, and cost.
- Create a plan to reach a personal nutrition health goal.
- Identify health services and resources available in the community.
- Describe the ways businesses and organizations work together to address health problems.
- Describe strategies that are useful for individuals who are feeling sadness, anger, or stress.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Grading
- Participation
- Rubrics
- pacer test

Learning Activities:

- Discussion, worksheets, videos
- Group projects
- Fitness challenges

RESOURCES

Teacher Resources:

- “What are we Doing in Gym Today” By **Kenneth Tillman**
- <https://jr.brainpop.com/>,
- <http://www.pecentral.org>,
- <https://classroom.kidshealth.org>,
- <https://www.pinterest.com/explore/health-lessons>,
- <http://www.learntobehealthy.org/kids/>

Equipment Needed:

- poly spots, cones, bean bags, yoga mats
- uno cards, paper, fit dice,
- soccer ball, basketball, hula hoops

UNIT 3 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Wellness

Target Course/Grade Level: Grade 4

Unit Summary: Students will perform class skills learned in small group and large group games and activities. Students will be able to perform various exercises and warm – up activities. Students will track their progress through a variety of physical tasks performed during the year.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.PF.1.** Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.2.** Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3.** Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance)
- 2.2.5.PF.4.** Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5.** Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 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.
- 2.1.5.SSH.1.** Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.2.** Differentiate between sexual orientation and gender identity.
- 2.1.5.SSH.3.** Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

21st Century and Career Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects

- RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings
- 6.3.5.GeoGI.1.** Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 3.OA.** Interpret products of whole numbers

Unit Understandings:

Students will understand that...

- Students will work towards creating personalized workout routines for themselves and others.
- Students will understand and apply the importance of tracking heart rate for overall health.
- Students will track progress of their “Smart” Goals
- Students will perform various striking tasks- Citizens will be able to strike a ball off a cone, and kick/strike a moving ball, bumping or setting a volleyball.
- Students will show cooperation through team activities, such as keeping the ball in the air, or the floor is lava and general sport activities- baseball, soccer, football etc.

Unit Essential Questions:

- How do you accommodate various fitness levels?
- Why is resting and active heart rate important to consider?
- What makes a goal a SMART goal?
- How do eating habits and lifestyles affect your personal health?
- How does health care promote personal health?
- How does family history and genetics impact personal health?
- How do eating habits and lifestyles affect your personal health?
- How can you demonstrate the control of motion in striking sports?
- How do you show cooperation in a team sport?
- Why is sportsmanship important during games/sports and activities?

Knowledge and Skills:

Students will know...

- The benefits of daily exercises and play
- How to properly perform exercise (proper form)
- The different types of exercises
- How to create “Smart goals”
- How to record data
- How family history and genetics impact personal health
- The importance of sportsmanship

Students will be able to...

- Students will be able to measure progress, and record fitness data
- Students will be able to work towards exercise and movement goals by using the Acronym SMART.
- Students will be able to analyze and correct the movement of their peers during exercise through coaching, modeling and corrective feedback.
- Students will be able to identify how genetics and family history play a role in our personal health.
- Students will be able to explain the importance and meaning of showing good sportsmanship.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Grading
- Participation
- Rubrics
- Group projects
- Fitness Assessments

Learning Activities:

- Various sport activities
- Fitness assessments and workout circuits
- Throwing accuracy challenge
- Catching activities
- Basketball dribbling skills
- Family tree activities, social health

RESOURCES

Teacher Resources:

- BrianMac - Sports Coach: Sports Coach provides information on the many topics related to developing physical and mental condition to help fitness enthusiasts, athletes and coaches achieve their goals and to assist students studying sport related qualifications.
- Darebee workout Database <https://darebee.com/workouts.html>
- ExRx.net: ExRx.net is a free resource for the exercise professional, coach, or fitness enthusiast featuring comprehensive exercise libraries, fitness assessment calculators, and reference articles.
- Gophersports.com
- Healthy Sport Index: Tool that assesses the relative benefits and risks of participating in the most popular sports for adolescents. Learn about each sport, and customize the index by adjusting the dial below based on your health criteria.
- HealthPoweredKids.org: Free lessons on a variety of health topics.
- KidsHealth: KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years.
- Who was Jackie Robinson? By- Gail Herman
- Growth mindset-<https://ideas.classdojo.com/b/growth-mindset>
- Empathy-<https://ideas.classdojo.com/b/empathy>

Equipment Needed:

- poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats, Playground ball, assorted balls

RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Grade 5

PACING GUIDE

Unit	Title	Pacing
1	Gross and fine motor skills	10 weeks
2	Physical well being	8 weeks
3	Personal Health and Fitness	8 weeks
4	Team sports and Cooperative Activities	10 weeks

UNIT 1 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Manipulative skills

Target Course/Grade Level: Grade 5

Unit Summary: Students will demonstrate manipulative skills through various, throwing/catching and striking sports or games.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.3.5.PS.1. Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.4. Develop strategies to safely communicate through digital media with respect.
- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2. Analyze how genetics and family history can impact personal health.
- 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).
- 2.2.8.MSC.4. Analyze, and correct movements and apply to refine movement skills.
- 2.3.8.PS.6. Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7. Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively with reason.
- CRP12. Work productively in teams while using cultural global competence.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

6.3.5. GeoGI.1. Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

3.OA. Interpret products of whole numbers

Unit Understandings:

Students will understand that...

- Students will learn how to work as a team
- Students will learn how to move through a variety of movement tasks such as(jumping, ducking,crawling,) with proper form.
- Students will develop and provide examples of ways to play safe during striking activities.
- Students will define and apply sportsmanship in competitive games/sports.
- Students will be able to apply sportsmanship when playing an activity or sport.
- Students will be able to show ways to respect their peers' personal space.
- Students will be able to explain the importance of online etiquette on social media
- Students will identify ways to combat cyber bullying
- Students will develop breathing and mindfulness techniques

Unit Essential Questions:

- What are safe strategies to use when using social media/cellular devices?
- Why is it important to be mindful of what you post online?
- Why is movement important?
- What are some sports and everyday activities that require throwing and catching?
- What are the different forms of throwing?
- What are the different cues of catching?
- Why is breathing important?
- Why is a positive mindset important?
- What is self-control and personal space? What is Integrity? What is teamwork? What is the effect of teamwork?

Knowledge and Skills:

Students will be able to...

- Students will be able to demonstrate ways to control their body.
- Students will be able to explain and demonstrate movement in sequence.
- Students will be able to control their balance during physical activity
- Students will be able to identify good and bad teamwork.
- Students will be able to compare and contrast the effects of good and bad teamwork.
- Students will be able to perform appropriate behaviors as a player and as an observer.
- Students will be able to name rules, strategies, and procedures for games and sports.
- Students will be able to identify Social media strategies, and cyberbullying resources.
- Students will be able to identify and name strategies a person can use to leave a dangerous situation such as bullying.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Participation
- Grading
- Rubrics

Learning Activities:

- Social media group project
- Team building activities
- Various Exercises from all three elements of fitness (Strength, Endurance, Flexibility)
- Various games that encourage high level of endurance (tag games, sport games, dancing, etc.)
- Activities involving strength (pushups, sit ups, etc.)
- Activities encouraging flexibility (yoga, dancing, stretching, etc.)
- Fitness stations/ Fitness assessments

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- kidshealth.org
- Who was Jackie Robinson? By- Gail Herman,
- “No Standing Around in My Gym” by J.D. Hughes .
- Respect- <https://ideas.classdojo.com/b/respect>
- Mindfulness-<https://ideas.classdojo.com/b/mindfulness>
- Moods and Attitudes-<https://ideas.classdojo.com/b/moods-and-attitudes>
- pespecialist.com
- pcentral.org
- shapeamerica.org

Equipment Needed:

- Poly spots, Cones, Speaker, Soccer ball, Hockey Stick, Hockey puck, Assorted Foam balls, Bowling pins, Football, Scooters, workout dice

UNIT 2 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Physical well being

Target Course/Grade Level: Grade 5

Unit Summary: Students will be able to identify health resources. Students will discuss the importance of fitness in maintaining a healthy lifestyle and learn why the foods we eat are so important for a healthy lifestyle. Students will also create workout goals to increase their muscular strength and endurance and learn about the importance of goal setting.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.N.3.** Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.1.5.CHSS.1.** Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2.** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 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.
- 2.2.8.LF.6.** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.N.3.** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4.** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century and Career Skills:

9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

Interdisciplinary Connections and Standards: Science

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Students will be able to develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.
- Students will be able to explain the importance of knowing how the body works.
- Students will be able to explain how heredity and the environment affects personal health and fitness.
- Students will be able to explain how to prevent diseases and health conditions.
- Students will be able to demonstrate how to seek health when experiencing a health problem.
- Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Unit Essential Questions:

- What are some ways/activities that you can do to keep your bodies healthy?
- Why is it important to learn new words and incorporate them into our daily lives?
- How does greater flexibility improve physical fitness?
- Why is it important to know how my body works?
- Is everyone the same?
- How does heredity and the environment affect personal health and fitness?
- How are most diseases and health conditions preventable?
- How would you seek help when experiencing a health problem?

Knowledge and Skills:

Students will know...

- The benefits of diet in regards to health
- How to identify health resources in their community
- Identify calories and other nutritional facts
- The benefits of daily exercises and play
- How to properly perform exercise (proper form)
- The different types of exercises

Students will be able to...

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Perform and increase the range of motion in dynamic stretching and breathing exercises.
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness
- Explain how eating healthy keeps the body system functioning effectively.
- Create a healthy meal based on nutrition, calories, and cost.
- Create a plan to reach a personal nutrition health goal.
- Identify health services and resources available in the community.
- Describe the ways businesses and organizations work together to address health problems.
- Describe strategies that are useful for individuals who are feeling sadness, anger, or stress.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Participation
- Skills Assessment
- Grading

Learning Activities:

- Food pyramid quiz
- Pacer test
- Various Exercises from all three elements of fitness (Strength, Endurance, Flexibility)
- Various games that encourage high level of endurance (tag games, sport games, dancing, etc.)
- Activities involving strength (pushups, sit ups, etc.)
- Activities encouraging flexibility (yoga, dancing, stretching, etc.)
- Fitness stations/ Fitness assessments

RESOURCES

Teacher Resources:

- “What are we Doing in Gym Today” By **Kenneth Tillman**
- <https://www.heart.org/en/healthy-living/fitness/fitness-basics/target-heart-rates>
- <https://jr.brainpop.com/>,
- <http://www.pecentral.org>,
- <https://classroom.kidshealth.org>,
- <https://www.pinterest.com/explore/health-lessons>,
- <http://www.learntobehealthy.org/kids/>

Equipment Needed:

- poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats

UNIT 3 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Personal Health and Fitness/Community Health

Target Course/Grade Level: Grade 5

Unit Summary: Students will learn about various health resources in their community and elsewhere. Students will be able to identify personal health topics and community health resources. Students will complete a variety of compound exercises. Students will develop their understanding of the importance of exercise for overall health and wellness.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.3.5.PS.1.** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.1.5.EH.1.** Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2.** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 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).
- 2.1.5.EH.4.** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
recreational activities).
- 2.2.5.MSC.5.** Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 2.2.5.MSC.6.** Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.PF.1.** Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2.** Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.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.LF.1.** Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.8.PF.1.** Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.

- 2.2.8.PF.3.** Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8.PF.4.** Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5.** Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.1.8.EH.1.** Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2.** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will learn and identify stress management techniques
- Students will learn the importance of goal setting and understand the acronym “SMART” when creating goals.
- Students will learn ways to practice healthy habits with diet and hygiene, to prevent illness..
- Students will learn why body control and movement in sports lead to safer and more effective play.
- Students will identify community health resources
- Students will understand the importance of coaching and receiving corrective feedback

Unit Essential Questions:

- What are ways to manage stress?
- What is emotional well-being?

- What are self-management skills?
- What is peer pressure?
- How do eating habits and lifestyles affect your personal health?
- What are boundaries?
- How do emotions influence behavior?

Knowledge and Skills:

Students will know...

- How to identify boundaries and personal space
- How emotions influence behavior
- How eating habits and lifestyle affect personal health
- How to describe and differentiate motor skills

Students will be able to...

- Students will identify community health resources
- Students will be able to explain the importance of self-correction.
- Students will be able to identify ways to mitigate or cope with stress.
- Students will be able to identify ways to manage their social and emotional health
- Students will be able to identify social and personal boundaries
- Students will be able to identify and define peer pressure

<i>EVIDENCE OF LEARNING</i>

Assessment:

- Teacher Observation
- Participation
- Grading
- Rubrics

Learning Activities:

- Guard the castle, Soccer, basketball, t ball, football, Punch ball/kickball, relay races, tag games, capture games, keep away, volleyball, keep it up

RESOURCES

Teacher Resources:

- Shapeamerica.org
- kahoot.com
- pespecialist.com
- pecentral.org
- kidshealth.org,
- Teamwork- **by Robert Munsch**
- If winning is everything, Why do I hate to lose? **By- Bryan Smith**
- You'll Never Guess What We did In Gym Today" **by Kenneth Tillman**
- **and Patricia Rizzo Toner** ,
- **Beanbag Fun Record**, "A Teachers Guide to Elementary School Physical Education".

Equipment Needed:

- poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats

UNIT 4 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Team sports and Cooperative Activities

Target Course/Grade Level: Grade 5

Unit Summary: Students will perform a variety of team sports and cooperative activities. Students will perform class skills learned in small group and large group games and activities. Students will be able to perform various exercises and warm – up activities. Students will track their progress through a variety of physical tasks performed during the year. Students will work together with teammates or peers to complete a task.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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).
- 2.3.5.PS.5.** Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.
- 2.3.5.PS.1.** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.8.PS.6.** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7.** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 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.
- 2.2.8.MSC.7.** Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

- RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings
- 6.3.5.GeoGI.1.** Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 3.OA.** Interpret products of whole numbers

Unit Understandings:

Students will understand that...

- How to create personal workout goals.
- Students will understand and apply the importance of tracking heart rate for overall health.
- Fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Good Teamwork consists of effective communication and other interactions between team members.
- Students will understand how to strike a ball in various degrees, such as hands or feet - Ex-volleyball, kickball, soccer, t-ball.

Unit Essential Questions:

- How do you accommodate various fitness levels?
- Why is resting and active heart rate important to consider?
- What makes a goal a SMART goal?
- How do eating habits and lifestyles affect your personal health?
- How does health care promote personal health?
- How does family history and genetics impact personal health?
- How do eating habits and lifestyles affect your personal health.
- How can you demonstrate the control of motion in striking sports?
- How do you show cooperation in a team sport?
- Why is sportsmanship important during games/sports and activities?

Knowledge and Skills:

Students will know...

- How to create fitness goals.
- How to track progress.
- How eating habits affect personal health.
- To communicate with teammates and peers to create unity.
- Sportsmanship and teamwork are essential to playing a game.
- How to use previously learned skills in a cooperative activity.
- How to play cooperative games safely and efficiently.

Students will be able to...

- Students will be able to measure progress, and record fitness data.
- Students will be able to work towards exercise and movement goals by using the Acronym SMART.
- Students will be able to analyze and correct the movement of their peers during exercise through coaching, modeling and corrective feedback.
- Students will be able to identify how genetics and family history play a role in our personal health.
- Students will be able to explain the importance and meaning of showing good sportsmanship.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Participation
- Grading
- Fitness assessments

Learning Activities:

- Pin dodge, Family tree group project, Soccer, basketball, t ball, football, kickball, relay races, tag games, capture games, keep away, Frisbee, scoopers, badminton, volleyball

RESOURCES

Teacher Resources:

- <http://www.learntobehealthy.org/kids/>, <http://www.pecentral.org>
- Who was Jackie Robinson? By- Gail HermanGrowth mindset-
<https://ideas.classdojo.com/b/growth-mindset>

- Empathy-<https://ideas.classdojo.com/b/empathy>
- pespecialist.com
- kahoot.com
- gonoodle.com
- shapeamerica.org

Equipment Needed:

- poly spots, cones, bean bags, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats, Playground ball, assorted balls, whistle, timer