Quinton Township School District
Physical Education
Grade 5
Pacing Guide

Unit	1	**Unit Title:**	Fitness and Movement	**Pacing:**	9 Days

Unit Summary: Fitness is an essential element of a healthy life. In the first unit of fifth grade Physical Education, students examine what it means to be healthy as they assess their overall fitness, set a fitness goal, and monitor their progress towards the goal. They also explore how different cultures use rhythm and movement as forms of self expression and exercise.

Essential Question:

How can I improve my fitness level?
How does rhythmic movement affect my health?

Objectives:

- Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.
- Develop a personal fitness plan based on the assessment of one's personal fitness levels and goals.
- Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan.
- Explain and engage in games, activities, or dances from a variety of different cultures and historical periods (i.e. cricket, salsa, line dance).
- Create and demonstrate a rhythmic routine/dance of smooth flowing sequential movement patterns.
- Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity.

NJSLS-CHPE Standards: 2.2.5.LF.2, 2.2.5.LF.3, 2.2.5.PF.1, 2.2.5.PF.5, 2.2.5.MSC.1, 2.2.5.MSC.3

Interdisciplinary Connections: SL.PE.5.1, 6, 6.1.5.CivicsPR.3

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Career Readiness, Life Literacies & Key Skills: 9.1.5.CR.1, 9.4.5.CI.1		
Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Establish physical education routines and rules for outdoor and gymnasium spaces. • Assess students' fitness levels and have students establish a fitness goal to monitor. • Conduct movement activities that develop locomotor and non locomotor skills. • Perform dances such as line dances, Cotton Eyed Joe, Watch Me (Whip/Nae Nae), and the Wobble to build movement control and rhythm. • Have students create dances as means of self expression. • Conduct drills, relays, and games based on sports such as soccer and football to strengthen movement and coordination in applied settings.	**Core Materials** PE Central Kids Health Gr. 3-5: Fitness balls, pinnies, cones, beanbags **Supplemental Resources** PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments • Self Evaluation • Peer Evaluation • Teacher Observation	**Summative Assessments** • Oral Assessments • Skill Demonstration • Participation Rubric	

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Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** ● Alternative Choice Projects ● Oral Assessments with Sentence Stems

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
● **Modify and accommodate as listed in student IEP or 504 plan.** ● **Communicate clear, concise directions and repeat, reword, modify as necessary.** ● **Use visual aids in lessons.** ● **Reteach and review skills daily.** ● **Demonstrate skills.** ● **Assign positions on the field that suit students' needs and ability** ● **Every student has their own equipment to work at their own pace** ● **Assign partners with similar abilities.**	● **Partner with native-language-speaking teacher/paraprofessional as available.** ● **Use target words and cognates to understand directions.** ● **Translate directions in the students' native language.** ● **Provide and model sentence frames to help students participate in discussion.** ● **Provide word banks to help students write.**	● **Make modifications to instructional plans based on I and RS Plan.** ● **Utilize wait time effectively.** ● **Develop a record system to encourage good behavior and completion of work.** ● **Utilize scaffolding to support instruction.** ● **Utilize strategic grouping with a positive academic role model.**	● **Allow self-directed learning for growth though independent projects.** ● **Allow to lead activities, design a movement sequence, and serve as peer mentor.** ● **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**

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Quinton Township School District
Physical Education
Grade 5

Unit	2	**Unit Title:**	Fitness and Manipulative Skills	**Pacing:**	9 Days

Unit Summary: In this unit, fifth graders build on their understanding of wellness as they explore how decision making and nutrition affect personal health and fitness. Additionally, students demonstrate application of proper technique, game rules, and safety principles as they apply manipulative skills in cooperative activities and sports.

Essential Questions:

How can I monitor my health and fitness?
How does proper manipulative skill form and technique promote health?

Objectives:

- Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan.
- Use knowledge of the health factors to explain how decision making affects physical activity and nutrition in relation to attaining personal health and fitness goals.
- Explain and demonstrate throwing and catching using correct mechanical techniques in games, sports and activities.
- Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports and activities.
- Explain and demonstrate how to control a variety of objects within non-competitive , cooperative, and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds.

NJSLS-CHPE Standards: 2.2.5.N.1, 2.2.5.N.2, 2.2.5.N.3, 2.2.5.LF.1, 2.2.5.PF.2, 2.2.5.PF.3, 2.2.5.MSC.2, 2.2.5.MSC.4

Interdisciplinary Connections: SL.PE.5.1, 6.1.5.HistoryCC.2

Career Readiness, Life Literacies & Key Skills: 9.4.5.CI.1, 9.4.5.CI.2

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Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Play a variety of games such as basketball, floor hockey, puff ball, and soccer to practice throwing, catching, dribbling, shooting with implements or body parts. • Apply manipulative skills such as dribbling through relays and obstacle courses to practice moving safely within boundaries at varying pathways, directions, and speeds.	**Core Materials** PE Central NFL Flag Football Plan Hockey Tag Escape the Circle Hockey balls, frisbees, bowling ball, pins, cones, sticks **Supplemental Resources** PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments • Self Evaluation • Peer Evaluation • Teacher Observation	**Summative Assessments** • Oral Assessments • Skill Demonstration • Participation Rubric	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** • Alternative Choice Projects • Oral Assessments with Sentence Stems	
Differentiation		

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Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	• Partner with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	• Allow self-directed learning for growth though independent projects. • Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	3	**Unit Title:**	Movement to Enhance Flexibility	**Pacing:**	9 Days

Unit Summary: Activities that enhance flexibility and core strength contribute significantly to overall fitness because they use muscle groups and body orientations that support balance and stability. In developing nonlocomotor skills and spatial awareness, students are learning about lifelong fitness, the mind-body connection, and the importance of self-expression.

Essential Questions:

How does controlled movement impact my health?
How does physical activity support mental well-being?
How can movement routines allow me to express my individuality and creativity?

Objectives:

- Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.
- Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals.
- Perform a self-designed gymnastics/movement sequence with the following 7 components: (1)A starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape.

NJSLS-CHPE Standards: 2.2.5.LF.2, 2.2.5.LF.4, 2.2.5.PF.3, 2.2.5.PF.4, 2.2.5.MSC.1, 2.2.5.MSC.2, 2.2.5.MSC.4

Interdisciplinary Connections: SL.PE.5.1, 6, 6.1.5.CivicsPR.4

Career Readiness, Life Literacies & Key Skills: 9.4.5.CI.1, 9.4.5.CT.4

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Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Conduct discussions to explore how yoga and movement exercises enhance lifelong fitness and wellbeing. • Conduct individual, partner, and group activities such as yoga to practice weight transfer in upright, inverted, and horizontal support positions. • Conduct gymnastic activities to practice a variety of ways to move on the ground and in the air and to land with control. • Design gymnastics routines or dance movement sequences showing mastery of 7 components. • Have students teach their routines to the class.	**Core Materials** PE Central Elementary Gymnastics Guide mats, balls, targets, bean bags, bowling balls, pins, cones **Supplemental Resources** PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments • Self Evaluation • Peer Evaluation • Teacher Observation	**Summative Assessments** • Oral Assessments • Skill Demonstration • Participation Rubric	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** • Alternative Choice Projects • Oral Assessments with Sentence Stems	

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Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
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Unit	4	**Unit Title:**	Lifetime Fitness and Cooperative Games	**Pacing:**	9 Days

Unit Summary: In this unit of fifth grade physical education students combine their manipulative, locomotor, non locomotor, and body management skills in playing cooperative games. Through teamwork and cooperation, students exemplify good sportsmanship and utilize offensive and defensive strategies to achieve a team goal. Students also plan for fitness outside of PE class during summer months and beyond.

Essential Questions:

How does communication affect cooperation?
How can strategy affect outcome?
What is good sportsmanship?

Objectives:

- Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities).
- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.
- Compare and contrast the roles of players and observers in regard to proper sportsmanship and recommend strategies to improve these behaviors.
- Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities.

NJSLS-CHPE Standards: 2.2.5.MSC.2, 2.2.5.MSC.5, 2.2.5.MSC.6, 2.2.5.MSC.7, 2.3.5.PS.5

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Interdisciplinary Connections: SL.PE.5.1, 6.1.5.CivicsCM.2, 6.1.5.CivicsCM.6

Career Readiness, Life Literacies & Key Skills: 9.4.5.CI.3

Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5

Career Education: 9.2.5.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
• Through news coverage like For the Win by *USA Today*, examine sportsmanship from both player and spectator views. • Conduct activities such as Human Foosball to foster trust and cooperation among groups. • Conduct track and field events to practice manipulative, locomotor, non locomotor and spatial skills. • Play games such as soccer, small-group wiffleball, Frisbee golf, and Bonkerball to practice offensive and defensive strategy. Alter rules so students can practice adapting their strategies for different situations. • Explore ways to be active in summer and have students design a plan for their summer fitness.	**Core Materials** PE Central For the Win: USA Today's Sportsmanship Stories Mr. Gym Cooperative Games UBC Cooperative Games Bonker Ball Human Foosball scooters, chairs, relay courses, cones **Supplemental Resources** PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps IPad Student-Created Movement Music Playlists

Assessments	
Formative Assessments • Self Evaluation • Peer Evaluation	**Summative Assessments** • Oral Assessments • Skill Demonstration

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• Teacher Observation	• Participation Rubric
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** • Alternative Choice Projects • Oral Assessments with Sentence Stems

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
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