

Readington Township Public Schools

Grade K-5 Physical Education

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Readington Township Public Schools
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RATIONALE:

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

Physical Education in Kindergarten through 3rd grade places an emphasis on the development of basic body movement, gross locomotor skills, and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills, and techniques along with good body mechanics. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill. Students in 3rd grade are tested for their physical fitness and are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home.

Physical Education in 4th and 5th grades places an emphasis on the development of skills in sportsmanship, fair play, personal responsibility, honesty, integrity, fundamental skills and techniques in conjunction with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. Activities are selected based on the developmental appropriateness of the target skills.

KINDERGARTEN PHYSICAL EDUCATION

New Jersey Student Learning Standards

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2.A.4 Correct movement errors in response to feedback.

Strand B. Strategy

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 Explain the difference between offense and defense.

2.5.2.B.3 Determine how attitude impacts physical performance.

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

Strand C. Sportsmanship, Rules, and Safety

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Standard 2.6 Fitness: All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

STRATEGIES:

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

EVALUATION:

May include but are not limited to:

- Teacher Observation
- Check List
- Class Participation

REQUIRED RESOURCES:

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

Unit: Rules and Sportsmanship

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to the enjoyment of the event.

Essential Questioning

- Why do we need rules during a game?
- What would happen if you didn't follow the rules?
- Are you fun to play with? Would you want to be on the same team as you?
- Did I follow the rules? If I didn't, why?

Objectives

Students will develop an understanding of:

- Explain their importance for the safety and enjoyment of participants, and follow the rules during physical
- Good sportsmanship and why it is important.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness

Enduring Understandings

- It is important to stay healthy and fit.
- How much exercise should you get each day and what is the best exercise.
- Exercising every day will make you look and feel your best.

Essential Questioning

- What do I do to stay active?
- Why on some days do I get tired faster than on others?
- What can I do to get more energy?
- How did I challenge myself today?

Objectives

Students will develop an understanding of:

- Fitness activities can be for exercise or to practice a skill to be used in a sport.
- Exercise causes changes in the body. Why does that happen?
- The benefits of regular physical activity.

Unit: Strategy & Technique

Enduring Understanding

- Learning new skills can be difficult but the more you practice the better you become.
- Think before you make your choices.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace.

Essential Questioning

- If my team is not winning the game, what can we do?
- What is a strategy and how is it used during a game?
- What did I learn from playing the game?
- Did I help my teammates during the game?

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary. The basic movement vocabulary to describe the physical activity.
- It is important to give others personal space while doing activities in the gymnasium.
- Certain body parts are used for different activities
- Using proper form is very important to get the full benefit of an activity.

Unit: Leadership & Teamwork

Enduring Understanding

- A leader should be a role model for other members of the team.
- Words can be positive and negative.
- A team is more than a collection of individuals.
- Teamwork means working together and discussing problems not yelling.

Essential Questions

- What is a leader?
- Can words help/hurt others during a game?
- What is a teammate and how should they act?

- What makes a good team?
- What is sportsmanship?
- Does the way I act affect my team?

Objectives

Students will develop an understanding of:

- How to be a good leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Activities for Kindergarten may include but are not limited to:

<ul style="list-style-type: none"> ● Intro to PE & Rules/Direction Following ● Cooperative Games & Activities ● Intro to Spatial Awareness & Locomotor Skills ● Throwing and Catching Skills ● Intro to Soccer & Kicking/Dribbling ● Intro to Jump Roping Skills & Scooter Safety ● Intro to Pillow Polo Hockey ● Tagging & Tag Activities 	<ul style="list-style-type: none"> ● Kicking and Ball Handling Skills ● Intro to Kickball Activities ● Base Running Skills ● Cooperative games and activities ● Intro to Football Skills & Dodging/Weaving ● Intro to Badminton & Volleyball Activities ● Intro to Basketball and games ● Body Parts and Self Space
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1ST GRADE PHYSICAL EDUCATION

STRATEGIES:

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

EVALUATION:

May include but are not limited to:

- Teacher Observation
- Check List
- Skill Rubrics
- Class Participation

REQUIRED RESOURCES:

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

Unit: Rules and Sportsmanship

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to the enjoyment of the event.

Essential Questioning

- How do rules help a game? How do rules change the way you play?
- Are you fun to play with? How do other people see you?
- Did I do the right thing? What will I do the next time?
- What does having good sportsmanship mean?

Objectives

Students will develop an understanding of:

- Why each game/activity has specific rules
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness

Enduring Understandings

- You only have one body; take care of it so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.

Essential Questioning

- What does it mean to be physically fit?
- What can I do to have more energy during the day?
- How did I challenge myself today and what can I do to challenge myself tomorrow?

Objectives

Students will develop an understanding of:

- The components of health related and skill related fitness and identify activities that develop each component.
- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

Unit: Strategy & Technique

Enduring Understandings

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.

Essential Questioning

- Why did I choose to act this way during the game?
- Did my choices help or hurt my team?
- What is my team's strategy and is it working?
- What did I learn from playing?

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary.
- Basic vocabulary to describe the physical activity.
- That personal and general space is used in all forms of physical activity.
- Which body parts are used for specific activities.
- Suggestions and demonstrations can be used to improve skill performance.
- The importance of proper forms when performing movement skills.
- How a skill can be used in various sports and activities.

Unit: Leadership & Teamwork

Enduring Understandings

- The job of a leader is to make everyone perform better.
- Words can positive or negative.
- A team is more than a collection of individuals.
- Teamwork consists of working together to solve a problem.

Essential Questioning

- What makes a good team captain?
- Is being positive and helpful good for my team?
- What makes a good teammate?
- What makes a good team?

Objectives

Students will develop an understanding of:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Activities for First Grade may include but are not limited to:

<ul style="list-style-type: none">● Intro to PE & Rules/Direction Following● Cooperative Games & Activities● Intro to Spatial Awareness & Locomotor Skills● Throwing and Catching Skills● Intro to Soccer & Kicking/Dribbling● Intro to Jump Roping Skills & Scooter Safety● Intro to Pillow Polo Hockey● Tagging & Tag Activities	<ul style="list-style-type: none">● Kicking and Ball Handling Skills● Intro to Kickball Activities● Base Running Skills● Cooperative games and activities● Intro to Football Skills & Dodging/Weaving● Intro to Badminton & Volleyball Activities● Intro to Basketball and games● Body Parts and Self Space
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2ND GRADE PHYSICAL EDUCATION

STRATEGIES

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

EVALUATION

May include but are not limited to:

- Teacher Observation
- Check List
- Skill Rubrics
- Peer Assessment
- Class Participation

REQUIRED RESOURCES

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

Unit: Rules and Sportsmanship

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well. Make the right choices and take ownership of mistakes.
- Practicing safe and appropriate behaviors is important when playing and watching a game.

Essential Questioning

- How do rules help a game?
- How do rules change the way you play?
- How does following the rules help you play better?
- Are you fun to play with? How do other people see you?
- Did I do the right thing?
- What will I do the next time?

Objectives

Students will develop an understanding of:

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. stretches, warm up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), spatial awareness activities (tag games), manipulative skill practice, problem solving activities, partner and small group manipulatives, fundamental movements).
- Define good sportsmanship and demonstrate appropriate behaviors in and out of class.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness

Enduring Understandings

- It is important to take care of your body so you can be strong and healthy.
- The activities that will keep you healthy and fit.
- Fitness is important and should be something you do your whole life.

Essential Questioning

- What can I do to improve my physical fitness?
- Sometimes I feel tired during the day, what can I do to change that?
- How did I challenge myself physically today and how did it make me feel?

Objectives

Students will develop an understanding of:

- Different types of fitness activities help your body in different types of ways.
- Your body goes through changes when you exercise such as sweating, faster heartbeat, and shortness of breath.
- Physical activity is a great way to keep your body and mind fit.

Unit: Strategy & Technique

Enduring Understandings

- Trying new activities can be difficult but the more you do something the better you become.
- Your mind must know what your body is doing.
- Think of a strategy before you start playing the game.
- Work at your own pace but try to push yourself harder each time.

Essential Questioning

- How do my choices affect my team?
- Should I follow the rules if no one else is?
- What is a strategy?
- How can my team be more successful?

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary. (e.g. stretches, warm up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), spatial awareness activities (tag games), manipulative skill practice, problem-solving activities, partner and small group manipulatives, fundamental movements).
- The basic vocabulary to describe the physical activity.
- That personal space is used in all forms of physical activity
- Various body parts and proper form are used in different activities.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

Unit: Leadership & Teamwork

Enduring Understandings

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members.

Essential Questioning

- What makes a good leader?
- Do I think I would make a good leader?
- Does what I say affect how people play?
- What makes a good teammate?

- What makes a good team?
- What did you learn from playing the game?

Objectives

Students will develop an understanding of:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Activities for Second Grade may include but are not limited to:

<ul style="list-style-type: none"> ● Intro to PE Rules & Following Directions ● Teamwork Skills and Activities ● Cooperative Games & Activities ● Spatial Awareness & Locomotor Skills ● Intro to Anaerobic Exercise & Flexibility ● Throwing and Catching ● Soccer Skills/Kicking/Trapping/Dribbling ● Jump Roping Skills ● Intro to Speed Stacking ● Intro to Pillow Polo Hockey 	<ul style="list-style-type: none"> ● Tagging Games & Activities ● Kicking and Ball Handling Skills & Activities ● Ball Manipulative Stations & Base Running Skills ● Volleyball & Badminton Activities ● Football Skills & Dodging/Weaving ● Basketball Games & Activities ● Intro to Golf Skills ● Body Parts and Self Space
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3RD GRADE PHYSICAL EDUCATION

New Jersey Student Learning Standards

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

Strand B. Strategy

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Strand C. Sportsmanship, Rules, and Safety

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Standard 2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age appropriate activities that address each component of health-related and skill related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

STRATEGIES:

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

EVALUATION:

May include but are not limited to:

- Teacher Observation
- Check List
- Skill Rubrics
- Peer Assessment
- Self Assessment
- Class Participation

REQUIRED RESOURCES:

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

Unit: Rules and Sportsmanship

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to the enjoyment of the event.

Essential Questioning

- Why is it important for me to be a good sport?
- How can sportsmanship affect my participation?
- What qualities does it take to be a good leader?
- Why is it important for a leader to be impartial?
- Do I treat all members of my team the same?
- When are you allowed to be proud of your progress?

Objectives

Students will develop an understanding of:

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. stretches, warm up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), dance, ribbon sticks, spatial-awareness activities (tag games), manipulative skill practice, problem-solving activities, partner and small group manipulatives, fundamental movements).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness

Enduring Understandings

- You only have one body; take care of it so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.
- Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Fitness is a lifelong commitment.

Essential Questioning

- What physical activities do I participate in daily?
- How do I exhibit a physically active lifestyle outside of school?
- How do I encourage others to participate in physical activities?
- What does it mean to be fit?
- What do I need to change tomorrow to be more successful?
- How can I help others to be more physically fit?

Objectives

Students will develop an understanding of:

- The components of health related and skill related fitness and identify activities that develop each component.
- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

Unit: Strategy & Technique

Enduring Understandings

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.

Essential Questioning

- How can I combine movement with objects?
- What are some ways I can move an object from one point to another? (kicking, throwing, striking, volleying)
- How can I use a combination of skills in a game situation? (Running and dribbling)

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary. (e.g. stretches, warm up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), spatial awareness activities (tag games), manipulative skill practice, problem-solving activities, partner and small group manipulatives, fundamental movements).
- The basic movement vocabulary to describe the physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

Unit: Leadership & Teamwork

Enduring Understandings

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members.

Essential Questioning

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?

Objectives

Students will develop an understanding of:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Activities for Third Grade may include but are not limited to:

<ul style="list-style-type: none">● PE Rules & Following Directions● Teamwork Skills and Activities● Cooperative Games & Activities● Spatial Awareness & Locomotor Skills● Anaerobic Exercise & Flexibility● Throwing and Catching● Soccer Skills/Kicking/Trapping/Striking/Dribbling● Jump Roping Skills● Speed Stacking	<ul style="list-style-type: none">● Pillow Polo Hockey● Tagging Games & Activities● Kicking and Ball Handling Skills & Activities● Ball Manipulative Stations & Base Running Skills● Volleyball & Badminton Activities● Football Skills & Dodging/Weaving● Basketball Games & Activities● Golf Skills & Activities● Body Parts and Self Space
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4TH GRADE PHYSICAL EDUCATION

Unit: Rules and Sportsmanship

Enduring Understandings

- Rules help keep you safe
- Behaving well is as important as playing well. (Integrity) Be accountable for the choice you make. (Personal Responsibility)
- Practicing appropriate and safe behavior

Essential Questioning

- How do rules help a game?
- How do rules change the way you play?
- How does following the rules help you play better?
- How do other people see you?
- Did I do the right thing?
- What will I do the next time?
- How can you use the rules of a game to help to create a strategy?

Objectives

Students will develop an understanding of:

- Apply specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules (game specific and safety) during physical activity (e.g. flag football, soccer, fitness stations, golf, volleyball, problem solving activities, floor hockey, dance, basketball, International games, track & field, volleyball, base running games, outdoor games).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player, observer and referee during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness

Enduring Understandings

- You only have one body; take care of it so that you can be your best every day.
- Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
- Fitness is a lifetime commitment.

Essential Questioning

- What are my favorite activities I participate in to keep myself active?
- What are some activities my family and I can do together to keep active?
- What does it mean to be fit (for me)?
- Why on some days do I get tired faster than on others?
- How do I get more energy (both in the short-term and in the long-term)?
- How did I challenge myself today?
- How am I already activity, and what can I do to be more active?
- What are some activities my family and I participate in already, what are some activities we can try?

Objectives (students will be able to...)

- Describe the components of health related and skill related fitness and identify activities that develop each component.
- Describe how the body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- Explain in detail the physical, social, and emotional benefits of regular physical activity.

Unit: Strategy and Technique

Enduring Understandings

- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to challenge yourself.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Ongoing feedback impacts improvement and effectiveness of movement actions.
- Performing movement skills effectively are often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Essential Questioning

- What is the goal of the game, to win or have fun?
- What is the best strategy to support my team?
- What is working well and what could be changed?
- What did I learn from this playing experience?
- What (if any) strategies can I change to make myself and my teammates more successful?
- How do I reach the next level of performance?

Objectives (students will be able to...)

- Define activity-specific vocabulary. (e.g. soccer, fitness stations, golf, volleyball, problem-solving activities, floor hockey, basketball, International games, track & field, base running games, outdoor games, general sports safety).
- Describe the basic movement vocabulary to describe the physical activity.
- Define and apply personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- Describe the activity relevant body planes and parts.
- Analyze and perform the verbal and visual cues that can be used to improve skill performance.
- Evaluate the importance of proper body mechanics when performing movement skills.
- Comprehend the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- Describe and apply the ways to refine and increase control when performing movement skills.
- Hypothesize how a movement skill can be used in another movement setting.

Unit: Leadership and Teamwork

Enduring Understanding

- The job of a leader is to help everyone be more successful.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication, collaboration, and other interactions between team members.

Essential Questioning

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?
- What are some ways leaders and teammates work together?

Objectives (students will be able to...)

- List and describe qualities of an effective leader and a good teammate.
- List the factors that lead to group success and help solve group problems.
- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during activity time.

Activities for Fourth Grade may include but are not limited to:

- Rules/ Safety Concept Skills/ Intro to PE/ Outdoor PE/Goal Setting Activities
- Spatial Awareness/Chasing, Fleeing, Dodging/Challenge By Choice Station Work
- Outdoor Games/Fall Sports Skills/Gross Motor Development/Cardiopulmonary Endurance
- Pre-Fitness Testing/Cardiopulmonary Endurance/ Health and Wellness Related Fitness
- Manipulative Skills-Throwing and Catching/Fitness Activities and Core Strength and Endurance
- Team Concept Skills/Cooperative Activities/Lifetime Sports Skills and Strategies
- Locomotor Skills/ Health Related Fitness/Agility Balance and Coordination Skills
- Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills
- Interdisciplinary Activities/ Individual Stunts and Challenges
- Post-Fitness Testing/ Dance and Rhythmic Activities
- Manipulative Skills-Long Handled Implements, Golf
- Group Stunts and Challenges/Fitness Circuit

5TH GRADE PHYSICAL EDUCATION

STUDENT OUTCOMES (Linked to New Jersey Student Learning Standards)

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Strand B. Strategy

2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

Strand C. Sportsmanship, Rules, and Safety

2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

Standard 2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2 Determine to what extent various activities improve skill related fitness versus health-related fitness.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

2.6.6.A.7 Evaluate the short and long-term effects of anabolic steroids and other performance enhancing substances on personal health.

Unit: Rules and Sportsmanship

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other activities.
- Competitive events contribute to the enjoyment of the event.

Essential Questioning

- How do rules help a game? How do rules change the way you play? How does following the rules help you play better?
- Are you fun to play with? How do other people see you? How do you see yourself?
- Did I do the right thing? What will I do the next time?

Objectives

Students will develop an understanding of:

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. flag football, soccer, fitness stations, golf, volleyball, problem solving activities, floor hockey, dance, basketball, International games, Circus, track & field, Softball, outdoor games, bike safety).
- Describe and define the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness

Enduring Understandings

- You only have one body; take care of it so that you can be your best every day.
- Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status and fitness are a lifetime commitment.

- Try something new, challenge yourself, it will only be harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to challenge yourself.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Ongoing feedback impacts improvement and effectiveness of movement actions. Performing movement skills effectively are often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Essential Questioning

- What does it mean to be fit (for me)?
- Why on some days do I get tired faster than on others? How do I get more energy (both in the short-term and in the long-term)?
- How did I challenge myself today?

Objectives

Students will develop an understanding of:

- The components of health related and skill related fitness and identify activities that develop each component.
- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

Unit: Strategy & Technique

Enduring Understandings

- Try something new, it will only be harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to challenge yourself.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Ongoing feedback impacts improvement and effectiveness of movement actions. Performing movement skills effectively are often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Essential Questioning

- Why am I doing this? (in terms of strategic choices)
- What's my plan? How is it working?
- What did I learn from playing? How do I get better? How do I reach the next level of performance?
- What part of my strategy was successful? What can I change or do differently next time to be more successful as an individual or group?

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary. (e.g. soccer, fitness stations, golf, volleyball, problem-solving activities, floor hockey, dance, basketball, International games, track & field, Softball, outdoor games).
- The basic movement vocabulary to describe the physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

Unit: Leadership & Teamwork

Enduring Understandings

- The job of a leader is to help make their group/team successful.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication, collaboration, and other interactions between team members.

Essential Questioning

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?

Objectives (students will be able to...)

- Define, list, and identify the qualities of an effective leader and how to be a good teammate.
- List the factors that lead to group success and help solve group problems.
- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during activity time.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as a player, observer, and referee during physical activity.

Activities for Fifth Grade may include but are not limited to:

- Rules/ Safety Concept Skills/ Intro to PE/ Outdoor PE/Goal Setting Activities
- Spatial Awareness/Chasing Fleeing Dodging/Challenge By Choice Station Work
- Outdoor Games/ Gross Motor Development/ Cardiopulmonary Endurance/ Team Concept Skills
- Fitness Gram Assessment/Health and Wellness Related Fitness/ Aerobic Activities
- Decision Making/ Risk Taking/Cooperative Activities
- Sportsmanship/Anti-bullying
- Activities/ Tolerance Skills
- Lifetime Sports skills and Strategies/ Integrated Health Concepts
- Gross Motor Skill Development- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills
- Interdisciplinary Activities/ Individual Stunts and Challenges/ Cooperative Activities

- Fitness Gram Post Assessment/Dance and Rhythmic Activities
- Manipulative Skills-Long Handled Implements, Striking, and Golf
- Fitness Circuit/ Group Stunts and Challenges/ Kinesthetic Awareness