

**Belvidere Cluster Wide
Physical Education Curriculum
Grade 5
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

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 and with reason.

- 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.
- 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.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
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- Highlighted text visual presentation
- Modified assignment format

- Modified test content
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Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **September**
Length: **30 days**
Status: **Published**

Enduring Understanding

A wide variety of movements can be performed rhythmically individually and as a group.

Essential Questions

What are the effects of history and a person's culture in relationship to games, activities, or dance?

How does dance and rhythmic activity help a person's fitness level?

What are the concepts of force and motion that relate to physical activity?

What would happen to a routine if an accompaniment was added?

New Jersey Student Learning Standards

HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
VPA.1.1.5.A.CS1	Basic choreographed structures employ the elements of dance.
VPA.1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
VPA.1.1.5.A.CS2	Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
VPA.1.1.5.A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
VPA.1.1.5.A.CS3	Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
VPA.1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
VPA.1.1.5.A.CS4	Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
VPA.1.1.5.A.4	Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
HPE.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.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.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).

Student Learning Objectives

Explain and engage in a game, activities, or dance 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.

Analyze the effects of sound, text, and silence, and its relationship to dance.

Differentiate between different choreographic structures.

Instructional Activities

Dance- (Group, Line, Macarone, Salsa, Waltz, Cha Cha, Cotton Eye Joe, Cupid Shuffle, and etc.)

Gymnastics Routine- With/W.O Music and Partners

Gymnastics Skills- Forward roll, Backward roll, Side tuck roll, Candle stick, X balance, Plane Balance, 360, 180, Cartwheel, Round off, Bridge, Backbend, Log roll, Headstand, and etc.

Dance/Music Video

Dance posters (Culture and history)

Interdisciplinary Connections

Social Studies: History of Dance

Music/Fine Arts: Dance Routine

Assessment

Peer Observation- Analyze routines (sound, text, silence, and structure)

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

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Skill Labs

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Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

Better When I'm Dancing:

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132907#.V4zq8bgrK00>

Geronimo Fitness Warm Up

Dance: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132739#.V4zrGLgrK00>

Freedom Line Dance: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132848#.V4zrO7grK00>

Unit #2, Physical Education, Wellness, Gr. 5

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **November**
Length: **30 days**
Status: **Published**

Enduring Understanding

Fitness and physical activity have many benefits in all realms of a person health. It is important to create and assess personal fitness plans, and determine factors that will impact ones health both positively and negatively.

Essential Questions

What are the pros and cons of fitness on one's mental, social, and emotional health?
What activities impact sport-related and health-related fitness levels and distinguish between the two?
What factors other than time, interests, and environmental factors would impact your fitness level?
What fitness principles are important and how can you apply them in your life?

New Jersey Student Learning Standards

HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.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.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Student Learning 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.
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.

Instructional Activities

Create your own Exercise- Partner Activity and Presentation
Fitness Graphing/Data Collection
Role Play- Decision Making and Personal Fitness
Skill Related Components Data Collection (Stations)- Speed, Balance, Agility, Power, Coordination, and Reaction Time.
Health-Related Components Data Collection (Stations)- Cardio Vascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Comp.
Fitness Stations- Sit-ups, Chin-ups, Pull-ups, Jump Rope, Push ups, Superman Banana, and etc.)
SMART Goal Setting Model - Specific, Measurable, Attainable, Relevant, and Timely
FITT Power Point Presentation- Frequency, Intensity, Time, and Type
Fitness Plan Activity- Create a Brochure to advertise your fitness plan.

Interdisciplinary Connections

Technology and/or ELA: Fitness Journal

Mathematics: Fitness Tracking

Assessment

Four Corners: Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose? Corner 1: The Dirt Road–(There's so much dust, I can't see where I'm going! Help!!) Corner 2: The Paved ZŽĂĚ (It's fairly smooth, but there are many potholes along the way.) Corner 3: The Highway (I feel fairly confident but have an occasional need to slowdown.) Corner 4: The Interstate (I 'm traveling along and could easily give directions to someone else.) Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.

Muddiest (or Clearest) Point: This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?"

3-2-1: 3 things you found out 2 interesting things 1 question you still have 3 differences between ___ 2 effects of ___ on ___ 1 question you still have about the topic 3 important facts 2 interesting ideas 1 insight about yourself as a learner 3 key words 2 new ideas 1 thought to think about Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

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Project

Portfolio

Skills exhibit

Texts and Resources

Pecentral.org

Sparkepe.org

Pe4life.org

Education.com

Aapherd.org

Cdc.gov

Pelinks4u.org

Pesoftware.com

Thephysicaleducator.com

Mrgym.com

Shapeamerica.org

Teachpe.com

Peuniverse.com

Pegames.org

Unit #3, Physical Education, Cooperative Games, Gr. 5

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **January**
Length: **30 days**
Status: **Published**

Enduring Understanding

Some activities require individuals to work together in different roles dictated by group dynamics (Leader/Follower).

Essential Questions

What is the difference between offense and defense?

How can a group or team maintain possession in different sports or games?

What are the similarities and differences between an observer and a player?

How can knowledge of the rules make a person more effective in playing or observing a sport or game?

New Jersey Student Learning Standards

HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.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).

Student Learning 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.

Instructional Activities

Team Games (Basketball, Soccer, Volleyball, Field Hockey, Lacrosse, Relay Races, Tug of War, Football, Hockey, Ultimate Frisbee, Baseball/Softball, Kickball, Speedball, and etc.)

Misc. Games (Sportsmanship/Strategy)- Clean your Room, Builders/Breakers, Castle Ball, Money in the Bank, 4 of a Kind, and etc.

Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Magic Carpet and etc.)

Group Trust Activities- Trust Fall, Trust Circle, Group Q and A, and etc.

Team Building Activities- School Spirit Events (Twin, Hat, and Pride Day)
T Chart- Compare and Contrast Player V. Observer
Journal experience as Player and Observer
Sportsmanship Group Brainstorm

Interdisciplinary Connections

ELA: Rules Opinion, Compare and Contrast Player/Observer/Official using Diagram

Assessment

Word Sort: Given a set of vocabulary terms, students sort in to given categories or create their own categories for sorting

Triangular Prism (Red, Yellow, Green): Students give feedback to teacher by displaying the color that corresponds to their level of understanding 44. Take and Pass Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.

Student Data Notebooks: A tool for students to track their learning: Where am I going? Where am I now?
How will I get there?

Formative assessments

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Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
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Skills exhibit

Texts and Resources

Pecentral.org
Sparkepe.org
Pe4life.org
Education.com
Aapherd.org
Cdc.gov

Pelinks4u.org
Pesoftware.com
Thephysicaleducator.com
Mrgym.com
Shapeamerica.org
Teachpe.com
Peuniverse.com
Pegames.org

Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 5

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **March**
Length: **30 days**
Status: **Published**

Enduring Understanding

Force and motion are part of performing gymnastics or movement sequence can effect the control of one's movements.

Essential Questions

How can locomotor and non locomotor movements be utilized in a gymnastics routine?

Why are rules and safe behaviors so important to gymnastics and movement routines?

New Jersey Student Learning Standards

HPE.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).
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.6.A.CS2	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
HPE.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.
HPE.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.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Student Learning Objectives

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

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

Identify fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

Analyze one's own performance as well as receive constructive feedback from others.

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

Identify how appropriate and safe behaviors for participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event and apply those concepts.

Instructional Activities

Tag Games- Magician Tag, Sharks and Minnows, Pacman, Blob Tag, Ball Tag, and Etc.

Locomotor Movements- Walking, Skipping, Hopping, Galloping, Sliding, Jumping and Leaping

Nonlocomotor Movements- Twisting, Bending, Stretching, Turning, Swinging, and Swaying

Dance- (Group, Line, Macarina, Salsa, Waltz, Cha Cha, Cotton Eye Joe, Cupid Shuffle, and etc.)

Gymnastics Routine- With/W.o Music and Partners

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.

Gymnastics Skills- Forward roll, Backward roll, Side tuck roll, Candle stick, X balance, Plane Balance, 360, 180, Cartwheel, Roundoff, Bridge, Backbend, Log roll, Headstand, and etc.

Rules and Safety Discussion

Safety Poster

Interdisciplinary Connections

Art/Theater (Fine Arts): Gymnastics Routine

Assessment

One Question and One Comment: Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups for discussion. Each student shares at least one comment or question. As the discussion moves student by student around the room, the next person can answer a previous question posed by another student, respond to a comment, or share their own comments and questions. As the activity builds around the room, the conversation becomes in-depth with opportunity for all students to learn new perspectives on the text.

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Formative assessments

Exit ticket

Kahoot

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3 Things

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Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

PE rules: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11875#.V40WPLgrK00>

Olympic games (gymnastics): <https://kidskonnnect.com/sports/free-olympic-games-worksheet/>

PE rule suggestions: <http://www.pecentral.org/climate/perules.html>

Unit #5, Physical Education, Manipulative Skills, Gr. 5

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **May**
Length: **30 days**
Status: **Published**

Enduring Understanding

One must manipulate one's body or an object with control to be effective in games, sports, and activities.

Essential Questions

How can practicing skills in isolated setting and applied settings improve your performance of a skill?

How can concepts of force and motion effect your control over your body and/or other objects?

Why is it important to understand and practice the critical components (basics) of a skill?

How do rules influence game play? Why are they important?

How can manipulative skills improve a person's fitness level?

New Jersey Student Learning Standards

HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
HPE.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.
HPE.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.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.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).

Student Learning Objectives

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.

Instructional Activities

Individual Skill Practice- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.

Partner Skill Practice- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.

Skill Stations/Mini Games- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting. (Targets, Cone Courses, Repetition, and etc.)

Student Discovery- Levels, Effort, Pathways, Directions, Speed and Space Awareness

Team Games- Soccer, Basketball, Kickball, Mat ball, Football, Ultimate Frisbee, Money in the Bank, Castle Ball and etc.

Individual Games- Ping Pong, Golf, Frisbee Golf, Swimming, and etc.

Tag Games with Manipulatives- Ball Tag, Crossfire, Grinch Tag, and etc.

Keep Away/Monkey in the Middle

Pickle

Accuracy V. Power Presentation and Demonstration

Interdisciplinary Connections

Theater Arts: Critical Components Presentation

ELA: Journal(Practice and it's impact)

Assessment

Cubing: Display 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on Quick Write The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.

Directed Paraphrasing: Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.

RSQC2: In two minutes, students recall and list in rank order the most important ideas from a previous day's class; in two more minutes, they summarize those points in a single sentence, then write one major question they want answered, then identify a thread or theme to connect this material to the course's major goal.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

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Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

Pecentral.org

Sparkepe.org

Pe4life.org

Education.com

Aapherd.org

Cdc.gov

Pelinks4u.org

Pesoftware.com

Thephysicaleducator.com

Mrgym.com

Shapeamerica.org

Teachpe.com

Peuniverse.com

Pegames.org