

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 5 Physical Education Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Physical Education

## Curriculum Scope and Sequence

<b>Content Area</b>	<b>Physical Education</b>	<b>Course Title/Grade Level:</b>	<b>5th Grade</b>
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<b>Topic/Unit Name</b>		<b>Suggested Pacing (Days/Weeks)</b>
<a href="#"><u>Topic/Unit #1</u></a>	Establish Environment/Routines/ Cooperative Activities	12
<a href="#"><u>Topic/Unit #2</u></a>	Fitness Opportunities/Age Appropriate Exercise/Goal Setting & Health Components	10
<a href="#"><u>Topic/Unit #3</u></a>	Manipulative Skills	10
<a href="#"><u>Topic/Unit #4</u></a>	Rhythmic Movement	8
<a href="#"><u>Topic/Unit #5</u></a>	Team Application	10

Topic/Unit 1 Title	Establish Environment/Routines/Cooperative Activities	Approximate Pacing	12
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</b></p> <p><b>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</b></p> <p><b>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</b></p> <p><b>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).</b></p> <p><b>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).</b></p> <p><b>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</b></p> <p><b>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</b></p> <p><b>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</b></p> <p><b>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</b></p> <p><b>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</b></p> <p><b>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, sexual harassment, sexual assault, and sexual abuse.</b></p> <p><b>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</b></p>		<p><b>9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. (Ex: Students will</b></p>	

(Ex. in setting routines, students will discuss the importance of warming up the body before activity).	have to demonstrate an understanding of the routines and systems that are necessary for the class to operate smoothly and safely)
<b>Technology Standards:</b>	<b>Career Ready Practices:</b>
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. (Ex: Students will see videos of former students over the course of the year demonstrating and explaining first hand a variety of required skills)	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. (Ex: Students are partially responsible for helping create the dynamic of the class culture by abiding by the principles and understanding how their attitude and actions impact the community)
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
What is the expected conduct in the gymnasium? What are the routines and procedures? What are the expectations when working in a group? How does Physical Education class impact the social domain?	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<b><i>Students will know:</i></b> Classroom rules and expectations Expected social conduct Their impact on the class dynamics All safety drills Warm-up procedures Bodies response to physical movement	<b><i>Students will be able to:</i></b> Perform the entire wellness warm-up without prompting Correctly perform all safety drills Share the expectations for working in a group Locate various squad locations Explain the bodies response to physical movement Perform self assessment on scorecard

Benefits of exercise Conflict resolution tactics We work with anyone, anytime, anywhere	Line up appropriately at the end of class Participate in group settings Resolve simple conflicts with Rock, Paper, Scissors
<b>ASSESSMENT OF LEARNING</b>	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	Cooperative Activity Rubric
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	Routine Performance Checklist (students are evaluated on their ability to demonstrate an understanding of each phase of our comprehensive warm-up routine)
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Student self assessment daily scorecard
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Safety Assessment google form (ask students to identify why they must perform a variety of routines the way they have been established in the gymnasium)
<b>RESOURCES</b>	
<b>Core instructional materials:</b> Children Moving, A Reflective Approach to Teaching Physical Education, George Graham	
<b>Supplemental materials:</b> Silver Bullets, Karl Rohnke Cowtails and Cobras, Karl Rohnke Chip Candy Workshop Presentation	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 2 Title	Fitness Opportunities/Age Appropriate Exercise/Goal Setting/Health Components	Approximate Pacing	10
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</b></p> <p><b>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</b></p> <p><b>2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</b></p> <p><b>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).</b></p> <p><b>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).</b></p> <p><b>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).</b></p> <p><b>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</b></p> <p><b>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</b></p> <p><b>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</b></p> <p><b>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).</b></p> <p><b>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</b></p> <p><b>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).</b></p> <p><b>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</b></p> <p><b>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</b></p>			

<p><b>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</b></p> <p><b>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).</b></p> <p><b>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</b></p> <p><b>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.</b></p> <p><b>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</b></p> <p><b>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</b></p> <p><b>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</b></p> <p><b>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</b></p>	
<b>Interdisciplinary Connections:</b>	<b>21st Century Skills:</b>
5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e. g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (Ex. Students will work with real world measurements when setting and working towards their fitness goals - distances, time calculations and graphing/chart analysis)	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. (Ex: Students will be taught how the work/effort they put into physical activity can help them achieve their fitness goals)
<b>Technology Standards:</b>	<b>Career Ready Practices:</b>
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. (Ex: students will use data collected from various fitness assessment to determine areas for improvement)	CRP3. Attend to personal health and financial well-being. (Ex: students will perform various fitness opportunities and track data to monitor progress)
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p>How can information about my health be utilized?</p> <p>Who are reliable sources regarding health and fitness?</p> <p>How does my body respond to exercise?</p> <p>What are the health components and skills components?</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>

<p><b>Students will know:</b>  How to properly perform multiple fitness exercises  How to accurately record fitness scores and keep data  How fitness data can help  S.M.A.R.T. Goals and how to adjust them  Health Components  Skill Components  How their body responds to a variety of movements</p>	<p><b>Students will be able to:</b>  Perform various fitness exercises that address all health components  Match health and skill components with correlating movements  Track progress by recording and analyzing data  Set personal S.M.A.R.T. Goals in multiple fitness categories  Anticipate their bodies response to a variety of physical activities</p>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>  (Assessment at the end of the learning period)</p>	<p>Students will complete a google form that asks them to identify the appropriate health/skill component with the given exercise.</p>
<p><b>Formative Assessments</b>  (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students will keep a fitness profile sheet that they will input scores for and also write in goals for each fitness movement.</p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Each student will be provided a health or skill component and must create a google slide presentation that clearly depicts it.  Any students needing modification for any fitness movement will have appropriate accommodations made. (time/distance/physical position/passive support)</p>
<p><b>Benchmark Assessments</b>  (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Stony Brook School Fitness Opportunity Assessments (series of movements that provide evaluation for core strength, agility, speed, power, flexibility, and upper body strength)</p>

**RESOURCES**

<p><b>Core instructional materials:</b>  Children Moving, A Reflective Approach to Teaching Physical Education, George Graham</p>
<p><b>Supplemental materials:</b></p>



OPEN resources (Online Physical Education Network)
<b>Modifications for Learners</b>
See <a href="#">appendix</a>

Topic/Unit 3 Title	Manipulative Skills	Approximate Pacing	10
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>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).</b></p> <p><b>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>Cause and Effect</b> Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4) (Ex. Students identify the cause and effect relationship between the application of force to an object - ie tapping vs kicking a ball)</p>		<p>9.1.8.E.8 Recognize the techniques and effects of deceptive advertising. (Ex: Students have access to a tremendous amount of resources online. The teacher will provide quality resources and people that have been proven successful for the students to learn from)</p>	
<b>Technology Standards:</b>		<b>Career Ready Practices:</b>	
<p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. (Ex: Students will learn physical skills that promote confidence in their ability to engage in a variety of activities throughout their life. Engagement in these activities can help develop strong social connections that may impact career success. Self evaluation of these skills can be monitored through technology tools)</p>		<p>CRP7 Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. (Ex: Students have the ability to research skills on their own through a variety of resources. Students will be given a strong foundation so they understand the validity of the sources they encounter)</p>	

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

How can I perform manipulative skills in a game-like setting?  
 What are some training principles to improve manipulative skills?  
 How does proper gameplay improve safety?  
 How do force and space impact control?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b>                      Rolling an object to a moving target                      Throwing underhand (tossing) to a moving target                      Throwing overhand to a moving target                      Catching (over/under) while on the move                      Throwing and catching with an implement on the move                      Dribbling (hands)                      Dribbling (feet)                      Punting after receiving a throw                      Volley underhand to a specific location                      Serve a volleyball underhand to a specific location                      Serve a volleyball overhand</p>	<p><b>Students will be able to:</b>                      Provide cues and perform the following skills                      Roll at a stationary target                      Hand dribbling a ball while changing speeds and directions                      Foot dribbling a ball while changing speed and directions                      Underhand toss to a moving target                      Overhand throw to a moving target                      Catch a thrown ball while on the move                      Punt a ball with two lead up steps                      Volley underhand after receiving a toss                      Serve a volleyball underhand                      Serve a volleyball overhand</p>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>                      (Assessment at the end of the learning period)</p>	<p>Stony Brook School Motor Skills Assessment. Teacher checklist that addresses technique and performance outcome for manipulative skills such as catching and throwing.</p>
<p><b>Formative Assessments</b>                      (Ongoing assessments during the learning period to inform instruction)</p>	<p>Warm-up partner pass. (At the end of the comprehensive warm-up students go to assigned locations in the gymnasium and perform the skill that is provided on the projector) Teacher walks around gymnasium and provides feedback to students and makes note of students needing extra reinforcement for next class)</p>
<p><b>Alternative Assessments</b>                      (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their</p>	<p>Foot Strike Flipgrid (Students submit a Flipgrid video of their foot striking skills and feedback is provided by the teacher through the platform)</p>

knowledge, understanding and proficiency)	
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Skills Dice Bonk (students attempt to knock down a target from predetermined distances. Each successful throw/kick enables the student to increase their distance to the next level. Final level at the end of ten throws is their score.)
<b>RESOURCES</b>	
<b>Core instructional materials:</b> Children Moving, A Reflective Approach to Teaching Physical Education, George Graham OPEN (Physical Education Online Network)	
<b>Supplemental materials:</b> SHAPE AMERICA SPARK	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 4 Title	Rhythmic Movement	Approximate Pacing	8
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</b></p> <p><b>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).</b></p> <p><b>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</b></p> <p><b>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</b></p> <p><b>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</b></p> <p><b>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).</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. (Ex. Students identify rhythms and beats and create dances based on different beats.)</p>		<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex: Students will practice leadership skills while trying to organize and manage multiple personalities as they develop a group routine)</p>	
<b>Technology Standards:</b>		<b>Career Ready Practices:</b>	
<p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. (Ex: students will have to modify their individual plans and possibly sacrifice ideas in order to help support the group's goals)</p>		<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to</p>	

	<p>address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. (Ex: Students will encounter many challenges or problems during their group routine assignment. These challenges offer an opportunity for students to problem solve and develop solutions)</p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p>How do I communicate in groups?          How can I share my thoughts and ideas in a group?          How can you move to a tempo?          What are some physical &amp; social benefits that result from physical activity?          How do rules impact the safety of an activity?          How do I organize a movement sequence?</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><b>Students will know:</b>          Individual Jump Rope skills          Partner Jump Rope skills          Long Rope Skills          The importance of working in group          How to assert themselves and knowing when to sacrifice ideas          The physical, social, emotional, and intellectual benefits of regular physical activity          Moving to tempos          Creating a movement sequence in a group setting          Choreographing a routine</p>	<p><b>Students will be able to:</b>          Share their opinions and ideas in a positives group atmosphere          Understand that when working in a group, some sacrifices must be made          Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.          Identify the physical &amp; social benefits that result from physical activity          Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles          Perform individual jump rope skills          Choreograph a group jump rope routine          Demonstrate a group jump rope routine</p>

<b>ASSESSMENT OF LEARNING</b>	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	Students will perform a group jump rope routine. The teacher will utilize a rubric that assesses the groups skill performance and ability to work together. (Physical & Social Domain)
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	Students earn points on their jump rope rubric at the end of each class based on their ability to work cohesively.
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students complete group routine lesson reflection that asks for insight into the process of working with a group towards a common goal.
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	At the end of each class during the jump rope unit, students are expected to have a certain amount of their routine complete (Ex: Lesson 1 = a clear introduction and the first 10 seconds of routine complete, Lesson 2 = the first 30 seconds complete)
<b>RESOURCES</b>	
<b>Core instructional materials:</b> Adventures in Creative Movement Activities, Second Edition. Marcia L. Lloyd Children Moving, A Reflective Approach to Teaching Physical Education, George Graham	
<b>Supplemental materials:</b> Jump rope clips from internet (group, partner, & solo routine)	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 5 Title	Team Application	Approximate Pacing	10
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>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).</b></p> <p><b>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</b></p> <p><b>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</b></p> <p><b>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</b></p> <p><b>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</b></p> <p><b>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).</b></p> <p><b>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</b></p> <p><b>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. (Ex. Students will discover that fields, courts, playing areas can be broken into different fractional parts and certain individuals can be spaced out within those different areas).</p>		<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex: Students will understand that the interpersonal skills they are demonstrating with their teammates are the same skills that employers are looking for when hiring)</p>	



Technology Standards:	Career Ready Practices:
<p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. (Ex: Students will demonstrate the ability to adjust their own original plans in order to provide what is best for the team. This includes playing positions that may not have been desired and sacrificing scoring opportunities to improve the team’s success. Videos of gameplay are used to model)</p>	<p>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 difference 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. (Ex: Students will contribute to their team in small group activities. Students will be aware that each member of their team provides value and deserves positive interactions.)</p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p>Why are rules so important in games?          What is the role of the people attending the game?          What is the role of an offensive player?          What is the role of a defensive player?          How does understanding game concepts impact my participation?</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b>            Safety first when participating in a game            The impact of positive communication for players and coaches            Purpose of boundaries and rules in team activities            Roles of offensive players            Roles of defensive players            Basic defensive principles            Basic offensive principles            How to creating space between them and an opponent            Proper conduct in pregame, postgame and during the game            Strategies and modification teams use to increase success</p>	<p><b>Students will be able to:</b>            Identify the safety concerns regarding the game or activity            Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.            Discuss the impact a positive approach can have with players and coaches            State the role of a spectator, coach, player, and official            Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.            Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings</p>

(i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p>Game Play Rubric (Rubric addresses space awareness, defensive principles, understanding of boundaries, offensive concepts)</p>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<p>Small sided game observation (Students engage in small sided games that increase their opportunities to respond by limiting participants and space.)</p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Safety First (Students complete a google form asking them to explain some basic ways to remain safe and limit some of the inherent risks of game play)</p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Position Worksheet (Students are asks to identify where players belong on the court and also identify some key terms used for either offense or defense such as block, save, score, advance, shot, clear, assist)</p>

**RESOURCES**

**Core instructional materials:**  
Children Moving, A Reflective Approach to Teaching Physical Education, George Graham

**Supplemental materials:**  
**OPEN Physical Education Resources (Online Physical Education Network)**

**Modifications for Learners**

See [appendix](#)