

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Physical Education Curriculum Guide

Grade 5

Adoption Date: August 15, 2022
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**WALDWICK SCHOOL DISTRICT
PE CURRICULUM- Grade 5**

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COURSE DESCRIPTION

The Mission of the 3-5 Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a physically educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive physical education program will not only develop life long learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Personal Physical Awareness	8-10 Weeks
2	Fitness	9-12 Weeks
3	Cooperative Activities	9-12 Weeks

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Unit 1: Personal Physical Awareness	Pacing Guide: 8-10 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> • What are specific skills I need to be successful when doing physical activities and how do I improve? • How can physical activity improve my wellness and my mood? • How can I move my body in different ways in response to different rhythms and tempos? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can gain a knowledge of vocabulary to improve personal wellness • I can recognize that my movements can impact the way I feel • I can recognize when to control my body in different spaces. • I can understand how to create different movements with rhythms. • I can understand how to control my body and stability with each physical activity. 	<p>2.2.3.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.3.LF.4: Identify and perform a variety of warm up and cool down activities that include stretching and breathing.</p> <p>2.2.3.MSC.1: Demonstrate body management skills and control when moving through personal and general space in relation to others.</p> <p>2.2.3.MSC.2: Explain individual movement sequences in response to various tempos, rhythms and movement styles.</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT demonstrate warm up and cool down activities that include stretching and breathing exercises ✓ SWBAT participate in various movement activities that require them to be aware of their movements and their body in relation to other people/things ✓ SWBAT demonstrate appropriate body control while participating in different movement activities 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		<p>Materials</p> <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Melt and Freeze Tag • Dog Catcher Tag 		Differentiation for Diverse Learners

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<ul style="list-style-type: none"> ● Bucket Stackers ● 5 Star ● Topple Tubes ● True and False Tag ● Deck of card fitness: Using a deck of cards each number and suit has its own fitness exercise that goes with it. Have teams work together and pick a card. They will perform the exercise together. Exercises can be changed for stretching or warming up. ● Guardian of the beanbags(3-5): 4-6 teams will start at the cones. One at a time they must make it through the gauntlet that is being protected by the defense players. Two defensive zones will be set up. There will be 1 defense in each zone and they can't leave their zone. If they tag someone they must go to the side and jog back to their cone. The next player can go. If they make it through both zones they collect 1 bean bag and bring it back to their bucket. Runners can't go back through zones, once they exit zone 1 they must go to zone 2. ● Dance activities: Cha Cha Slide, Cupid shuffle ● The floor is Lava: using different equipment for students to balance on and get across to the other side of the gym. Teamwork and cooperation. ●  3-5 Physical Education Activities 	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Peer to peer practice ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global ➤ Computer Science and Design Thinking: 8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development 	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target

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Unit 2: Fitness	Pacing Guide: 9-12 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I be physically active? ● How can being active improve my mood? ● How can I get better at different physical activities? ● How does being active improve my overall health? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can create enjoyment through physical activity. ● I can gain an understanding of different physical activities that are meant for everyone ● I can understand long term and short term benefits of regular physical activity ● I can participate and follow directions in a teacher lead activity that is age appropriate. ● I can evaluate my personal health and create appropriate fitness goals ● I can identify positive ways to improve my overall fitness and wellness 	<p>2.2.3.LF.1: Identify that there is a relationship between engaging in physical activities and enjoyment.</p> <p>2.2.3.LF.3: Explain why people choose to participate in different types of physical activities.</p> <p>2.2.3.PF.1: Identify the physical, social, emotional benefits of regular physical activity.</p> <p>2.2.3.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).</p> <p>2.2.3.PF.4: Develop a short term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility) to evaluate personal health.</p> <p>2.2.3.PF.5: Identify factors that influence healthy lifestyle choices.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify how being physically active improves physical and mental health ✓ SWBAT develop a short term health goal ✓ SWBAT evaluate their lifestyle and determine where they can make healthy choices 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. ● District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. ● Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		<p>Materials</p> <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc

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<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● True and False Tag ● Tabata warm up: Kid's tabata ● Tennis Ball Scramble ● Guard the Cookie Jar ● Treasure Hunt ● Racetrack Fitness: (3-5): Students will be with a partner. One partner will be on the outside of the "track" performing a locomotor movement. The other partner will be in the middle of the "track" performing a fitness or flexibility exercise. ● Stations: Set up 4 or 5 stations with different activities. Allow students to rotate through each one. During transition, ask students why they like different stations over others. ● Pirate Ball: similar to capture the flag but collect one color thing from each area. ● Everyone is "IT" Cardiovascular Endurance Activity. All students move to open space and watch out for each other. Everyone can tag everyone. If you get tagged you go down on one knee and wait for someone to untag you. When you get untagged you get back in the game and tag whomever you want. It is a never ending tag game. ● Rob the nest ● Cross Fire - Students are divided into two teams. There is one big ball target (like a stability ball). The object of the game is to throw the small balls at the big ball to move it across the gym to cross the other team's endline. Students may not touch the big ball. If the big ball touches them, they have to sit out on the side, until a new round begins. ● Health Related Fitness- Muscular strength, muscular endurance, flexibility, cardiorespiratory endurance ● Skill related fitness- endurance, strength, speed, agility, flexibility, balance ●  3-5 Physical Education Activities 	<p style="text-align: center;">Differentiation for Diverse Learners</p> <hr/> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Peer to peer practice ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target <hr/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global ➤ Computer Science and Design Thinking: 8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development 	

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Unit 3: Cooperative Activities	Pacing Guide: 9-12 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can moving well in different ways help me be successful in sports and games? ● How do I improve my skills? ● What can I do to help my team? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can perform locomotor activities while involved in a game setting. ● I can listen to feedback and correct skills. ● I can be responsible for my actions. ● I can move my body in a controlled manner in personal space. ● I can be a team player and accepting of others ● I can be physically active within my community 	<p>2.2.3.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).</p> <p>2.2.3.MSC.5: Correct movement skills in response to external feedback. Reflect on how the feedback improves performance.</p> <p>2.2.3.MSC.6 Identify and demonstrate appropriate behaviors and etiquette while participating in and viewing activities, games, sports and other events contribute to a safe environment.</p> <p>2.2.3.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.3.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.3.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT demonstrate correct movement skills in a game while making corrections based on feedback ✓ SWBAT reflect on how appropriate feedback helps them improve their skills ✓ SWBAT identify behaviors of good sportsmanship 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. ● District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. 		<p>Materials</p> <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc

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<ul style="list-style-type: none"> Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 	
<p>Suggested Activities:</p> <ul style="list-style-type: none"> Builders and Bulldozers Mirror TagHula Hut Relay Race Bucket Stackers Blob Tag Gaga Ball Pillo Polo: similar to hockey. Students will work on passing, dribbling and shooting skills. Steal the bacon and small lead up games. Bowling day(3-5): Set up a bowling alley. Each kid has a role within the lane. One student keeps score and gives feedback to the student and the other student resets the pin. 4 square: Rules are attached. Students need to pay attention, understand the rules and show good behavior while waiting to get back in. Striker Ball Can Jam or Dice bonk(3-5): 3 person kickball: Students will work in 3 positions. 1 is the kicker, 1 is the pitcher and 1 is the fielder. The pitcher will roll the ball to the kicker who will kick the ball. The fielder is responsible for getting to the ball as quickly as possible and yelling STOP. If they touch the cone before they get a point. Then they rotate. Kicker becomes fielder, fielder becomes pitcher and pitcher becomes kicker. Pitcher must say "PLAY BALL" before pitching. *Modify that they can score more than 1 run by touching the cone and then home plate.  3-5 Physical Education Activities 	<p>Differentiation for Diverse Learners</p>
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