



Leonia School District

Physical Education - Grade 5

Course Description

5th grade Physical education is a full year course that meets every other day. The goal of the course is to keep the students moving for the majority of the class time while teaching them skills that will foster lifelong fitness. Instruction is designed to develop knowledge, motor skills, sportsmanship and confidence in physical fitness. This course will cover all five components of physical fitness; cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. By the end of the course the students will understand the benefits that regular exercise can provide to a person's physical, social and mental health.

Pacing Guide

Time Frame	Unit Title
12 Weeks	Unit 1: Fitness (fitness testing, jump rope, fitness stations, walking)
16 Weeks	Unit 2: Team Sports (soccer, football, volleyball, basketball, floor hockey, wiffleball, scooter games, frisbee)
12 Weeks	Unit 3: Individual Activities and Paddle Games (pickleball, paddleball, ping pong, badminton, bowling, rock climbing)

Unit 1 - Fitness

Goals/Objectives of Unit:

- Summarize short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Build an effective movement and physical fitness vocabulary
- Recognize factors that generate positive emotions from participating in movement
- Demonstrate ability to work with students of all fitness levels
- Evaluate personal attributes as they relate to career options in physical activity and health profession

Core Instructional Resources/Materials:

- Fitnessgram CD, charts, packets and instructions
- Jump Ropes
- Lap Cards
- Hole Punchers
- Fitness Station equipment (dumbbells, step-ups, medicine balls, peg wall, yoga mats, etc)

NJ-Student Learning Standards:

- 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).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 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).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
- 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.
- 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.
- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
- 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).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 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).
- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. • 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing

Unit 2 - Team Sports

Goals/Objectives of Unit:

- Explain the rules of each team sport learned in class
- Apply defensive and offensive strategies when applicable
- Show successful skill techniques on skill/drill days
- Demonstrate the transition of movement skills from skill practice into games
- Demonstrate control of the body in relationship between force, flow, time, and space in interactive dynamic environments.
- Analyze feedback from others and determine how to improve performance
- Illustrate how individual and team goals are achieved when applying effective strategies in games.
- Summarize short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Review how mental and emotional endurance over time will enhance performance and wellness.
- Investigate how community resources can provide participation in physical activity for life

Core Instructional Resources/Materials:

- Individual sports equipment for each sport (soccer balls, volleyballs, basketballs, footballs, scooters, ect.)
- Pinnies
- Scoreboard
- Cones
- Nets
- Skill equipment (targets, markers, ect.)

NJ-Student Learning Standards:

- 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).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 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).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
- 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.
- 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.
- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
- 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).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 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).

2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. • 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing

Unit 3 - Individual Activities and Paddle Games

Goals/Objectives of Unit:

- Explain the rules of each individual sport or activity learned in class
- Apply defensive and offensive strategies when applicable
- Show successful skill techniques on skill/drill days
- Demonstrate the transition of movement skills from skill practice into games
- Demonstrate control of the body in relationship between force, flow, time, and space in interactive dynamic environments.
- Analyze feedback from others and determine how to improve performance
- Illustrate how individual goals are achieved when applying effective strategies in games.
- Summarize short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Review how mental and emotional endurance over time will enhance performance and wellness.
- Investigate how community resources can provide participation in physical activity for life

Core Instructional Resources/Materials:

- Individual game equipment (paddles, balls, nets, ect.)
- Scoreboard
- Floor Tape
- Dividers

NJ-Student Learning Standards:

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2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

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).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

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.

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.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

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).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

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2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing

General Assessments (may include but not limited to):

Possible Summative Assessment:

- Benchmark Assessments through fitnessgram testing
- Pre/Post Assessments
- Verbal Gameplay/Rule quiz
- Students will participate in the activity in class to the best of their ability
- Teacher observation

Optional Daily Assessment:

- Exit ticket/survey (game/web-based: [Kahoot!](#), [Pear Deck](#), [EdPuzzle](#), [Plickers](#), [Quizizz](#), [FlipGrid](#), Google Suite)
- Reflection/self-assessment tool
- Graphic organizers
- Anecdotal notes/teacher observations