

# **Hoboken Public Schools**

## **Grade 5 Physical Education**



**Updated SY 25-26**

# Grade 5 Physical Education

HOBOKEN PUBLIC SCHOOLS

## Course Description

The Fifth Grade Physical Education Curriculum is designed to develop students' knowledge and skills in a physically active setting. Successful preparation for the opportunities, rigors, and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. To that end, this comprehensive physical education program guides fifth graders in developing health related fitness, physical competence, and positive attitudes about physical activity. The goal of the curriculum is that all students will gain the emotional literacy knowledge and skills necessary in achieving healthy and active lifestyles.

The Fifth Grade Physical Education Curriculum consists of four units of study that provide unique activities and experiences that are designed to support the goals of the curriculum and student use of critical thinking and problem-solving skills. Lessons address the 2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education using disciplinary concepts such as movement skills, personal growth and development, and physical and lifelong fitness.

## Overarching Course Resources

- [2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education Standards](#)
- [Kids Health](#)
- [PE Central](#)
- [TeacherTube](#)
- [Nearpod](#)
- [Health Reference Center](#)
- [Discovery Education](#)
- All Physical Education related items, i.e. basketballs, soccer balls, volleyballs with nets, footballs et al.

## Course Overview/Pacing Guide

| Unit | Unit Title                      | Time Frame           | <a href="#">2020<br/>NJSLS-CHP<br/>E Standards</a> |
|------|---------------------------------|----------------------|----------------------------------------------------|
| 1    | Locomotor & Manipulative Skills | September - November | 2.1, 2.2                                           |
| 2    | Lifetime Fitness                | December - February  | 2.1, 2.2                                           |

|          |                   |               |          |
|----------|-------------------|---------------|----------|
| <b>3</b> | Cooperative Games | March - April | 2.1, 2.2 |
| <b>4</b> | Team Sports       | May - June    | 2.1, 2.2 |

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## **Unit 1 - Locomotor & Manipulative Skills**

**Timeframe: September - November**

### **Overview**

In this unit, students will engage in activities that will assist in developing locomotor skills and physical fitness. Students will continue to work on movement skills and concepts that will be beneficial for their personal growth and development. This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.

### **Essential Questions**

- What locomotor skills are used in soccer, football, and other sports?
- How can students demonstrate good sportsmanship?
- Why is dynamic stretching or dynamic cardiovascular warm up prior to physical activity important?

### **Essential Learning Outcomes (Students will be able to)**

- Students will demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.
- Students will explain and perform movement skills with appropriate control.
- Students will perform locomotor skills with developmentally appropriate control through practice of physical activities.
- Students will develop the necessary body control to improve stability and balance during movement and physical activity.

### **2.1 Personal and Mental Health Standards Addressed**

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).

### **2.2 Physical Wellness Standards Addressed**

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.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, and recreational activities).

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

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

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).

#### **Assessments (Formative, Summative, Benchmark, Alternative):**

- Formal assessments by way of tests and quizzes
- Journal responses in written or pictorial form
- Peer to peer or class discussions
- Skill performance assessments
- Wellness exams
- Multimedia presentation
- Vocabulary quizzes
- Entry and exit tickets

**Benchmark: *From Feelings to Choices*** — Reflection connecting emotions to behaviors and help-seeking supports.

**Benchmark: *Protect & Prevent*** — Demonstrate strategies to reduce risk at home/school/community and outline first-aid basics.

**Benchmark: *Fuel for Life*** — One-week meal plan balancing nutrients and activity; explain disease-risk reduction.

**Benchmark: *ATOD Prevention Campaign*** — Evidence-based messaging and refusal skills in a class campaign.

**Benchmark: *Boundaries & Respect*** — Explain bodily autonomy, stereotypes, and respectful interactions

#### **Differentiation**

##### ***Special Education Students:***

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Extended time for revisions or opportunity to identify and develop areas of personal interest.

##### ***English Language Learners:***

- Invite students to explore different points of view on a topic of study and compare.
- Translated literature on tape.

***Skills Fragile Students:***

- Encourage students to make transformations-use a common task or item in a different way.
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***504 Students:***

- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
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- Extended time for revisions or opportunity to identify and develop areas of personal interest.

***Gifted and Talented Students:***

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student led research.

**Integration of 2020 Career Readiness Life Literacies and Key Skills**

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.

9.4.2. CT.3 Use a variety of types of thinking to solve problems.

9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.

9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks to develop artifacts.

**Interdisciplinary Concepts**

- Math: incorporate measuring and graphing, geometry, patterns and functions, probability and statistics, and logic.
- Science: incorporate identifying body parts, muscles and bones, learning about different systems of the body, learning about simple machines such as levers and weather patterns
- Social Studies: incorporate customs and cultures from around the world, Olympics history, modes of transportation, and map reading.
- English Language Arts: incorporate spelling, vocabulary, comprehension, question and answers, and critical listening.

**DEI & Statutory Topics Integration Chart**

| Area                               | Lesson Integration (Lesson name & description)                                                                         | Standards Alignment                              |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Amistad / African American History | Voices of Respect — short bios of African American athletes/advocates; fairness & perseverance; cooperative challenge. | 2.1.5.SSH.3; 2.1.5.EH.4; 2.2.5.PF.2; 2.2.5.MSC.7 |
| AAPI Contributions                 | Culture & Movement — explore an AAPI-origin game/dance; reflect on cultural traditions and teamwork.                   | 2.1.5.SSH.3; 2.2.5.MSC.1, .7; 2.2.5.PF.2         |
| Civics / Media Literacy            | Digital Kindness Pledge — identify respectful digital behaviors; class pledge; PSA on online respect.                  | 2.3.5.PS.4; 9.4.5.DC.1, .3, .6                   |
| Financial Literacy                 | Snack Smart on a Budget — compare labels and prices; choose healthy, affordable snacks and justify choices.            | 2.1.5.PGD.1; 9.4.5.IML.1, .6; 9.2.*              |
| Career Education                   | Health Helpers in Our Community — nurse/EMT/coach roles; help-seeking scripts; community mapping.                      | 2.1.5.CHSS.1–2; 2.2.5.LF.5                       |
| Holocaust Education                | Upstanders & Empathy — age-appropriate focus on kindness/inclusion; class ‘upstander’ plan tied to anti-bullying.      | 2.1.5.SSH.6–7; 2.1.5.EH.1–4                      |

**Benchmarks (per unit)**

- Benchmark: Resolve & Respect — Role-play demonstrates de-escalation, help-seeking, and reporting steps for bullying/cyberbullying.
- Benchmark: Label Literate — Compare two foods, identify nutrients/fiber, and justify the healthier choice using evidence.

- Benchmark: ATOD Awareness PSA— 60-second prevention message using accurate facts and refusal strategies.
  - Benchmark: Move with Control— Demonstrate locomotor/manipulative skills with correct form and safety rules in a small-sided activity.
  - Benchmark: Fitness for Life — Set a personal fitness goal with baseline and follow-up check using health-related indicators.
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## **Unit 2 - Lifetime Fitness**

**Timeframe: December - February**

### **Overview**

In this unit, students will learn that lifetime fitness depends upon understanding how each fitness component is developed and measured. Students will engage in physical activities that allow for health and wellness throughout their lifetime. Students will continue to work on movement skills and concepts through activities that will be beneficial for their personal growth and development.

### **Essential Questions**

- How can developing physical skills contribute to a lifetime of physical fitness?
- How can recreational activities contribute to health and wellness across a lifetime?
- How can you continue your health and wellness journey through your lifetime?

### **Essential Learning Outcomes**

- Students will determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Students will participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Students will develop a health-related fitness goal and track progress using health/fitness indicators.
- Students will determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
- Students will perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

### **2.1 Personal and Mental Health Standards Addressed**

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).

### **2.2 Physical Wellness Standards Addressed**

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.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, and recreational activities).

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

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.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 exercises (e.g., dynamic cardiovascular warm -up exercises, martial arts, aerobics, yoga).

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

#### **Assessments (Formative, Summative, Benchmark, Alternative):**

- Formal assessments by way of tests and quizzes
- Journal responses in written or pictorial form
- Peer to peer or class discussions
- Skill performance assessments
- Wellness exams
- Multimedia presentation
- Vocabulary quizzes
- Entry and exit tickets

**Benchmark: *From Feelings to Choices*** — Reflection connecting emotions to behaviors and help-seeking supports.

**Benchmark: *Protect & Prevent*** — Demonstrate strategies to reduce risk at home/school/community and outline first-aid basics.

**Benchmark: *Fuel for Life*** — One-week meal plan balancing nutrients and activity; explain disease-risk reduction.

**Benchmark: *ATOD Prevention Campaign*** — Evidence-based messaging and refusal skills in a class campaign.

**Benchmark: *Boundaries & Respect*** — Explain bodily autonomy, stereotypes, and respectful interactions

#### **Differentiation**

##### ***Special Education Students:***

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.

- Extended time for revisions or opportunity to identify and develop areas of personal interest.

***English Language Learners:***

- Invite students to explore different points of view on a topic of study and compare.
- Translated literature on tape.

***Skills Fragile Students:***

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***Gifted and Talented Students:***

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student led research.

**Integration of 2020 Career Readiness Life Literacies and Key Skills**

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.

9.4.2. CT.3 Use a variety of types of thinking to solve problems.

9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.

9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks to develop artifacts.

**Interdisciplinary Concepts**

- Math: incorporate measuring and graphing, geometry, patterns and functions, probability and statistics, and logic.

- Science: incorporate identifying body parts, muscles and bones, learning about different systems of the body, learning about simple machines such as levers and weather patterns
- Social Studies: incorporate customs and cultures from around the world, Olympics history, modes of transportation, and map reading.
- English Language Arts: incorporate spelling, vocabulary, comprehension, question and answers, and critical listening.

#### DEI & Statutory Topics Integration Chart

| Area                               | Lesson Integration (Lesson name & description)                                                                         | Standards Alignment                              |
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| AAPI Contributions                 | Culture & Movement — explore an AAPI-origin game/dance; reflect on cultural traditions and teamwork.                   | 2.1.5.SSH.3; 2.2.5.MSC.1, .7; 2.2.5.PF.2         |
| Civics / Media Literacy            | Digital Kindness Pledge — identify respectful digital behaviors; class pledge; PSA on online respect.                  | 2.3.5.PS.4; 9.4.5.DC.1, .3, .6                   |
| Financial Literacy                 | Snack Smart on a Budget — compare labels and prices; choose healthy, affordable snacks and justify choices.            | 2.1.5.PGD.1; 9.4.5.IML.1, .6; 9.2.*              |
| Career Education                   | Health Helpers in Our Community — nurse/EMT/coach roles; help-seeking scripts; community mapping.                      | 2.1.5.CHSS.1–2; 2.2.5.LF.5                       |
| Holocaust Education                | Upstanders & Empathy — age-appropriate focus on kindness/inclusion; class                                              | 2.1.5.SSH.6–7; 2.1.5.EH.1–4                      |

|  |                                         |  |
|--|-----------------------------------------|--|
|  | 'upstander' plan tied to anti-bullying. |  |
|--|-----------------------------------------|--|

### **Benchmarks (per unit)**

- Benchmark: Resolve & Respect — Role-play demonstrates de-escalation, help-seeking, and reporting steps for bullying/cyberbullying.
- Benchmark: Label Literate — Compare two foods, identify nutrients/fiber, and justify the healthier choice using evidence.
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- Benchmark: Move with Control— Demonstrate locomotor/manipulative skills with correct form and safety rules in a small-sided activity.
- Benchmark: Fitness for Life — Set a personal fitness goal with baseline and follow-up check using health-related indicators.

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## **Unit 3 - Cooperative Games**

**Timeframe: March - April**

### **Overview**

In this unit, students will engage in games that will assist in developing motor skills and physical fitness. Students will focus on cooperation and communication, to work with their peers as a team.

### **Essential Questions**

- How does being healthy contribute to safe and improved performance?
- How do teamwork and games go together?
- How is the concept of good sportsmanship important?

### **Essential Learning Outcomes**

- Students will demonstrate previously learned skills into a live game play setting including agility, coordination, and flexibility.
- Students will summarize good sportsmanship and teamwork.
- Students will apply different strategies between offense and defense.

### **2.1 Personal and Mental Health Standards Addressed**

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).

### **2.2 Physical Wellness Standards Addressed**

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.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, and recreational activities).

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

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).

### **Assessments (Formative, Summative, Benchmark, Alternative)**

- Formal assessments by way of tests and quizzes
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### **Differentiation**

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9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.

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**Interdisciplinary Concepts**

- Math: incorporate measuring and graphing, geometry, patterns and functions, probability and statistics, and logic.
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**Benchmarks (per unit)**

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## **Unit 4 - Team Sports**

**Timeframe: May - June**

### **Overview**

In this unit, students will engage in team sports such as volleyball, basketball, and racquet sports that will assist in developing locomotor skills and physical fitness. Teamwork is a focus as students also work on cooperating with peers. This unit enables students to understand the components of health related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).

### **Essential Questions**

- What are the different skills used in playing team sports?
- What are the different types of rules used in team sports and why are they important when playing?
- How can you demonstrate and apply good sportsmanship and respect to others?

### **Essential Learning Outcomes**

- Students will be able to work well together to succeed in the game while applying rules and strategies.
- Students will use previously learned skills in a real game play setting
- Students will act as good team players and show good sportsmanship and respect for all students' abilities and skills.
- Students will demonstrate, practice, and perform different sets of team sport specific skills.

### **2.1 Personal and Mental Health Standards Addressed**

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).

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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, and recreational activities).

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

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| AAPI Contributions                 | Culture & Movement — explore an AAPI-origin game/dance; reflect on cultural traditions and teamwork.                   | 2.1.5.SSH.3; 2.2.5.MSC.1, .7; 2.2.5.PF.2         |
| Civics / Media Literacy            | Digital Kindness Pledge — identify respectful digital behaviors; class pledge; PSA on online respect.                  | 2.3.5.PS.4; 9.4.5.DC.1, .3, .6                   |
| Financial Literacy                 | Snack Smart on a Budget — compare labels and prices; choose healthy, affordable snacks and justify choices.            | 2.1.5.PGD.1; 9.4.5.IML.1, .6; 9.2.*              |
| Career Education                   | Health Helpers in Our Community — nurse/EMT/coach roles; help-seeking scripts; community mapping.                      | 2.1.5.CHSS.1–2; 2.2.5.LF.5                       |
| Holocaust Education                | Upstanders & Empathy — age-appropriate focus on kindness/inclusion; class ‘upstander’ plan tied to anti-bullying.      | 2.1.5.SSH.6–7; 2.1.5.EH.1–4                      |

**Benchmarks (per unit)**

- Benchmark: Resolve & Respect — Role-play demonstrates de-escalation, help-seeking, and reporting steps for bullying/cyberbullying.
- Benchmark: Label Literate — Compare two foods, identify nutrients/fiber, and justify the healthier choice using evidence.

- Benchmark: ATOD Awareness PSA— 60-second prevention message using accurate facts and refusal strategies.
- Benchmark: Move with Control— Demonstrate locomotor/manipulative skills with correct form and safety rules in a small-sided activity.
- Benchmark: Fitness for Life — Set a personal fitness goal with baseline and follow-up check using health-related indicators.