Course Title: Physical Education

Subject: Physical Education

Grade Level: 5th & 6th grade

Duration: Full Year - 2 days of a 6 day cycle

Prerequisite: N/A

Elective or Required: Required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description: Students will be provided the opportunity to participate in skill development, lead up games, team sports, and physical fitness activities. Students will receive instruction in rules, skills and strategies associated with different sports as well as learning experiences involving problem solving and physical conditioning activities. While applying these skills students will be encouraged to incorporate good sportsmanship, cooperation, leadership, fair play, and friendly competition.

Author: Domenic Curfman
Date Submitted: Summer 2014
Physical Education

Topic/Unit: Invasion Games

Duration: Approximately 12 Weeks

Essential Questions:
What is the aim/purpose of the game students are playing?
What skills do students need to do to be successful in that game?
How can students monitor and adjust their activity level during games to increase fitness?
What role does positive communication have during game play?
How can students resolve conflict so they can continue playing?
What are the ways in which many tactics/strategies are transferable across different games/sports?
Why do you think rules in games have changed over the years?
How have those rule changes affected the way the games are played?

Upon completion of this unit students will be able to:

- 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). (2.5.6.A.1)
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. (2.5.6.A.2)
- Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. (2.5.6.A.4)
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. (2.5.6.B.1)
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. (2.5.6.B.2)
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. (2.5.6.C.1)
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. (2.5.6.C.2)
- Relate the origin and rules associated with certain games, sports, and dances to different cultures. (2.5.6.C.3)
- Determine to what extent various activities improve skill-related fitness versus health-related fitness. (2.6.6.A.2)
- Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. (2.1.6.D.1)
- Use effective decision-making strategies. (2.2.6.B.1)
- Determine how conflicting interests may influence one’s decisions. (2.2.6.B.3)
- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. (2.2.6.A.2)
- Explain how character and core ethical values can be useful in addressing challenging situations. (2.2.6.C.1)
Develop ways to proactively include peers with disabilities at home, at school, and in community activities. (2.2.6.C.3)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- **Soccer**
  - Rules
  - Skills
  - Strategies
  - Lead up Games
  - Mini Games
  - Sport Education

- **Floor Hockey**
  - Rules
  - Skills
  - Strategies
  - Lead up Games
  - Mini Games
  - Sport Education

- **Basketball**
  - Rules
  - Skills
  - Strategies
  - Lead up Games
  - Mini Games

Methods of Assessments/Evaluation:

- Preparation
- Participation
- Sportsmanship
- Self-Evaluation
- Peer Observation
- Class & Group Discussion
- Teacher Observation- small and whole group

Resources/Including Online Resources

- Teacher Webpage
- [www.pecentral.com](http://www.pecentral.com)
Physical Education

Topic/Unit: Net/Wall, Striking/Fielding & Target Games

Duration: Approximately 12 Weeks

Essential Questions:
What is the aim/purpose of the game they are playing?
What skills do students need to do to be successful in that game/activity?
What are the proper physical mechanics of the skills needed to be successfully during activity?
Can students apply strategies to be successful during games/activities?
What role does positive communication have during game play?
How can students resolve conflict so they can continue playing?

Upon completion of this unit students will be able to:

- 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). (2.5.6.A.1)
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. (2.5.6.A.2)
- Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. (2.5.6.A.4)
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. (2.5.6.B.1)
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. (2.5.6.B.2)
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. (2.5.6.C.1)
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. (2.5.6.C.2)
- Relate the origin and rules associated with certain games, sports, and dances to different cultures. (2.5.6.C.3)
- Determine to what extent various activities improve skill-related fitness versus health-related fitness. (2.6.6.A.2)
- Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. (2.1.6.D.1)
- Use effective decision-making strategies. (2.2.6.B.1)
- Determine how conflicting interests may influence one’s decisions. (2.2.6.B.3)
- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. (2.2.6.A.2)
- Explain how character and core ethical values can be useful in addressing challenging situations. (2.2.6.C.1)
- Develop ways to proactively include peers with disabilities at home, at school, and in community activities. (2.2.6.C.3)

Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards)
- **Standard 9.1 21st-Century Life & Career Skills**
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- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Volleyball
  - Rules
  - Skills
  - Strategies
  - Lead up Games
  - Mini Games
- Soccer Baseball
  - Rules
  - Skills
  - Strategies
  - Mini Games
- Badminton
  - Rules
  - Skills
  - Strategies
  - Lead up Games
  - Mini Games
- Throwing and Striking Activities
  - Rules
  - Skills
  - Strategies
  - Lead up Games
  - Skill Challenges
  - Mini Games

Methods of Assessments/Evaluation:
- Preparation
- Participation
- Sportsmanship
- Self-Evaluation
• Peer Observation
• Teacher Observation- small and whole group

Resources/Including Online Resources
• Teacher Webpage
• www.pecentral.com
• www.peuniverse.com
• www.pe4life.org
• http://www.sparkpe.org

Physical Education

Topic/Unit: Fitness/Dance

Duration: Approximately 8 Weeks

Essential Questions:
How does participation in aerobic and anaerobic activities improve physical fitness?
Why is it important to know your current level of fitness?
Why is it important to set fitness goals?
How do fitness concepts apply to everyday life?
How does maintaining balance help when performing various dance moves?
How are steps broken down within a dance?
What are the steps in planning a dance routine?

Upon completion of this unit students will be able to:
• 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). (2.5.6.A.1)
• Explain concepts of force and motion and demonstrate control while modifying force,
  flow, time, space, and relationships in interactive dynamic environments. (2.5.6.A.2)
• Create and demonstrate planned movement sequences, individually and with others,
  based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
  (2.5.6.A.3)
• Use self-evaluation and external feedback to detect and correct errors in one’s movement
  performance. (2.5.6.A.4)
• Relate the origin and rules associated with certain games, sports, and dances to different
  cultures. (2.5.6.C.3)
• Analyze the social, emotional, and health benefits of selected physical experiences.
  (2.6.6.A.1)
• Determine to what extent various activities improve skill-related fitness versus health-
  related fitness. (2.6.6.A.2)
• 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. (2.6.6.A.3)
• Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. (2.6.6.A.4)
• Relate physical activity, healthy eating, and body composition to personal fitness and health. (2.6.6.A.5)
• Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. (2.6.6.A.6)
• Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health. (2.6.6.A.7)

Interdisciplinary Standards (njcacs.org & Common Core Reading/Writing Standards)
• **Standard 9.1 21st-Century Life & Career Skills**
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• **Standard 6.3 Active Citizenship in the 21st Century**
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Activities:
• Line Dances
• Hip Hop Dances
• Choreograph Original Dance
• Fitness Gram Testing
  - Pre-Test
  - Post-Test
• Aerobic Exercise
• Anaerobic Exercise

Methods of Assessments/Evaluation:
• Preparation
• Participation
• Sportsmanship
• Fitness Gram Testing
• Self-Evaluation
• Peer Observation
• Teacher Observation- small and whole group

Resources/Including Online Resources
• Teacher Webpage
• [www.fitnessgram.net](http://www.fitnessgram.net)
Physical Education

Topic/Unit: Cooperative Activities

Duration: Approximately 3 Weeks

Essential Questions:
What skills are necessary to work as a team?
How does good communication affect the success of a group?
How does exchanging ideas solve problems?
How does working as a group influence decision making?
How do you recognize effective leaders?
How do strategies differ for each challenging situation?

Upon completion of this unit students will be able to:

- Use effective decision-making strategies. (2.2.6.B.1)
- Determine how conflicting interests may influence one’s decisions. (2.2.6.B.3)
- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. (2.2.6.A.2)
- Explain how character and core ethical values can be useful in addressing challenging situations. (2.2.6.C.1)
- Develop ways to proactively include peers with disabilities at home, at school, and in community activities. (2.2.6.C.3)
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. (2.5.6.B.1)
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. (2.5.6.B.2)
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. (2.5.6.C.1)
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. (2.5.6.C.2)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

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Activities:
- Ice Breakers
- Trust Activities
- Games
- Group Challenges

Methods of Assessments/Evaluation:
- Preparation
- Participation
- Sportsmanship
- Self-Evaluation
- Peer Observation
- Class & Group Discussion
- Teacher Observation- small and whole group

Resources/Including Online Resources
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- www.peuniverse.com
- www.pe4life.org
- http://www.sparkpe.org