The Woodland Park Physical Education Program Develops motor skills and teachers concepts of movement through a wide variety of activities. Students experience enjoyment and a heightened awareness of the benefits of movement and fitness. This is the foundation for a lifetime of activity and wellness. Physical Education is for all students.

Our program focuses on individual learning needs, thereby developing confidence and self-esteem as students strive to perform at their individual best. By actively participating, students learn effective stress management skills that enhance physical and emotional wellbeing. This self-discovery educates the students about their strengths and aids them in setting realistic goals.

Through participation in our Physical Education Program, social skills such as effective communication, conflict resolution, tolerance and cooperative group plat are developed. All of these aspects combined help our students become well rounded. Our district’s commitment is to empower students to choose lifetime physical activities that lead to a more productive healthy lifestyle.

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| Pacing Guide | | | | | |
| Content Area: Physical Education | | | | | |
| Grade Level: Fifth | | | | | |
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|  | Unit Title: Cardiovascular and Conditioning Training | |  | Four Weeks |  |
|  | Unit Title: Field Games/ Football/ Flag Football | |  | Four Weeks |  |
|  | Unit Title: Field Games/ Soccer | |  | Four Weeks |  |
|  | Unit Title: Invasion Games/ Basketball | |  | Four Weeks |  |
|  | Unit Title: Paddle Games/ Ping-Pong | |  | Four Weeks |  |
|  | Unit Title: Paddle Games/ Pickleball | |  | Four Weeks |  |
|  | Unit Title: Net Games/ Volleyball | |  | Four Weeks |  |
|  | Unit Title: Base Type Games | |  | Four Weeks |  |
|  | Unit Title: Dance | |  | Four Weeks |  |
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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title:**   **Cardiovascular And Conditioning Training** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **Cardiovascular And Conditioning Training** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  [**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle**](http://www.state.nj.us/education/cccs/standards/2/2-6.htm)  Cumulative Progress Indicators:   * **2.5.6.A.2:** 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.3:** 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.4:** Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **2.6.6.A.3:** 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.4:** Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. * **2.6.6.A.6:** Explain and apply the training principles of frequency, intensity, time, and type ([FITT](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_fitt.html)) to improve personal fitness. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various fitness training principles to help develop and maintain a healthy, active lifestyle. * Students will understand how to apply various fitness training principles to help develop and maintain a healthy, active lifestyle. | Essential Questions:   * Why is it important to slowly get your body moving before participating in physically active tasks? * What does it mean to “cool down”? |
| Knowledge and Skills:   * Understand what cardiovascular endurance, muscular strength/endurance, and flexibility are. * Participate in various types of activities pertaining to cardiovascular and conditioning. * Participate in warm-up, cool-down, and varied cardiovascular endurance, muscular strength/endurance, and flexibility exercises. * Assess one’s own body while engaging in fitness related activities and exercises. | Demonstration of Learning:   * Self-Assessment * Finding/Recording Resting Heart Rate and Target Heart Rate * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Finding Resting Heart Rate and Target Heart Rate * 1 Mile Run/Walk * V-Sit and Reach * Pacer * FitnessGram Assessment (curl-ups, push-ups, etc.) | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title:**   **Field Games [Football/Flag Football]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **FIELD GAMES [FOOTBALL/FLAG FOOTBALL]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * **2.5.6.A.2:** 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.3:** 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.4:** Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **2.6.6.A.3:** 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. * **2.5.6.B.1:** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. * **2.5.6.B.2:**Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Football and/or Football related activities. * Students will continue to develop ball handling skills when catching and throwing football. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * Is there a right way to catch and throw a ball? * What does it take to become good at something? * Can everyone be successful at every sport they try? |
| Knowledge and Skills:   * Explain and demonstrate how to properly throw a football * Explain and demonstrate how to properly catch a football * Identify the basic rules when engaging in football or football related activities. * Identify basic football terminology * Identify the general roles of offense and defense when engaging in football or football related activities. | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * 40 yard dash relay race * Snap, catch, and pass games for throwing and catching * Target practice | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title:**   **FIELD GAMES [SOCCER]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **FIELD GAMES [SOCCER]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * 2.5.6.A.2: 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.3: 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.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. * 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. * 2.6.6.A.3: 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. * 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. * 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. * 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Soccer and Soccer related activities. * Students will continue to develop ball handling skills including (but not limited to) dribbling, passing, and shooting. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * How can one build stamina to run across a soccer field for an extended time? * What kind of coordination is needed in the game of soccer? |
| Knowledge and Skills:   * Explain and demonstrate how to dribble a soccer ball * Explain and demonstrate how to properly trap the soccer ball * Explain and demonstrate the components of kicking and passing the soccer ball * Identify the basic rules when engaging in soccer or soccer related activities * Identify basic soccer terminology * Identify the general roles of offense and defense when engaging in soccer or soccer related activities | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Dribbling and Passing Relay Races * Target Practice for dribbling, passing, and shooting * “Monkey in the Middle” for passing | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title:**   **INVASION GAMES [BASKETBALL]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **INVASION GAMES [BASKETBALL]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators: **2.5.6.A.2:** 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.3:** 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.4:** Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **2.6.6.A.3:** 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. * **2.5.6.B.1:** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. * **2.5.6.B.2:**Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Basketball and Basketball related activities. * Students will continue to develop ball handling skills including (but not limited to) dribbling, passing, and shooting. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the basic components to dribbling a basketball? (e.g. use fingertips, knees bent, eyes up) * What are the 3 main types of passes necessary for engaging in basketball or basketball related activities? (e.g. bounce, chest, overhead) * What is the proper placement of the hands on the basketball when shooting? (e.g. dominant hand under ball, non-dominant hand “guide hand” alongside, use fingertips) |
| Knowledge and Skills:   * Explain and demonstrate how to dribble a basketball * Explain and demonstrate how to properly prepare to catch the basketball when passing. * Explain and demonstrate the components of a bounce pass, chest pass, and overhead pass. * Identify the basic rules when engaging in basketball or basketball related activities. * Identify basic basketball terminology * Identify the general roles of offense and defense when engaging in basketball or basketball related activities | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Dribbling Relay Races * “Around the World” Shooting Game * “H.O.R.S.E” Shooting Game * “Steal the Bacon” basketball game | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title:**   **PADDLE GAMES [PING PONG]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **PADDLE GAMES [PING PONG]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * **2.5.6.A.2:** 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.3:** 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.4:** Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **2.6.6.A.3:** 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. * **2.5.6.B.1:** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. * **2.5.6.B.2:**Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Ping Pong and Ping Pong related activities. * Students will develop ball/paddle handling skills including (but not limited to) serving, forehand, backhand, smash. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the basic components when hitting, serving, striking ping pong ball? * What are the ways to hit a ping pong ball during game play? * What equipment is needed in order to engage in ping pong? * Is ping pong/table tennis a sport? * How many people at one time can engage in one game of ping pong? |
| Knowledge and Skills:   * Explain and demonstrate how to serve a ping pong ball * Explain and demonstrate the areas of the table for serving and hitting * Explain and demonstrate different types of errors which may award an opponent during game play. * Identify the basic rules when engaging in ping pong or ping pong related activities. * Identify basic ping pong terminology | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Ping Pong Relay Races for adapting to ping pong/paddle usage * Target Practice for smashing and serving on table * “King of the Mountain” tournament play | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title:**   **PADDLE GAMES [PICKLEBALL]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **PADDLE GAMES [PICKLEBALL]** | Time Frame: APPROXIMATELY **4 WEEKS** | |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators: **2.5.6.A.2:** 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.3:** 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.4:** Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **2.6.6.A.3:** 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. * **2.5.6.B.1:** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. * **2.5.6.B.2:**Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Pickleball. * Students will develop ball/paddle handling skills including (but not limited to) serving, forehand, backhand. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | | Essential Questions:   * What are the basic components when hitting, serving, striking with paddle during Pickleball? * What are the ways to hit the ball during Pickleball game play? * What equipment is needed in order to engage in Pickleball? * How many people at one time can engage in one game of Pickleball? * What other sports/games are similar to that of Pickleball (e.g. Ping Pong, Tennis) |
| Knowledge and Skills:   * Explain and demonstrate how hit ball when Pickleball * Explain and demonstrate the components of handling the ball with the paddle when engaging in Pickleball * Identify the basic rules when engaging in Pickleball * Identify similarities and differences b/w games similar to that of Pickleball * Identify basic Pickleball terminology * Identify the general roles of offense and defense when engaging in Pickleball | | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * 1 vs. 1; 3 vs. 3; 5 vs. 5 * “Air Only” volley (no ground hits) * Rotation/Interval Game Play * “King of the Mountain” tournament play | | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | | |

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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title: NET GAMES [VOLLEYBALL]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **NET GAMES [VOLLEYBALL]** | Time Frame: APPROXIMATELY 4 **WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * 2.5.6.A.2: 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.3: 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.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. * 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. * 2.6.6.A.3: 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. * 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. * 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. * 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Volleyball and Volleyball related activities. * Students will develop skills including (but not limited to) serving, setting, blocking, attacking. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the 2 basic serves called and how does one perform each serve? (e.g. floater, topspin) * What is the correct way to “set” and “pass” the volleyball? * What is the difference b/w setting and passing? * What parts of the arm(s) and hand(s) should be used for best results when serving, passing, or setting the volleyball? |
| Knowledge and Skills:   * Define the 2 basic serves * Define setting verses passing * Demonstrate hitting volleyball by using forearms and fingertips for setting, bumping, passing, etc. * Identify the basic rules when engaging in volleyball or volleyball related activities. * Identify basic volleyball terminology * Identify the general roles of offense and defense when engaging in volleyball or volleyball related activities | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Partner volleying, setting, bumping, serving activities * Balloon ball (practicing skills using balloons) * Parachute Volleyball | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title:**   **BASE TYPE GAMES [WHIFFLE BALL]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **BASE TYPE GAMES [WHIFFLE BALL]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * 2.5.6.A.2: 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.3: 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.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. * 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. * 2.6.6.A.3: 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. * 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. * 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. * 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Whiffle Ball and Whiffle Ball related activities. * Students will develop skills including (but not limited to) pitching, throwing, catching, hitting. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the major differences b/w whiffle Ball, Baseball, and Softball? * What are some similarities b/w whiffle Ball, Baseball, and Softball? * What does the material of the ball and bat consist of in whiffle Ball versus Baseball/Softball? * Why was the game of whiffle Ball incorporated into PE classes? |
| Knowledge and Skills:   * Differentiate b/w whiffle Ball, Baseball, and Softball * Address similarities b/w whiffle Ball, Baseball, and Softball * Demonstrate skills such as pitching, hitting, running * Identify the basic rules when engaging in whiffle ball or whiffle ball related activities * Identify basic whiffle ball terminology * Identify the general roles of offense and defense when engaging in whiffle ball or whiffle ball related activities | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Target practice * Small group game play * T-Ball (practice swinging) * Throwing and catching activities | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Fifth** | |
| **Unit Title: DANCE** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: 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.  SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other  information known about the topic to explore ideas under discussion.  SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the  remarks of others.  SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the  discussions.  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually,  quantitatively, and orally. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **DANCE** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * **2.5.6.A.2:** 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.3:** 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.4:** Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **2.6.6.A.3:** 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. * **2.5.6.B.1:** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. * **2.5.6.B.2:**Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Dance activities. * Students will continue to develop skills including (but not limited to) rhythm, flow, tempo, beat. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What cultures incorporate Dance as a part of traditions and/or activities? * What forms of Dance currently exist in American society? * What types of music genres maybe used when performing Dance routine or when engaging in Dance related activities? * What sports or activities utilize Dance type skills within their daily practice? (e.g. gymnastics, rhythmic gymnastics, etc.) |
| Knowledge and Skills:   * Identify varying cultures who use dance as part of traditions and cultural activities. * Identify various forms of dance which are current in American society. * Identify music genres when performing dance routines, choreography, etc. * Identify sports which use similar dance components. * Identify basic dance terminology | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Creating 1-2minute choreographed routine (individually or with partners/groups) * Demonstrating a dance skill as part of warm-up * “America’s Best Dance Crew” or “So You Think You Can Dance” type class competition | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |