



# Nutley Public Schools

## Physical Education

Grade: 5

<b>Unit: 1</b>	
<b>Cooperative Games</b>	
<b>Summary and Rationale</b>	
<p>The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
<b>Recommended Pacing</b>	
12 sessions	
<b>Standards</b>	
<b>Character Development</b>	
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
<b>Motor Skills and Concepts</b>	
2.5.6.A.1	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.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.
<b>Strategy</b>	
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.
<b>Sportsmanship, Rules, and Safety</b>	

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.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
Fitness and Physical Activity	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.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.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
Enduring Understandings	
<p>A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p>	
Essential Questions	
<p>If the movement can already be performed why is important to understand the concepts of the movement?</p> <p>To what extent does strategy influence performance in games and activities?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p>	

Rubrics –

**COMPETENCY I: COLLABORATION**

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

Skill tests

Peer Assessment

Self-Assessment –

**COMPETENCY V: SELF AWARENESS and DIRECTION**

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

**Objectives**

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity
- The benefits of team building

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop cooperative skills that improve life skills.
- Help build relationships and communication skills.
- Work together and solve challenges.
- Identify the importance of building relationships.

**Integration**

**Technology Integration**

**Writing Integration**

**Reflection**

**Competencies**

**COMPETENCY I: COLLABORATION**

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

**COMPETENCY II: COMMUNICATION**

- Expression of oneself

**COMPETENCY IV: PROBLEM SOLVING**

- Use of information

- Approach to Solving
- COMPETENCY V: SELF AWARENESS and DIRECTION
- Personal management
  - Personal wellness and relationships
  - Social Responsibility
  - Determination

### Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters
- Adventure Pack

Hundredth Monkey  
Project Adventure Curriculum  
Competency Framework

<http://mrgym.com/CooperativeGames.htm>

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>



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## Physical Education

Grade: 5

Unit 2: Fitness Testing	
Summary and Rationale	
<p>Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of health-related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.6.A.1	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.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.
Strategy	
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.
Sportsmanship, Rules, and Safety	
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.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.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.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Positive decision making about fitness contributes to a healthy lifestyle.  Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  To achieve a healthy lifestyle, you must value physical activity.  Repetition of proper technique leads to improvement.</p>	
<b>Essential Questions</b>	
<p>Why is physical activity important?  What skills need to be developed to maintain fitness?  Why would a fitness plan help to develop fitness skills?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Rubrics-  <b>COMPETENCY III: RESEARCH</b></p> <ul style="list-style-type: none"> <li>• Learning and Evaluation</li> </ul>	

<p>Skills Tests</p> <p>Self-Assessment –</p> <ul style="list-style-type: none"> <li>• COMPETENCY V: SELF AWARENESS and DIRECTION</li> <li>• Determination</li> </ul> <p>Peer Assessment</p> <p>Written Tests</p>
<p><b>Objectives</b></p> <p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Fitnessgram tests</li> <li>• Benefits of fitness</li> <li>• Effects of activity on the body and the risks associated with inactivity</li> <li>• How technology can assist in fitness</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate proper technique in fitness skills and activities.</li> <li>• Discuss how test standards build fitness for life.</li> <li>• Identify what component of fitness each test of Fitnessgram measures.</li> <li>• Explain the benefits of each test and how they relate to fitness.</li> </ul>
<p style="text-align: center;"><b>Integration</b></p>
<p><b>Technology Integration</b></p>
<p><b>Writing Integration</b></p> <p>Journal</p>
<p><b>Competencies</b></p> <p>COMPETENCY III: RESEARCH</p> <ul style="list-style-type: none"> <li>• Learning and Evaluation</li> </ul> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> </ul>
<p style="text-align: center;"><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>• Stopwatch</li> <li>• Fitnessgram Software</li> <li>• Mats</li> <li>• Clipboards</li> <li>• Cones</li> </ul> <p>Activities:</p> <p>Fitnessgram Tests</p>



# Nutley Public Schools

## Physical Education

Grade: 5

<b>Unit 3: Fitness</b>	
<b>Summary and Rationale</b>	
<p>The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Fourth grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Fifth grade students will identify health-related fitness components and physical activities that address each component. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.</p>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.6.A.1	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.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.
<b>Strategy</b>	
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.
<b>Sportsmanship, Rules, and Safety</b>	
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.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.



<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.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.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Positive decision making about fitness contributes to a healthy lifestyle.  Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  To achieve a healthy lifestyle, you must value physical activity.  Repetition of proper technique leads to improvement.</p>	
<b>Essential Questions</b>	
<p>Why is physical activity important?  What are the health-related components of physical fitness?  How can technology assist in fitness development?  What are the benefits of maintaining a physically fit lifestyle?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observations  Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Personal Management</li> </ul> <p>Written Tests  Skills Tests  Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> </ul>	

Peer Assessment Written Tests
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Proper warm-up and cool-down methods</li> <li>• Muscular strength is the body’s ability to generate force in a short amount of time</li> <li>• Muscular endurance is the measure of how well muscles can repeatedly generate force and the amount of time they can maintain activity</li> <li>• Cardiovascular endurance is the body’s ability to exercise continuously for extended periods of time</li> <li>• Target Heart Rate is a measure of cardiovascular endurance</li> <li>• Flexibility is the ability to move through a full range of motion</li> <li>• Balance is the state of equal distribution of weight</li> <li>• Making healthy lifestyle choices now and in the future plays a role in decreasing obesity, cardiovascular disease, stroke, diabetes, hypertension, and various other medical conditions</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the five components of fitness.</li> <li>• Discuss the importance of a quality warm up and cool down</li> <li>• Demonstrate skill-related components of physical fitness</li> <li>• Demonstrate how to monitor pulse during exercise</li> </ul>
<b>Integration</b>
<b>Technology Integration</b>
<b>Writing Integration</b>
Journal
<b>Competencies</b>
<p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Personal Management</li> <li>• Determination</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Cones</li> <li>• Jump ropes</li> <li>• Hoops</li> <li>• Poly spots</li> <li>• Resistance Bands</li> </ul> <p>Jump Rope Activities:</p> <p>Jump the Circuit</p> <ul style="list-style-type: none"> <li>• Individual Tricks</li> <li>• Partner Tricks</li> </ul> <p>Group Jump Rope Challenge</p>

Activities:

Muscle Hustle Stations

It's Your Move

Stretch Wave

Fortune Cookie

Running Mania

Fruits and Vegetables

Classroom Based Physical Activities – (classroom days)

[http://www.ecu.edu/cs-hhp/exss/upload/energizers\\_for\\_grades\\_3\\_5.pdf](http://www.ecu.edu/cs-hhp/exss/upload/energizers_for_grades_3_5.pdf)



# Nutley Public Schools

## Physical Education

Grade: 5

<b>Unit 4: Rhythm and Dance</b>	
<b>Summary and Rationale</b>	
<p>The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for fifth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts. Fifth grade students will explore varying rhythm, tempo and beat found in dance.</p>	
<b>Recommended Pacing</b>	
6 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.6.A.1	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.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.
<b>Strategy</b>	
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.
<b>Sportsmanship, Rules, and Safety</b>	
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.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Fitness and Physical Activity</b>	

2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.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.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

**Interdisciplinary Connections**

Standard x.x


**Integration of Technology**

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)

**Instructional Focus**

**Enduring Understandings**

Physical movement can be creative, enjoyable and individually rewarding  
 Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  
 To achieve a healthy lifestyle, you must value physical activity.

**Essential Question**

How can rhythmic skills be used in other activities?  
 How can dance improve one’s level of fitness?

**Evidence of Learning (Assessments)**

Teacher Observation  
 Participation  
 Rubrics –  
**COMPETENCY I: COLLABORATION**  
 • Teamwork  
 • Working Cooperatively  
 • Building Relationships  
 • Managing Conflict/Differences  
 Skill tests  
 Peer Assessment  
 Self-Assessment –  
**COMPETENCY V: SELF AWARENESS and DIRECTION**

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Written Tests

Objectives

Students will know or learn:

- How to apply movements to music
- The importance of cooperation while working with others
- Movement to music can promote fitness
- Tempo and beat

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living
- Define tempo and beat
- Create and perform a series of combined movements

Integration

Technology Integration

Writing Integration

Reflection  
Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II: COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Line Dance 5, 6, 7, 8
- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig
- Electric Slide



# Nutley Public Schools

## Physical Education

Grade: 5

<b>Unit: 6</b> <b>Lead-Up Games</b>	
<b>Summary and Rationale</b>	
<p>Fifth grade students will continue to develop skills associated with lead-up games. The primary goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game strategy within a variety of developmentally appropriate games. The unit will also enhance students' personal fitness and provide them with the knowledge and skills necessary to engage in a variety of physical activities outside of the school day. The games in this unit were designed to promote tactics and logic that can transfer across games in the same category. The students will understand how, why, and when, to use skills within a game setting. Lead-up games provide an opportunity for students to practice skills in a simulated game situation. The combination of games and drills provides optimal learning experiences for the students. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the unit.</p>	
<b>Recommended Pacing</b>	
12 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.6.A.1	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.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.
<b>Strategy</b>	
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.
<b>Sportsmanship, Rules, and Safety</b>	
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.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.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.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p>	
<b>Essential Questions</b>	
<p>If the movement can already be performed why is important to understand the concepts of the movement?</p> <p>To what extent does strategy influence performance in games and activities?</p> <p>What is the importance of safety rules in lead-up games?</p> <p>To what extent does strategy influence performance in games and activities?</p> <p>Which skills are needed to perform at a higher level in various games?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p>	

<p>Self-Assessment- COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul> <p>Written Tests</p> <p>Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Teamwork</li> </ul>
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Rules and safety procedures</li> <li>• Strategies necessary for success in lead-up games</li> <li>• Fundamental skills necessary for successful game play</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the safety rules and cooperative expectations.</li> <li>• Develop strategies on using locomotor patterns with other skills; such as hand-eye coordination, balance, throwing, and catching.</li> <li>• Demonstrate the fundamental skills required for successful game play.</li> <li>• Implement communication, trust, and teamwork skills within a group to solve challenges.</li> </ul>
<b>Integration</b>
Technology Integration
Writing Integration
<p>Reflection</p> <p>Journal</p>
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Balls</li> <li>• Hoops</li> <li>• Poly spots</li> <li>• Cones</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Football Golf</li> <li>• Centipede</li> <li>• Football Grab Bag</li> </ul> <p>Small Group Activities</p> <ul style="list-style-type: none"> <li>• Around the Court</li> <li>• Stepping Stones</li> <li>• Defense</li> </ul> <p>Whole Group Activities</p> <ul style="list-style-type: none"> <li>• Group Basketball Hunt</li> </ul>



# Nutley Public Schools

## Physical Education

Grade: 5

Unit 7: Team Sports	
Summary and Rationale	
<p>Team sports promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety of team sport activities. Students will also learn to incorporate rules and safety. Fifth grade students will be introduced to a variety of team sports in this unit.</p>	
Recommended Pacing	
<p>12 sessions</p>	
Standards	
Motor Skills and Concepts	
2.5.6.A.1	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.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.
Strategy	
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.
Sportsmanship, Rules, and Safety	
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.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.

<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.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.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	
<b>Essential Questions</b>	
<p>Why is physical activity important in team sports?  Why is it important to understand the different levels of competition?  How is teamwork important to achieving a common goal?  How can you be a good teammate?  What are different mature ways to respond to winning and losing?  What are characteristics of good sportsmanship?  What opportunities are there to play sports outside of school?  What locations are available for students to play sports outside of school?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Peer Assessment  Self-Assessment- <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> </ul>	

- Managing Conflict/Differences
- Written Tests  
 Rubrics - COMPETENCY I: COLLABORATION
- Teamwork

**Objectives**

Students will know or learn:

- Rules and safety procedures
- Strategies necessary for success in team sports games
- Fundamental skills necessary for successful game play
- Acceptable behavior associated with winning and losing

Students will be able to:

- Demonstrate basic skills of the game
- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

**Integration**

**Technology Integration**

**Writing Integration**

Reflection  
 Journal

**Competencies**

- COMPETENCY I: COLLABORATION
- Teamwork
  - Working Cooperatively
  - Managing Conflict/Differences

**Suggested Resources**

- Cones
  - Flags
  - Balls
  - Goals
- Activities:
- Football Drills
- Passing and Receiving
  - Catching and Ball Carrying
  - Punting
  - Flag pulling
  - Cadence (air it out)

#### Soccer Drills

- Dribbling
- Passing
- Shooting, Throw-in, and Punts

#### Basketball

- Ball Handling
- Dribbling
- Shooting
- Passing
- Figure 8
- Switcheroo
- Hot Potato
- Dribbling Drills
- Around the World

#### Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball