HADDONFIELD PUBLIC SCHOOLS
Curriculum Map for Physical Education, Grade Five

1st Trimester
Targeted Standard(s): NJCCCS 2.5 Strands A-D; 2.6
Enduring Understandings : -Knowledge of health and physical education concepts and skill empowers students to assume lifelong responsibility to develop physical, social and emotional wellness -Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity -Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities -Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations -In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines -Sport psychology techniques prepare athletes to compete at the optimum level -Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness -Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort -Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness -Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise -Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program
Essential Questions: -How does effective and appropriate movement affect wellness? -Why do I have to understand concepts of movement when I can already perform the movement? -To what extent does strategy influence performance in competitive games and activities? -Why do I have to show good sportsmanship and follow the rules when others do not? -How can I become more mentally prepared for competition and sports performance? -What is the minimum amount of exercise I can do to stay physically fit? -How do I develop an appropriate personal fitness program and find the motivation to commit to it? -How do you realize age-appropriate fitness?

Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
• Welcome, rules, fire drill • Safety • Personal/General Space • Cooperative activities • Team Sports (Volleyball, basketball, soccer, hockey) • Review of Locomotor and Non-locomotor movements • Cup stacking	The student will be able to: • Demonstrate difference between the skills of hopping, leaping and jumping • Jump and land in various positions • Personal and general space and how it is used in physical activity • Pass a ball to a partner using inside/outside of foot varying speed or distance • Attempt to punt (off tee) • Trap a ball from a roll, kick or rebound • Kick a moving ball • Throw a ball with an overhand motion	• Chasing, fleeing activities, relays and dashes (tag, capture the flag) • Cooperative games (buddy walkers, nuclear waste) • Cup Stacking challenges • Tug of war • Critical thinking activities • Soccer, football, field hockey (skills, lead up games, 6 v 6/indoor /outdoor games) • Halloween activities (comprised of various games and challenges)	• Teacher Observation • Self Assessment • Self Monitoring of student growth • Participation/Interaction/Response • Summative assessment when appropriate • Formative assessment when appropriate • Peer observation and feedback

	• Participate in skills activities such as volleyball, basketball, football and soccer using junior balls • Demonstrate and describe offensive and defensive strategies • Follow directions during transitional movement • Change in energy flow and the effects on movement (giant steps/baby steps) • Understand force, motion and base of support • Use of verbal and visual cues to improve movement skills • Understand skill and activity specific vocabulary • Increase control during movements • Describe a strategy for a game or sport/ cooperative strategies • Cooperate with others • Congratulate partner, teammates and opponents of team at conclusion of game • Perform acts and situations which demonstrate good character (develop leadership and supportive roles) • Describe mental strategies to prepare for physical activity	• Class discussion of observations/interpretation/understanding of various skills/content	

Resources/Technology:
-Projector
-Laptop
-Music
-Multiple websites that allow for support of classroom activities
-Activities from a variety of workshops and collaboration with other physical education teachers
-Ideas and activities from professional development opportunities

2nd Trimester			
Targeted Standard(s): NJCCCS 2.5 Strands A-D; 2.6			
Enduring Understandings : Knowledge of health and physical education concepts and skill empowers students to assume lifelong responsibility to develop physical, social and emotional wellness. Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity; Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities; Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations; In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines Sport psychology techniques prepare athletes to compete at the optimum level; Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness; Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort; Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness; Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise; Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.			
Essential Questions: How does effective and appropriate movement affect wellness? Why do I have to understand concepts of movement when I can already perform the movement? To what extent does strategy influence performance in competitive games and activities? Why do I have to show good sportsmanship and follow the rules when others do not? How can I become more mentally prepared for competition and sports performance? What is the minimum amount of exercise I can do to stay physically fit? How do I develop an appropriate personal fitness program and find the motivation to commit to it? How do you realize age-appropriate fitness?			
Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
• Station work • Juggling • Jump Rope for Heart and/or Hoops for Heart • Holiday games/activities • Dance/movement • Scooter activities • Basketball • Partner/Group stunts and challenges • Fitness	The student will be able to: • Pass and catch a ball with a partner using various passes • Shoot a ball with one and two hands towards targets of various heights • Catch balls of various shapes/sizes both stationary and while moving • Combine two or more rotational skills • Participate in ¼ and ½ and full jump turns • Perform inverted skills such as mule kicks • Dribble a ball using one, both or alternating hands, changing direction, speed or level (and pass to partner) • Dribble a ball using various locomotor skills	• Stations • Juggling (scarves, plates, diablos, devil sticks) • Jump Rope and Hoops for Heart activities • Holiday games (winter Olympics) • Dance/movement(ribbon sticks, dances, dance/dance revolution) • Scooter activities • Pillow polo games • Basketball (drills, lead up games, 3 v 3 , 5 v 5, sideline game) • Stunts/challenges (human knot, partner get up) • Multicultural games • Class discussion of observations/interpretation/understanding of various skills/content • Dance Dance Revolution	• Teacher Observation • Self Assessment • Self Monitoring of student growth • Participation/Interaction/Response • Summative assessment when appropriate • Formative assessment when appropriate • Peer observation and feedback

	• Jump rope to various tempos • Self toss to music, juggling activities • Participate in various rhythm activities/ dances • Place movements in sequence to music • Demonstrate and describe offensive and defensive strategies • Participate in single, partner and group stunts • Participate in various scooter activities • Follow directions during transitional movement • Understand force, motion and base of support • Increase control during movements • Lead a warm up/cool down activity • Stretch specific muscle groups • Describe a strategy for a game or sport/ cooperative strategies • Participate in a variety of skill based activities • Congratulate partner, teammates and opponents of team at conclusion of game • Perform acts and situations which demonstrate good character (develop leadership and supportive roles) • Describe mental strategies to prepare for physical activity		

Resources/Technology:
-Projector
-Laptop
-Music
-Multiple websites that allow for support of classroom activities
-Activities from a variety of workshops and collaboration with other physical education teachers
-Ideas and activities from professional development opportunities
-Dance Dance Revolution
-Sony Playstation

HADDONFIELD PUBLIC SCHOOLS

Curriculum Map for Physical Education, Grade Five

3rd Trimester			
Targeted Standard(s): NJCCCS 2.5 Strands A-D; 2.6			
Enduring Understandings : -Knowledge of health and physical education concepts and skill empowers students to assume lifelong responsibility to develop physical, social and emotional wellness -Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity -Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities -Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations -In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines -Sport psychology techniques prepare athletes to compete at the optimum level -Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness -Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort -Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness -Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise -Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program			
Essential Questions: -How does effective and appropriate movement affect wellness? -Why do I have to understand concepts of movement when I can already perform the movement? -To what extent does strategy influence performance in competitive games and activities? -Why do I have to show good sportsmanship and follow the rules when others do not? -How can I become more mentally prepared for competition and sports performance? -What is the minimum amount of exercise I can do to stay physically fit? -How do I develop an appropriate personal fitness program and find the motivation to commit to it? -How do you realize age-appropriate fitness?			
Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
• Striking skills (backhand, forehand) • Volleyball • Baseball • Relays • Recreation sports • Rollerblades • Orienteering • Fitness for a lifetiime • Field Day	The student will be able to: • Bat/strike ball with implement from a self-space, on the move or that is thrown by a partner • Tap and dribble a ball using a paddle • Serve a ball with control (hand, racquet) • Volley with a partner • Hit a moving ball such as a volleyball wiffle ball	• Striking activities (bats, racquets, paddles, etc) • Volleyball (drills, lead up games, 4 court) • Baseball/softball (drills, lead up games) • Relays (track batons) • Recreation sports (horseshoes, bocce, miniature golf, Frisbee golf) • Rollerblades	• Teacher Observation • Self Assessment • Self Monitoring of student growth • Participation/Interaction/Response • Summative assessment when appropriate • Formative assessment when appropriate • Peer observation and feedback

	• Discuss benefits of regular physical exercise • Understand influences on fitness such as heredity, training and diet • Technology and the improvement of fitness activities, websites • FIT principal (frequency, intensity, and time) • Participates in 30 minutes of movement, dance and/or games without undue cardiovascular fatigue • Participates in a mile run/walk without undue cardiovascular fatigue • Supports body weight for minimum of 15 seconds • Participates in various self-testing, safe activities • Define muscle strength, flexibility, endurance • Understanding of movement skills and how they can be used in another setting • Understand practice and how it improves performance • Understand skill and activity specific vocabulary • Increase control during movements • Lead a warm up/cool down activity • Stretch specific muscle groups • Describe mental strategies to prepare for physical activity • Participate in a variety of skill based activities • Contribute towards group participation in achieving a goal or task • Congratulate partner, teammates and opponents of team at conclusion of game • Perform acts and situations which demonstrate good character (develop leadership and supportive roles)	• Ultimate Frisbee • Kickball/crazy kickball • Orienteering (compass, maps) • Fitness stations/activities • Field day preparation	

Resources/Technology:
-Projector
-Laptop
-Music
-Multiple websites that allow for support of classroom activities
-Activities from a variety of workshops and collaboration with other physical education teachers
-Ideas and activities from professional development opportunities
-Skate In School Rollerblade Program