

WALTER T. BERGEN MIDDLE SCHOOL

BLOOMINGDALE, NJ

PHYSICAL EDUCATION CURRICULUM

GRADE 5

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PHILOSOPHY

The Walter T. Bergen Middle School's Physical Education Curriculum has been designed to meet the needs of all children during their adolescent years of maturation. Significant factors have been taken into consideration in formulating our present program. Specific needs of youngsters during this transient stage of development are of primary concern. Based on the educational principle that the mind and body are one and we are responsible for educating the whole child, the Walter T. Bergen Middle School Physical Education program supports the following beliefs:

- Physical education is designed to remediate weaknesses and reinforce strengths.
- Physical education is unique in that it educates through the physical body in order to reach its objectives.
- Physical education should help students develop physical fitness, neuromuscular skills, a body of knowledge relative to physical activity, and positive attitudes and behaviors.
- Physical education is not just a collection of activities but is a well organized, sequenced program which is designed to meet specific objectives.
- The ultimate test of the physical education program lies in the life-style of our graduates. Graduates of a successful program maintain a desirable level of physical fitness, understand the effects of exercise on the human body, are aware of the benefits of a physically active life style, and exhibit positive behaviors and attitudes both as a spectator and a participant.
- Physical education should foster the enjoyment of play and activity, which will ultimately result in students continuing activity throughout their lives.

Comprehensive Physical Education Units:

Unit I Movement Education/ Rhythm

Unit II Wellness

Unit III Manipulative Skills

Unit IV Movement Skills

Unit V Lifetime/ Cooperative Activities

Comprehensive Health and Physical Education Standards Learning Progressions

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Personal Growth and Development
- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety
- E. Social and Emotional Health

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

- A. Fitness and Physical Activity

CONTENT AREA: PHYSICAL EDUCATION	GRADE: 5	UNIT: I	UNIT NAME: MOVEMENT EDUCATION
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Explain and engage in a game, activity, or dance from a variety of different cultures and historical periods. (i.e. cricket, salsa, line dance) • Create and demonstrate a rhythmic routine/dance of smooth flowing sequential movement patterns. • Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity. 	<ul style="list-style-type: none"> • 2.5.6.C.3:Relate the origin and rules associated with certain games, sports, and dances to different cultures. • 2.5.4.A.3:Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.5.4.A.1:Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 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). • 2.5.4.A.3:Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

CONTENT AREA: PHYSICAL EDUCATION	GRADE: 5	UNIT: II	UNIT NAME: WELLNESS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. • Develop a personal fitness plan based on the assessment of one’s personal fitness levels and goals. • Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan. • Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals. 	<ul style="list-style-type: none"> • 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. • 2.6.6.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.5: Relate physical activity, healthy eating, and body composition to personal fitness and health. • 2.2.6.B.1: Use effective decision-making strategies.

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 5

UNIT: III

UNIT NAME: MANIPULATIVE SKILLS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Explain and demonstrate throwing and catching using correct mechanical techniques in games, sports and activities. • Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports and activities. • Explain and demonstrate how to control a variety of objects within non-competitive cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds. 	<ul style="list-style-type: none"> • 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.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. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 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. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.5.4.C.2: Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 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.

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 5

UNIT: IV

UNIT NAME: MOVEMENT EDUCATION SKILLS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Perform a self-designed gymnastics/movement sequence with the following 7 components: (1)A starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape. 	<ul style="list-style-type: none"> • 2.5.4.A.1: Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.4.A.2: Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. • 2.5.4.A.4: Correct movement errors in response to feedback and explain how the change improves performance. • 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.

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 5

UNIT: V

UNIT NAME: COOPERATIVE GAMES

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities). • Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities. • Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors. • Demonstrate knowledge of rules, procedures and safety concepts and apply effectively as an observer and participant in games, sports and activities. 	<ul style="list-style-type: none"> • 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.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.4.B.1: Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 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.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

ASSESSMENTS

- Preparation
- Class Participation
- Attitude/Behavior
- Sportsmanship
- Performance
- Physical Fitness Test Rubric
- Skill Development