

# Course Overview Phys Ed Grade 5

Content Area: **Physical Education**  
Course(s): **PHYS ED-K**  
Time Period:  
Length: **10 weeks**  
Status: **Published**

## Cover

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

#### **Superintendent of Schools**

Dr. Victor P. Valeski

#### **Physical Education**

#### **Fifth Grade**

Course Number: 4715

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Course Adoption: **04/21/1986**

Curriculum Adoption: **11/2/2017**

## **Course Overview**

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### **SCED**

#### **58035 Physical Education (grade 5)**

Physical Education (grade 5) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity.

Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 5.

**COURSE DESCRIPTION** Physical Education in grade 5 places an emphasis on the development of basic body movement, locomotor skills and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. During this course students are expected to demonstrate mastery/proficiency of all NJSLC CPI's from 2.1.4.A through 2.1.4.B, 2.2.4.A through 2.2.4.C, 2.5.4.A through 2.5.4.C and 2.6.4.A, as well as developing skills of all NJSLC CPI's from 2.1.6.A through 2.1.6.B, 2.2.6.A through 2.2.6.C, 2.5.6.A through 2.5.6.C and 2.6.6.A The course also reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science and Technology Literacy.

## **Textbooks and Other Resources**

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### **COURSE RESOURCES**

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Various Equipment as it relates to various activities

Fitnessgram

## **Standards**

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COURSE BENCHMARK OBJECTIVES (*M= Mastery, R= Reinforcing, D=Developing*)

**1. Visual and Performing Arts**

**1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**Dance**

**1.1.2.A.1 (R)**

**1.1.2.A.2 (R)**

**1.1.5.A.1 (R)**

**1.1.5.A.4 (R)**

**1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.**

**Dance**

**1.3.2.A.1 (R)**

**1.3.2.A.2 (R)**

**1.3.2.A.3 (R)**

**1.3.2.A.4 (R)**

**1.3.5.A.1 (R)**

**1.3.5.A.2 (R)**

**1.3.5.A.4 (R)**

**1.3.5.A.5 (R)**

**1. Comprehensive Health and Physical Education**

**2.1 Wellness: ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

## **Nutrition**

**2.1.4.B.1 (M)**

**2.1.4.B.2 (M)**

**2.1.6.B.1 (M)**

**2.1.6.B.2 (M)**

## **Safety**

**2.1.4.D.1 (M)**

**2.2 Integrated Skills: ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

## **Interpersonal communication**

**2.2.4.A.1 (M)**

**2.2.4.A.2 (M)**

**2.2.6.A.1 (D)**

**2.2.6.A.2 (D)**

**2.2.6.A.3 (D)**

**2.2.6.A.4 (D)**

## **Decision Making and Goal Setting**

**2.2.4.B.1 (M)**

**2.2.4.B.2 (M)**

**2.2.4.B.3 (M)**

**2.2.4.B.4 (M)**

**2.2.6.B.1 (D)**

## **Character Development**

**2.2.4.C.1 (M)**

**2.2.4.C.2 (M)**

**2.5 Motor Skill Development: ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

**Movement Skill and Concept**

**2.5.4.A.1 (M)**

**2.5.4.A.2 (M)**

**2.5.4.A.3 (M)**

**2.5.4.A.4 (M)**

**2.5.6.A.1 (D)**

**2.5.6.A.2 (D)**

**2.5.6.A.3(D)**

**2.5.6.A.4(D)**

**Strategy**

**2.5.4.B.1 (M)**

**2.5.4.B.2 (M)**

**2.5.4.B.3. (M)**

**2.5.6.B.1 (D)**

**2.5.6.B.2 (D)**

**2.5.6.B.3 (D)**

**Sportsmanship, Rules and Safety**

**2.5.4.C.1 (M)**

**2.5.4.C.2 (M)**

**2.5.6.C.1 (D)**

## **2.5.6.C.2 (D)**

**2.6 Fitness: All STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

### **Fitness and Physical Activity**

**2.6.4.A.1 (M)**

**2.6.4.A.2 (M)**

**2.6.4.A.3 (M)**

**2.6.4.A.4 (M)**

**2.6.6.A.1 (D)**

**2.6.6.A.2 (D)**

**2.6.6.A.3 (D)**

**2.6.6.A.4 (D)**

**2.6.6.A.5 (D)**

**2.6.6.A.6 (D)**

## **1. Math Traditional**

### **Operations and Algebraic Thinking**

**2.OA.2. (R)**

**3.OA.1. (R)**

**3.OA.7. (R)**

### **Number and Operations in Base Ten**

**2.NBT.1. (R)**

**2.NBT.2. (R)**

**2.NBT.3. (R)**

**2.NBT.4. (R)**

**3.NBT.1. (R)**

**3.NBT.2. (R)**

**3.NBT.3. (R)**

## **5. Science**

**5.2 PHYSICAL SCIENCE: PHYSICAL SCIENCE PRINCIPLES, INCLUDING FUNDAMENTAL IDEAS ABOUT MATTER, ENERGY, AND MOTION, ARE POWERFUL CONCEPTUAL TOOLS FOR MAKING SENSE OF PHENOMENA IN PHYSICAL, LIVING, AND EARTH SYSTEMS SCIENCE.**

### **Forces and Motion**

**5.2.4.E.1 (R)**

**5.2.4.E.2 (R)**

**5.2.4.E.4 (R)**

## **9. Career Education and Consumer, Family, and Life Skills**

**9.1 CAREER AND TECHNICAL EDUCATION: ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE**

### **Career Awareness and Planning**

**9.1.4.A.1 (R)**

**9.1.4.A.2 (R)**

**9.1.4.A.3 (R)**

## **Employability Skills**

**9.1.4.B.1 (R)**

**9.1.4.B.2 (R)**

**9.1.4.B.3 (R)**

## **9.2 CONSUMER, FAMILY, AND LIFE SKILLS: ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY**

### **Critical Thinking**

**9.2.4.A.1 (R)**

**9.2.4.A.2 (R)**

**9.2.4.A.3 (R)**

**9.2.4.A.4 (R)**

### **Self-Management**

**9.2.4.B.1 (R)**

**9.2.4.B.2 (R)**

**9.2.4.B.3 (R)**

**9.2.4.B.4 (R)**

**9.2.4.B.5 (R)**

### **Interpersonal Communication**

**9.2.4.C.1 (R)**

**9.2.4.C.2 (R)**

**9.2.4.C.3 (R)**

**9.2.4.C.4 (R)**

**9.2.4.C.5 (R)**



## Character Development and Ethics

9.2.4.D.1 (R)

9.2.4.D.2 (R)

9.2.4.D.3 (R)

9.2.4.D.4 (R)

## Scope and Sequence

### COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summary) Assessments
<p>Unit 1: Physical fitness assessment introduction and planning</p> <p>At the beginning of the school year, regardless of Unit involvement, the physical fitness of each student's will be assessed. Students will develop improvement targets, throughout the year students will be involved across all Units in activities related to the Units objectives and designed to meet the goals that the students established.</p> <p>Unit 2: Gross Motor Movements</p> <p>Students will master how to</p>	<p>2.1.4.A.1 (M)</p> <p>2.1.4.A.2 (M)</p> <p>2.1.6.A.1 (D)</p> <p>2.1.4.B.1 (M)</p> <p>2.1.4.B.2 (M)</p> <p>2.1.6.B.1 (D)</p> <p>2.1.6.B.2 (D)</p> <p>2.1.4.D.1 (M)</p> <p>2.2.4.B.1 (M)</p> <p>2.2.4.B.2 (M)</p> <p>2.2.4.B.4 (M)</p> <p>2.5.4.A.1 (M)</p>	1-4	<p>4 periods testing</p> <p>2 periods instruction/planning</p> <p>Full year</p> <p>Fall/Spring</p> <p>Full year</p> <p>Fall/Winter</p> <p>Full Year</p> <p>Full year</p>	<p>Using the Fitness Gram each student's fitness level (cardiovascular, flexibility and upper body strength) will be assessed based on national standards; students will be post-tested at the end of the year.</p> <p>students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.</p> <p>students will be assessed</p>

properly move their body in general and self-space. Mastery of proper mechanics of running, walking, jumping, hopping, skipping, leaping, galloping and sliding will be assessed in isolated and applied settings such as chasing, fleeing, dodging, and game like situations. General safety rules and procedures will be reviewed.	2.5.4.A.2 (M)			through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
Unit 3 Striking	2.5.4.A.3 (M)			students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
Students will master how to correctly and effectively strike different objects with both short and long handed implements. Students will also strike with different parts of the body (i.e. foot, hand, etc). They will use these striking skills in both isolated (skill) and applied (game) settings.	2.5.4.A.4 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
Unit 4 Throwing/Passing and catching	2.6.4.A.1 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.4.A.2 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.4.A.3 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.4.A.4 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.6.A.1 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.6.A.2 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.6.A.3 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.6.A.4 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.6.A.5 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.6.6.A.6 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.2.4.A.2 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
Students will master correct technique for throwing/passing and catching various types of athletic and game balls.	2.5.4.A.1 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
Unit 5: Dribbling	2.5.4.A.2 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.5.4.A.3 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.5.4.A.4 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.5.6.A.1 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
Students will master the skill of stationary dribbling and dynamic dribbling using both their feet and hand in appropriate isolated and applied settings.	2.5.6.A.2 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
Unit 6: Rhythmic Movement	2.5.6.A.3 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.5.6.A.4 (D)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.5.4.A.1 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
Students will engage in rhythmic activities that respond to time, space/shape, and energy. Students will	2.5.4.A.2 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.
	2.5.4.A.3 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments. Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.

perform such movements as bending, twisting, stretching, and swinging, jagged, sharp, smooth, bouncy, or jerky using various levels in space. Students will explore personal space while creating a planned and improvised dance sequences	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
Unit 7: Recreational and Cooperative Games	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
Students will cooperatively work as a cohesive unit to accomplish goals as a team, use critical thinking, practice good sportsmanship and teamwork within the framework of physical challenges. Students will learn to play games that can be used at home with family and friends. Games include cup stacking, bocce ball, horseshoe, ring toss, and ladder golf.	2.5.6.A.4 (D)			
	2.5.4.B.1 (M)			
	2.5.4.B.2 (M)			
	2.5.6.B.1 (D)			
	2.5.6.B.2 (D)			
	2.5.4.C.1 (M)			
	2.5.4.C.2 (M)			
	2.5.6.C.1 (D)			
	2.5.6.C.2 (D)			
	2.5.6.C.3 (D)			
	2.6.4.A.2 (M)			
	2.6.6.A.2 (D)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			
	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			
	2.5.4.B.1 (M)			
	2.5.4.B.2 (M)			
	2.5.6.B.1 (D)			
	2.5.6.B.2 (D)			

	2.5.4.C.1 (M)			
	2.5.4.C.2 (M)			
	2.5.6.C.1 (D)			
	2.5.6.C.2 (D)			
	2.5.6.C.3 (D)			
	2.6.4.A.2 (M)			
	2.6.6.A.2 (D)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			
	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			
	2.5.4.B.1 (M)			
	2.5.4.B.2 (M)			
	2.5.6.B.1 (D)			
	2.5.6.B.2 (D)			
	2.5.4.C.1 (M)			
	2.5.4.C.2 (M)			
	2.5.6.C.1 (D)			
	2.5.6.C.2 (D)			
	2.5.6.C.3 (D)			
	2.6.4.A.2 (M)			
	2.6.6.A.2 (D)			
	1.1.2.A.1 (R)			

	1.1.2.A.2 (R)			
	1.1.5.A.1 (R)			
	1.1.5.A.4 (R)			
	1.3.2.A.1 (R)			
	1.3.2.A.2 (R)			
	1.3.2.A.3 (R)			
	1.3.2.A.4 (R)			
	1.3.5.A.1 (R)			
	1.3.5.A.2 (R)			
	1.3.5.A.3 (R)			
	1.3.5.A.4 (R)			
	1.3.5.A.5 (R)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			
	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			
	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			

	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			

## **Grading and Evaluation Guidelines**

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### **GRADING PROCEDURES**

#### **Standard Base grading procedure**

#### **4 standards**

##### **1) Effort/Work habits during Physical Education**

##### **2) Listens and responds effectively**

- RD= rarely demonstrates
- ID= inconsistently demonstrates
- UD= usually demonstrates
- CD= consistently demonstrates

##### **3) Applies wellness concepts**

##### **4) Applies safe, efficient, and effective motor skills and fitness concepts**

- BG = below grade level
- AG = approaching grade level
- MG = meeting grade level
- EG = exceeds grade level

## **EVALUATIVE CRITERIA OF INDIVIDUAL TEACHING UNITS**

1. Units should be evaluated using three general areas:      ACQUISITION      APPLICATION  
EVALUATION

1. ACQUISITION includes the learning of skills, drills and comprehension.
2. APPLICATION is the students' utilization of those items in the acquisition portion.

3. EVALUATION is the grading of the degree of successful accomplishment of the acquisition and application.

Grade 4

10% Cognitive and affective oral/written tests (mental comprehension & understanding)

30% Psychomotor acquisition of skills (physical)

0% Fitness

60% Teacher professional evaluation (participation, effort, sportsmanship)

1. Students should be evaluated on a daily basis.
2. Roll book notations could include a legend that designates grading system as well as numerical designations, etc.

## Other Details

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### PART I

#### CONTENT FOCUS AREA AND COURSE NAME

##### Grade 5 Physical Education

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4715	AE	A	5		80	R	05/09/91

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS (P= Primary and S= Secondary)

<b>NJSL Standard</b>		<b>NJSL Standard</b>		<b>NJSL Standard</b>	
1. Visual and Performing Arts	S	5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy			