

# Swedesboro-Woolwich School District's Physical Education Curriculum Guidance Document

## GRADE 5– PE Unit 1

### Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### Unit/Module Overview

In fourth grade, students focus on the importance of motor skills and movement concepts to be successful in physical activity and/or sports. The FITT principles are introduced. Students develop a deeper understanding of the four fitness components. Students continue to work successfully in a group, regardless of personal differences. The Rationale of Lifetime Fitness is to provide students with knowledge and skills in order to improve levels in five areas of fitness, cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility. With participation in all activities students will see improvement and learn to set short and long term goals which can help in other areas of life. Becoming physically fit can build confidence and esteem and can help students maintain concentration resulting in academic improvement in other classes.

### Standards Covered in Current Unit/Module

#### Related Standards and Learning Goals

HE.3-5.2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
HE.3-5.2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

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HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.	
HE.3-5.2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).	
HE.3-5.2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	
HE.3-5.2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.	
HE.3-5.2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.	
HE.3-5.2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).	
HE.3-5.2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.	
HE.3-5.2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).	
HE.3-5.2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).	
HE.3-5.2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	
HE.3-5.2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).	
HE.3-5.2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.	

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HE.3-5.2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.	
HE.3-5.2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.	
HE.3-5.2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.	

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
September 8 Weeks	<ul style="list-style-type: none"> <li>See Standards Listed above</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Demonstrates a rhythmic pattern while jumping rope and leaping</li> <li>Demonstrates proper body alignment during everyday activities</li> <li>Demonstrates sports-specific skills • Identifies critical elements of motor skills and combines a variety of motor skills into a routine</li> <li>Participates in activities involving the four components of physical fitness</li> <li>Identifies and monitors the frequency, intensity, time, and type of physical activity with the use of technology</li> <li>Exhibits consideration for and cooperation with classmates and teachers</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do motor skills and movement concepts relate to the activities or games played?</li> <li>How do you improve the four fitness components of physical fitness? • How can individual</li> </ul>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Establishing a Learning Environment/ Movement/Fitness</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>Rules/ Procedures/ Movement</li> <li>Icebreakers/ Intro game</li> <li>Reflection Perfection</li> <li>Star Wars, Bamboozle, Old School</li> <li>Fall Fitness Testing</li> <li>Capture the Flag/Treasure Hunt/Keeper of the Castle</li> </ul>

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		<p>differences enhance and contribute to group productivity?</p> <ul style="list-style-type: none"> <li>• How can you improve your cardiovascular endurance?</li> <li>• What does consideration for and cooperation for classmates and teachers look like in physical education class?</li> <li>• Why is the development of motor skills essential during childhood?</li> <li>• Why is it important to improve your cardiovascular fitness and muscular endurance?</li> <li>• Why is physical activity important for my health?</li> <li>• What does consideration for and cooperation for classmates and teachers look like in physical education class?</li> <li>• How does cooperation with others affect our individual performance?</li> <li>• What are the benefits of regular participation in cooperative games?</li> <li>• What are the benefits of teamwork and good sportsmanship?</li> <li>• </li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Observations of students 2-3 times a week</li> <li>• Fitness testing the first day of class each week</li> <li>• Student observations • Asking of the essential questions</li> <li>• Students may grade each other on execution of skills</li> <li>• Practice, Practice, Practice</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Grain Scramble</li> <li>• Intro to Team Sports Soccer, Handball, Hockey, Goofy Baseball</li> </ul>
8 Weeks	<ul style="list-style-type: none"> <li>• See Standards Listed above</li> </ul>	Same as above	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Team Building</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• QB Rescue, Scooter Handball Battleship, Titanic</li> <li>• Star Wars, Bamboozle, Old School,</li> </ul>

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			<ul style="list-style-type: none"> <li>• Soccer Wordles Scooter Handball, Scooter Basketball</li> <li>• Capture the Flag/Treasure Hunt/Keeper of the Castle</li> <li>• Kids Heart Challenge</li> </ul>
8 Weeks	<ul style="list-style-type: none"> <li>• See Standards Listed above</li> </ul>	Same as above	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Manipulative Skills/fitness</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Flowing Movements</li> <li>• Tchoukball, Handball, Volleyball, Nukem,</li> <li>• Heart Tag</li> <li>• Soccer, Hockey, Scooter Basketball,</li> <li>• Handball Spring Fitness Testing</li> </ul>

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8 Weeks	<ul style="list-style-type: none"> <li>• See Standards Listed above</li> </ul>	Same as above	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Movement Concepts</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Brr.. I am Cold</li> <li>• Keeper of the Castle, Alphabet Tag Capture the Flag</li> <li>• Scerbo Ball Scooter Tag, Scooter Races</li> <li>• Fitness stations Spring Pacer Test</li> <li>• Hungry Hungry Hippo, Color Guard Bamboozle, Jail</li> </ul>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)