

**OCEAN COUNTY HEALTH AND PHYSICAL EDUCATION
CURRICULUM**

Content Area: PHYSICAL EDUCATION

Course Title: PHYSICAL EDUCATION

Grade Level: 5 – 2.6

Fitness and Physical Activity

10 Months

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OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION	Grade: 5
Standard: 2.6	
Strand: Movement Skill Development	
<p>Summary: Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science</p> <p>21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
Content Standards - 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
Number	Common Core Standard for Mastery
2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
Number	Common Core Standard for Introduction
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.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What goal can you set for yourself that can be tracked and improve upon? • What factors such as heredity, training, diet and technology will affect your personal fitness? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Each component of fitness contributes to personal health as well as motor skill performance.

<ul style="list-style-type: none"> • How are physical activity, healthy eating, and body composition related to personal fitness and health? • Can you explain what FITT means and how can you apply it to your physical activity? 	
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Each component of fitness contributes to personal health as well as motor skill performance. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Develop a health-related fitness goal and track progress using health/fitness indicators. • Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. • Relate physical activity, healthy eating, and body composition to personal fitness and health. • Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Rubric score • Verbal question and answer 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Shorter assignments when needed. • Use of concrete examples before beginning activity. • Cue student by stating name before asking a question, or speaking to them. • Use of preferential seating. • Provide opportunity for movement. • Provide student with cool off location. • Allow for additional time for written work as well as to comprehend and master skill introduced. • Assign student a peer tutor/partner learner when necessary. • Keep in mind learner’s multi sensory, visual, and auditory style. • Provide variety of size manipulatives to accommodate student needs. • Provide extra worksheets for students who exceed given assignment. • Allow students who exceed objective expectations, the opportunity to visit subject specified interactive 	

websites.

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Ready-to-Use PE Activities K-6 Landy & Landy

Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker

Elementary Teacher's Handbook of Indoor and Outdoor Games Kamiya

Health Promotion Wave Kit

Here's Looking at You 2000

NJ Comprehensive Health & PE Curriculum Framework

Sunburst Building Character Kit

Teacher Notes:

See Teacher Notes Section in Unit 1 of Standard 2.1