

Winslow Township School District
Grade 5
Unit 2: Fitness

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

Overview	Standards for Motor Skill Development Content	Unit Focus	Essential Questions
Unit 2: Motor Skill Development	<ul style="list-style-type: none"> • 2.2.5.PF.1 • 2.2.5.PF.2 • 2.2.5.PF.3 • 2.2.5.PF.4 • 2.2.5.PF.5 • 2.2.5.LF.1 • 2.2.5.LF.2 • 2.2.5.LF.3 • 2.2.5.LF.4 • 2.2.5.LF.5 • WIDA1 	<ul style="list-style-type: none"> • Five components of fitness: cardiovascular, endurance, muscular strength, muscular endurance, flexibility, body composition • Engage in activities that promote fitness. 	<ul style="list-style-type: none"> • Why is it so difficult to become healthy and physically fit? • Why is it even harder to stay healthy and physically fit? • How can I set challenging fitness goals that help me stay committed to wellness?
Unit 2: Enduring Understandings	<ul style="list-style-type: none"> • Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy lifestyle. 		

Winslow Township School District
Grade 5
Unit 2: Fitness

Curriculum Unit 2	Standards		Pacing	
			Week	Unit Weeks
	2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health	2	22
	2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.	2	
	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).	2	
	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.	2	
	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).	2	
	2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.	2	
	2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.	2	
	2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.	2	
	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).	2	
	2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	2	
	Assessment, Re-teach and Extension		2	

Physical Education Curriculum – Grade 5 –
Unit 2 Fitness

Winslow Township School District

Grade 5

Unit 2: Fitness

Unit 2 Grade 5		
Core Idea	Indicator #	Performance Expectations
The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health
	2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
	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).
	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.
	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).
Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
	2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
	2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
	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).
Personal and community resources can support physical activity.	2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Winslow Township School District

Grade 5

Unit 2: Fitness

Unit 2 Grade 5	
Assessment Plan	
<p>Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> Teacher observation, participation, skill grade, teacher critique, peer evaluations, individual reflection, think-pair-share
Resources	Activities
<ul style="list-style-type: none"> http://www.fitnessgram.net/ https://www.presidentschallenge.org/index.shtml http://kidshealth.org/teen/food_fitness/ 20 Meter Progressive Aerobic Cardiovascular Endurance Run (PACER): https://www.youtube.com/watch?v=Y82jDHRrswc Mr.Gym.com SparkPE.org Children Moving PE 4 ME Team Building for Physical Challenges Personal Best Activity Guide <p>Suggested Activities</p> <ul style="list-style-type: none"> Hearts, Spades, Diamonds, & Clubs Fitness Obstacle Course Fitness Stations 	<p>2.2.5.PF.1</p> <ul style="list-style-type: none"> SW discuss the social, emotional, and health benefits gained by vigorously participating in Fitness Kickball. <p>Activity: Fitness Kickball</p> <ul style="list-style-type: none"> Spin off of kickball with fitness components added. <p>2.2.5.PF.3</p> <ul style="list-style-type: none"> SW discuss the fitness and the skill related components incorporated in Fitness Kickball. <p>2.2.5.PF.4</p> <ul style="list-style-type: none"> SW develop a fitness plan based on personal assessment based on results of Pre-Physical Fitness Test. SW implement Personal Fitness Plan as a warm up activity and record progress.

Winslow Township School District

Grade 5

Unit 2: Fitness

- Exercise Tag
- Yoga
- Fitness Testing
- Fit Deck

Additional Activities:

Various exercises:

- jumping jacks,
- sit-ups,
- toe-touches,
- push-up,
- upper body strength activities,
- jump rope,
- high energy warm-up activities to raise heart rate,

Diversity, Equity & Inclusion Educational Resources

<https://www.nj.gov/education/standards/dei/>

2.2.5.PF.5

- SW discuss factors and elements which affect their ability to complete their Personal Fitness Plan consistently.
- SW understand factors necessary to achieving a Personal Fitness Plan by analyzing the correlation between healthy eating, body composition and personal fitness.

2.2.5.LF.3

- SW discuss, record, and apply the training principles of FITT through the application of their Personal Fitness Plan.

2.2.5.LF.5

- SW research, understand and discuss the effects of anabolic steroids and other performance enhancing substance on their personal health.

Winslow Township School District

Grade 5

Unit 2: Fitness

Instructional Best Practices and Exemplars

- | | |
|-------------------------------------------------|----------------------------------------------|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.RMI.1: Identify risks that individuals and households face.
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District

Grade 5

Unit 2: Fitness

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Physical Education curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

Winslow Township School District

Grade 5

Unit 2: Fitness

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grade 5 WIDA Can Do Descriptors:

Listening Speaking

Reading Writing

Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in Phys Ed practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

Winslow Township School District

Grade 5

Unit 2: Fitness

Interdisciplinary Connections

ELA - NJSLS/ELA:

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.