

Pine Hill Public Schools Curriculum

Content Area:		Health / PE	
Course Title/ Grade Level:		Health / PE – Grade 5	
Unit 1:	Unit 1	Month:	September
Unit 2:	Unit 2	Month:	October
Unit 3:	Unit 3	Month:	November / December
Unit 4:	Unit 4	Month:	January
Unit 5:	Unit 5	Month:	February / March
Unit 6:	Unit 6	Month:	March / April / May
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 1		Unit #: 1
Course or Grade Level: Grade 5		Length of Time: September
Essential Questions	<ul style="list-style-type: none"> • How would you demonstrate body control during activity? • What are some daily habits that contribute to fitness? • What is a fitness goal? • What is eye-foot coordination? 	
Content	<ul style="list-style-type: none"> • Review rules and procedures for HPE • Review body control, boundary lines • Play large group games that reinforce/or improve listening skills, agility, cardio-respiratory endurance • Initiative Games 	
Skills	<ul style="list-style-type: none"> • Understand and follow rules, consequences and procedures • Identify purpose of PE • Demonstrate body control • Define physical fitness • Distinguish between long-term and short-term fitness goals. • Demonstrate opposition, follow through during throwing activities. 	
Assessments	<ul style="list-style-type: none"> • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Nutrition – Myplate.gov • pecentral.com • welcome – parent letter • playfiteducation.com 	
2009 NJCCCS		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Movement Skills and Concepts		

Content Statement(s): Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities.		CPI # / CPI(s): 2.5.4.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings.	
		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.	
<u>21st Century Themes</u>			
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy
			Health Literacy
<u>21st Century Skills</u>			
Creativity and Innovation		Critical Thinking and Problem Solving	Communication and Collaboration
Media Literacy		ICT Literacy	Information Literacy
			Life and Career Skills

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 2		Unit #: 2
Course or Grade Level: Grade 5		Length of Time: October
Essential Questions	<ul style="list-style-type: none"> • What is fitness? • What do you do that makes you fit? • What is offense/defense? • Can you be physically fit and not the best athlete in your class? • What are the functions of the skeletal system? 	
Content	<ul style="list-style-type: none"> • Throw and catch a football • Football skills course • Skeleton activities • Basketball – Red Ribbon Shoot Out • Skill related fitness as health related fitness 	
Skills	<ul style="list-style-type: none"> • Demonstrate proper technique to throw and catch a football • Demonstrate proper hand position on a basketball • Demonstrate follow through when shooting and throwing • Describe a physically fit person 	
Assessments	Teacher Observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing & Illustrating • Art • Drug Education 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Red Ribbon Week materials & activity book • Class project – caption saying & self-portrait – “Ways To Say No To Drugs” • Nutrition – Myplate.gov • Pine Hill Police Dept. 	
2009 NJCCCS		
Standard: 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.		

Strand(s): B. Alcohol, Tobacco, and Other Drugs	
Content Statement(s): Use of drugs in unsafe ways is dangerous and harmful.	CPI # / CPI(s): 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. 2.3.4. B.2 Compare the short- and long- term effects of all types of tobacco use. 2.3.4. B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Strand(s): C. Character Development	
Content Statement(s): Character traits are often evident in behaviors exhibited by individuals when interacting with others.	CPI # / CPI(s): 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 3		Unit #: 3
Course or Grade Level: Grade 5		Length of Time: November / December
Essential Questions	<ul style="list-style-type: none"> • What is the chemical (drug) that causes addiction in cigarettes? • What are some long term effects of cigarette smoking? • What does “follow through mean? • How can an exercise pattern be led by students to other classmates? • How can the My Plate be used to create a meal? 	
Content	<ul style="list-style-type: none"> • Fitness Profile • Team Handball • Football Skills • Holiday themed Cooperative Games • Nutritional Meal Plan 	
Skills	<ul style="list-style-type: none"> • Explain food portions using My Plate guidelines. • Demonstrate movement sequences • Demonstrate proper technique of throwing and catching skills. • Demonstrate the ability to lead small group in exercises. 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistance • Modeling • Small groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Nutrition • Art 	
Lesson resources / Activities	<ul style="list-style-type: none"> • My Plate meal plan - myplate.gov - Nutrition Bingo – food portions and groups • Playfiteducation.com 	
2009 NJCCCS		
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Fitness and Physical Activity		
Content Statement(s):) : Develop competence and		CPI # / CPI(s): 2.6 P.A.1 Develop and refine gross motor

confidence in gross and fine motor skills provides a foundation for participation in physical activities.		skills.					
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.							
Strand(s): A. Movement Skills and Concepts Content Statement(s): Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.		CPI # / CPI(s): 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.4 Correct movement errors in response to feedback and explain how the change improves performance.					
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 4		Unit #: 4
Course or Grade Level: Grade 5		Length of Time: January
Essential Questions	<ul style="list-style-type: none"> • What are calories? • What are empty calories? • Where are the stomach, esophagus, and small & large intestines located and what is their function? • What is strength? • What is the muscular system? 	
Content	<ul style="list-style-type: none"> • Digestive System • Strength & flexibility – individual, partner and team activities which improve leg, arm, abdominal and back strength • Volleyball • Fitness Profile • Basic Gymnastic Skills, including rope climbing and partner skills 	
Skills	<ul style="list-style-type: none"> • Describe exercises, activities, sports which build strength in specific parts of body • Locate biceps, triceps, abdominal muscles • Create and complete fitness & skill circuits • Demonstrate volleyball skills • Demonstrate partner skills 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistance • Modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Nutrition 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Playfiteducation.com • Circuit training • Project Adventure activities – blindfold/trust 	
2009 NJCCCS		
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand(s): A. Interpersonal Communication		
Content Statement(s): Effective communication may be a determining factor in the outcome of health- and safety-related situations.	CPI # / CPI(s): 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.	
Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving	2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or	

conflicts.			conflicts with others.				
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
x	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 5		Unit #: 5
Course or Grade Level: Grade 5		Length of Time: February / March
Essential Questions	<ul style="list-style-type: none"> • What is endurance? • What is the function of the circulatory system? • How can we have a positive impact on ourselves and others? • How can we combine skills together as team? 	
Content	<ul style="list-style-type: none"> • Review Circulatory System • Define endurance and give example of activities which improve cardio-respiratory endurance • Jump Rope Challenges- partner and individual • Dental Health month – value of healthy eating in keeping healthy teeth • Team games : Pillow Polo, volleyball 	
Skills	<ul style="list-style-type: none"> • Relates that heart is a muscle and how exercise can build heart strength • Jump rope skills with a partner : one rope two students, two ropes two students • Explains benefits of fitness activities • Creates fitness routine for peers to participate 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling • Small Groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Math • Vocabulary 	
Lesson resources / Activities	American Heart Association – Jump Rope For Heart Event	
2009 NJCCCS		
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Fitness and Physical Activity		
Content Statement(s): Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	CPI # / CPI(s): 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. 2.6.6. A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		

Strand(s): D. Advocacy and Service Content Statement(s): Participation in social and health- or service-organization initiatives have a positive social impact.	CPI # / CPI(s): 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
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21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	x	Information Literacy
X	Media Literacy		ICT Literacy	x	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 6		Unit #: 6
Course or Grade Level: Grade 5		Length of Time: March / April / May
Essential Questions	<ul style="list-style-type: none"> • What are some things that good sports say & do? • How does being a good sport contribute to learning? • How does an adolescent physically, socially, and emotionally change during puberty? 	
Content	<ul style="list-style-type: none"> • Cooperative Games • Team Games Field Day • Softball – Lead up Games • Running Relays (Track and Field) • Family Life 	
Skills	<ul style="list-style-type: none"> • Identifies healthy eating habits and daily exercise as two ways to control weight and stay physically fit. • Demonstrates cooperation and team work when participating in P.E. and recess activities. • Demonstrates appropriate ways to resolve conflicts. • Differentiate the physical, social, and emotional change that occurs during puberty. 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling • Small Group 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Nutrition 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Field Day Event • Community & Parent involvement • Physicaleducationupdate.com – German Baseball • National Sports and Physical Fitness Month • Proctor & Gamble – health kit, pre-test 	
2009 NJCCCS		
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Strand(s): E. Social and Emotional Health		
Content Statement(s): Stress Management skills impact an individual's ability to cope with different types of emotional situations.		CPI # / CPI(s): 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.

	2.1.4. E.4 Summarize the causes of stress and explain ways to deal with stressful situations.
<p>Standard: 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.</p> <p>Strand(s): B. Sexuality</p> <p>Content Statement(s): Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p>	<p>CPI # / CPI(s): 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>
<p>Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand(s): C. Sportsmanship, Rules, and Safety</p> <p>Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>	<p>CPI # / CPI(s): 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsman-like behavior.</p> <p>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.</p>

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Revised: March 23, 2013