

BENWAY SCHOOL

Physical Education Curriculum

Grade 5



Benway School	
Unit 1	
Content Area: Physical Education	
Unit Title: <i>Movement Education/Rhythm</i>	
Grade Level: 5	
Unit Overview: In this unit, the students will engage in physical activities from a variety of different cultures and time periods.	
Recommended Pacing: 6-8 weeks (September-October)	
Student Learning Objectives	NJSLS
Explain and engage in games, activities, or dance from a variety of different cultures and historical periods (i.e. cricket, salsa, line dance).	2.5.6.C.3, 1.3.5.A.3
Create and demonstrate rhythmic routine/dance of smooth flowing sequential movement patterns.	2.5.6.A.1
Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity.	2.5.6.A.1, 2.5.6.A.2
New Jersey Student Learning Standards	Progress Indicator
Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	2.5.6.A.1
Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	2.5.6.A.2
Relate the origin and rules associated with certain games, sports, and dances to different cultures.	2.5.6.C.3
Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.	1.3.5.A.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Investigate and present factors that influence the development and function of a product and a system.	8.2.5.A.2
Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.	8.2.5.A.4
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Compare and contrast product facts versus advertising claims.	9.1.8.E.3
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	9.1.8.E.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Key Vocabulary Words	
Sequence, synchronized	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Classroom discussion ● Participation in general physical education activities ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Physical exercises ● Technique drills 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Smartboard ● Equipment 	
Teacher Resources:	
<ul style="list-style-type: none"> ● http://www.mrgym.com/ ● http://www.pecentral.org/ 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i>	<u>English Language Learners</u>
Extension Activities:	Modifications:
<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics 	<ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)

<ul style="list-style-type: none"> ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<ul style="list-style-type: none"> ● Extended time for assignment completion as needed ● Highlight key vocabulary
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Assessments:</p>

<ul style="list-style-type: none">● Student requires use of other assistive technology device <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	<ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments
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Benway School	
Unit 2	
Content Area: Physical Education	
Unit Title: <i>Wellness</i>	
Grade Level: 5	
Unit Overview: In this unit, the students will monitor their personal fitness plans.	
Recommended Pacing: 6-8 weeks (October-December)	
Student Learning Objectives	NJSLS
Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.	2.6.6.A.2
Develop a personal fitness plan based on the assessment of one's personal fitness levels and goals.	2.6.6.A.3
Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan.	2.6.6.A.3
Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals.	2.6.6.A.5, 2.2.6.B.1
New Jersey Student Learning Standards	Progress Indicator
Use effective decision-making strategies.	2.2.6.B.1
Determine to what extent various activities improve skill-related fitness versus health-related fitness.	2.6.6.A.2
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.3
Relate physical activity, healthy eating, and body composition to personal fitness and health.	2.6.6.A.5
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Investigate and present factors that influence the development and function of a product and a system.	8.2.5.A.2
Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.	8.2.5.A.4
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Plan education and career paths aligned to personal goals.	CRP10
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Nutrition	
Evidence of Learning	
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● <u>Assessment Tasks and Rubrics</u> <p>Additional Suggested Assessments:</p> <ul style="list-style-type: none"> ● Benchmarks ● Classroom discussion ● Participation in general physical education activities ● Teacher observations 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Physical exercises ● Technique drills 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Smartboard ● Equipment 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● http://www.mrgym.com/ ● http://www.pecentral.org/ 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p><u>Gifted and Talented</u> (content, process, product, and learning environment)</p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. 	<p><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary

<ul style="list-style-type: none"> ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes

Modifications for Assessments:

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| <ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments | <ul style="list-style-type: none">● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments |
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Benway School	
Unit 3	
Content Area: Physical Education	
Unit Title: <i>Manipulative Skills</i>	
Grade Level: 5	
Unit Overview: In this unit, the students will refine their throwing, catching, striking, and kicking skills.	
Recommended Pacing: 6-8 weeks (December-February)	
Student Learning Objectives	NJSLS
Explain and demonstrate throwing and catching using correct mechanical technique in games, sports, and activities.	2.5.6.A.1, 2.5.6.A.2
Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities.	2.5.6.A.1, 2.5.6.A.2, 2.6.6.A.2
Explain and demonstrate how to control a variety of objects within non-competitive, cooperative, and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds.	2.5.6.A.1., 2.6.6.A.2, 2.5.6.C.2
New Jersey Student Learning Standards	Progress Indicator
Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	2.5.6.A.1
Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	2.5.6.A.2
Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	2.5.6.C.2
Determine to what extent various activities improve skill-related fitness versus health-related fitness.	2.6.6.A.2
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Investigate and present factors that influence the development and function of a product and a system.	8.2.5.A.2
Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.	8.2.5.A.4
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Compare and contrast product facts versus advertising claims.	9.1.8.E.3
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	9.1.8.E.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Mechanical technique, pathway	
Evidence of Learning	
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● <u>Assessment Tasks and Rubrics</u> <p>Additional Suggested Assessments:</p> <ul style="list-style-type: none"> ● Classroom discussion ● Participation in general physical education activities ● Teacher observations 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Physical exercises ● Technique drills 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Smartboard ● Equipment 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● http://www.mrgym.com/ ● http://www.pecentral.org/ 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
Gifted and Talented	English Language Learners

<p><i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily

<ul style="list-style-type: none">● Encourage student to proofread assignments and tests● Provide regular parent/school communication● Teachers will check/sign student agenda daily● Student requires use of other assistive technology device <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	<ul style="list-style-type: none">● Student requires use of other assistive technology device <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments
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Benway School	
Unit 4	
Content Area: Physical Education	
Unit Title: <i>Movement Education-Locomotor/Non-locomotor Skills</i>	
Grade Level: 5	
Unit Overview: In this unit, the students will perform a gymnastics sequence.	
Recommended Pacing: 6-8 weeks (February-April)	
Student Learning Objectives	NJSLS
Perform a self-designed gymnastics/movement sequence with the following 7 components: (1) A starting shape, (2) roll (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape.	2.5.6.A.2
New Jersey Student Learning Standards	Progress Indicator
Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	2.5.6.A.2
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Investigate and present factors that influence the development and function of a product and a system.	8.2.5.A.2
Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.	8.2.5.A.4
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Compare and contrast product facts versus advertising claims.	9.1.8.E.3
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	9.1.8.E.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1

Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Leap, shape	
Evidence of Learning	
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● <u>Assessment Tasks and Rubrics</u> <p>Additional Suggested Assessments:</p> <ul style="list-style-type: none"> ● Classroom discussion ● Participation in general physical education activities ● Teacher observations 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Physical exercises ● Technique drills 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Smartboard ● Equipment 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● http://www.mrgym.com/ ● http://www.pecentral.org/ 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u></p> <p><i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary

<ul style="list-style-type: none"> ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
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<ul style="list-style-type: none">● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	<ul style="list-style-type: none">● Establish procedures for accommodations/modifications for assessments
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Benway School	
Unit 5	
Content Area: Physical Education	
Unit Title: <i>Cooperative Games</i>	
Grade Level: 5	
Unit Overview: In this unit, the students will maintain team possession during games, compare and contrast the roles of players, and exercise good sportsmanship.	
Recommended Pacing: 6-8 weeks (April-June)	
Student Learning Objectives	NJSLS
Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports, and other activities).	2.5.6.A.1, 2.5.6.B.1
Explain and demonstrate how to maintain team possession in competitive, partner, and small group games, sports, and activities.	2.5.6.B.1
Compare and contrast the roles of players and observers in regard to proper sportsmanship and recommend strategies to improve these behaviors.	2.5.6.C.1
Demonstrate knowledge of rules, procedures, and safety concepts and apply them effectively as an observer or participant in games, sports, and activities.	2.5.6.C.1
New Jersey Student Learning Standards	Progress Indicator
Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	2.5.6.A.1
Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team group activities.	2.5.6.B.1
Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	2.5.6.C.1
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Investigate and present factors that influence the development and function of a product and a system.	8.2.5.A.2
Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.	8.2.5.A.4
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator

Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	9.1.8.E.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	
Indicator	
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Key Vocabulary Words	
Possession	
Evidence of Learning	
Benchmark Assessment:	
<ul style="list-style-type: none"> ● <u>Assessment Tasks and Rubrics</u> 	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Benchmarks ● Classroom discussion ● Participation in general physical education activities ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Physical exercises ● Technique drills 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Smartboard ● Equipment 	
Teacher Resources:	
<ul style="list-style-type: none"> ● http://www.mrgym.com/ ● http://www.pecentral.org/ 	
Modifications & Accommodations:	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i>	<u>English Language Learners</u>
Extension Activities:	Modifications:
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