

# PE Grades 5&6 2015

Standards & Units	Sept.	Nov.	Jan.	March	May
NJ Core Curriculum Content Standards > Comprehensive Health and Physical Education > Grades: 5-6(2014)					
{HPE.2.5.6} All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.					
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 6	■				
{HPE.2.5.6.A} Movement Skills and Concepts					
{HPE.2.5.6.A.3} Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).					
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 6	■				
Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 5				■	
{HPE.2.5.6.A.CS1} Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.					
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5	■				
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 6	■				
Unit #3, Physical Education, Cooperative Games, Gr. 5			■		
Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 5				■	
Unit #5, Physical Education, Manipulative Skills, Gr. 5					■
{HPE.2.5.6.A.4} Use self-evaluation and external feedback to detect and correct errors in one's movement performance.					
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 6	■				
{HPE.2.5.6.A.CS2} Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.					
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 6	■				
Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 5				■	
{HPE.2.5.6.A.2} Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.					
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5	■				
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 6	■				
Unit #4, Physical Education, Individual Activities, Gr. 6				■	
Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 5				■	
Unit #5, Physical Education, Manipulative Skills, Gr. 5					■
{HPE.2.5.6.A.1} 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).					
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5	■				
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 6	■				
Unit #3, Physical Education, Cooperative Games, Gr. 5			■		
Unit #5, Physical Education, Manipulative Skills, Gr. 5					■
{HPE.2.5.6.B} Strategy					
{HPE.2.5.6.B.2} Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.					
Unit #3, Physical Education, Cooperative Games, Gr. 6			■		
Unit #4, Physical Education, Individual Activities, Gr. 6				■	
Unit #5, Physical Education, Team Activities, Gr. 6					■
{HPE.2.5.6.B.CS1} There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.					
Unit #3, Physical Education, Cooperative Games, Gr. 5			■		
Unit #3, Physical Education, Cooperative Games, Gr. 6			■		
Unit #5, Physical Education, Team Activities, Gr. 6					■
{HPE.2.5.6.B.1} Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.					
Unit #3, Physical Education, Cooperative Games, Gr. 5			■		
Unit #3, Physical Education, Cooperative Games, Gr. 6			■		
Unit #4, Physical Education, Individual Activities, Gr. 6				■	
Unit #5, Physical Education, Team Activities, Gr. 6					■
{HPE.2.5.6.C} Sportsmanship, Rules, and Safety					
{HPE.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.					
Unit #4, Physical Education, Individual Activities, Gr. 6				■	
Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 5					■
Unit #5, Physical Education, Manipulative Skills, Gr. 5					■
Unit #5, Physical Education, Team Activities, Gr. 6					■
{HPE.2.5.6.C.CS2} There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.					
Unit #4, Physical Education, Individual Activities, Gr. 6				■	
{HPE.2.5.6.C.3} Relate the origin and rules associated with certain games, sports, and dances to different cultures.					
Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5	■				
Unit #5, Physical Education, Team Activities, Gr. 6					■
{HPE.2.5.6.C.1} Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.					
Unit #3, Physical Education, Cooperative Games, Gr. 5			■		
Unit #4, Physical Education, Individual Activities, Gr. 6				■	
Unit #5, Physical Education, Team Activities, Gr. 6					■
{HPE.2.5.6.C.CS1} Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.					
Unit #3, Physical Education, Cooperative Games, Gr. 5			■		
Unit #4, Physical Education, Individual Activities, Gr. 6				■	
Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 5				■	
Unit #5, Physical Education, Manipulative Skills, Gr. 5					■
{HPE.2.6.6} All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.					
Unit #2, Physical Education, Wellness, Gr. 6		■			
{HPE.2.6.6.A} Fitness and Physical Activity					
Unit #2, Physical Education, Wellness, Gr. 6		■			
{HPE.2.6.6.A.1} Analyze the social, emotional, and health benefits of selected physical experiences.					
Unit #2, Physical Education, Wellness, Gr. 5		■			
{HPE.2.6.6.A.4} Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.					
Unit #2, Physical Education, Wellness, Gr. 5		■			
Unit #2, Physical Education, Wellness, Gr. 6		■			
{HPE.2.6.6.A.2} Determine to what extent various activities improve skill-related fitness versus health-related fitness.					
Unit #2, Physical Education, Wellness, Gr. 5		■			
Unit #3, Physical Education, Cooperative Games, Gr. 5			■		

	<b>Unit #5, Physical Education, Manipulative Skills, Gr. 5</b>					
{HPE.2.6.6.A.5} Relate physical activity, healthy eating, and body composition to personal fitness and health.						
	<b>Unit #2, Physical Education, Wellness, Gr. 5</b>					
	<b>Unit #2, Physical Education, Wellness, Gr. 6</b>					
{HPE.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.						
	<b>Unit #2, Physical Education, Wellness, Gr. 5</b>					
{HPE.2.6.6.A.7} Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.						
	<b>Unit #2, Physical Education, Wellness, Gr. 6</b>					
{HPE.2.6.6.A.CS1} Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.						
	<b>Unit #2, Physical Education, Wellness, Gr. 5</b>					
	<b>Unit #3, Physical Education, Cooperative Games, Gr. 5</b>					
	<b>Unit #5, Physical Education, Manipulative Skills, Gr. 5</b>					
{HPE.2.6.6.A.6} Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.						
	<b>Unit #2, Physical Education, Wellness, Gr. 6</b>					
NJ Core Curriculum Content Standards > Visual and Performing Arts > Grades: 3-5(2014)						
{VPA.1.1.5} All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.						
{VPA.1.1.5.A} Dance						
{VPA.1.1.5.A.CS1} Basic choreographed structures employ the elements of dance.						
	<b>Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5</b>					
{VPA.1.1.5.A.1} Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.						
	<b>Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5</b>					
{VPA.1.1.5.A.CS2} Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.						
	<b>Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5</b>					
{VPA.1.1.5.A.2} Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.						
	<b>Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5</b>					
{VPA.1.1.5.A.CS3} Musical and non-musical forms of sound can affect meaning in choreography and improvisation.						
	<b>Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5</b>					
{VPA.1.1.5.A.3} Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.						
	<b>Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5</b>					
{VPA.1.1.5.A.CS4} Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).						
	<b>Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5</b>					
{VPA.1.1.5.A.4} Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.						
	<b>Unit #1, Physical Education, Movement Education/Rhythm, Gr. 5</b>					