

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Physical Education	
Course Title: Physical Education	
Grade Level: 5	
Unit Title	Pacing Guide in Days
Movement/ Rhythm	24 Days (PE is conducted 2 days a week)
Cooperative Games/ Team activities	24 Days (PE is conducted 2 days a week)
Fitness/ Wellness	24 Days (PE is conducted 2 days a week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Physical Education	
Unit Title: Movement/Rhythm	Duration: 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: 5	
Introduction/Unit Focus:	
<p>This unit focuses on developing students’ understanding of movement skills and concepts, physical fitness, lifelong fitness habits, and nutritional wellness. Students will explore the fundamentals of human movement in various environments including land, water, snow, sand, and ice. They will learn to categorize movement skills into locomotor (moving from place to place), non-locomotor (movements in place), and manipulative skills (handling objects). Key movement concepts such as spatial awareness (understanding where the body moves), body awareness (knowing what the body can do), and qualities of movement (how and with whom or what the body moves) will be examined. Through this, students will gain a basic understanding</p>	

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

of biomechanics, the way the body moves, grows, and matures, to improve movement effectiveness and safety.

Students will also build knowledge about physical fitness, defined as the ability to perform everyday tasks and unexpected physical challenges efficiently without excessive fatigue. They will learn that fitness activities can vary in intensity and that maintaining fitness supports health, endurance, strength, and overall function. Emphasis will be placed on understanding how different levels of physical activity impact the body and contribute to improved well-being.

The concept of lifelong fitness will be introduced, encouraging students to see fitness as an ongoing part of daily life. This includes recognizing the risks associated with a sedentary lifestyle and the long-term benefits of staying physically active for reducing the chances of disease, injury, and pain. Students will be guided to develop habits such as self-assessment, personal goal setting, social engagement, and sportsmanship, highlighting enjoyment and leisure as key components of a healthy lifestyle rather than competition or skill mastery alone.

Nutrition is an essential aspect of this unit, focusing on the importance of consuming a balanced diet that meets the body's needs in conjunction with regular physical activity. Students will learn how to make healthy food choices, understand the effects of portion size and different nutrients such as sugars, fats, and cholesterol and appreciate the importance of balancing food intake with exercise. Factors including age, lifestyle, and heredity will also be considered as part of developing a comprehensive approach to nutritional wellness.

Together, these topics provide students with a well-rounded foundation for understanding their bodies, staying active, and making healthy choices that will support their physical well-being now and throughout their lives.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

challenges and opportunities in an interconnected global economy.”	
Disciplinary Concepts and Core Ideas	
Movement Skills and Concepts	
Cooperative Games/ Team activities	
Lifelong Fitness	
Comprehensive Health and Physical Education Practices	
Movement Skills and Concepts	<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>
Physical Fitness	<p>Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.</p>
Lifelong Fitness	<p>Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>
Nutrition	<p>Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high</p>

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

	cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Competent and confident age appropriate performances of gross, fine motor and	<ul style="list-style-type: none"> • 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and

**Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education**

<p>manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p>	<p>general space (e.g., coordination, balance, flexibility, agility).</p> <ul style="list-style-type: none"> • 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). • 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
<p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p>	<ul style="list-style-type: none"> • 2.2.5.MSC 5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
<p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<ul style="list-style-type: none"> • 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Speaking and Listening Standards
 - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Science
 - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

<u>K-5 Articulation Guide</u>	
<u>Core Ideas and Performance Expectations (Identified with Standard Number and statement)</u>	
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
<u>New Jersey Student Learning Standards: Computer Science and Design Thinking</u>	
<u>K-5 Articulation Guide</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Adapt their movements based on changing environments and interactions with others. ➤ Identify and apply principles of space, effort, and relationships to enhance physical activities. ➤ Demonstrate control and improved form when performing various movement skills. ➤ Use both visual and verbal feedback to enhance their physical performance. ➤ Create and perform movement sequences that incorporate rhythm, music, and thematic elements. ➤ Understand and apply concepts of force and motion to improve the effectiveness of their movements. ➤ Analyze and provide constructive feedback on movement skills and combinations.

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

Unit Enduring Understandings:

Students will know...

- How body mechanics influence movement and how to suggest improvements for better performance.
- The role of energy, flow, and control in making movements more efficient and creative.
- The impact of force and motion on the quality and success of physical activities.
- How movement skills can be adapted and transferred across different settings and situations.
- The importance of consistent practice, participation, and feedback in skill development.
- How movement activities foster creativity, self-expression, and cooperation with others.
- Strategies to modify movements in response to dynamic, changing environments.

Unit Essential Questions:

- How can I tell if my movement is effective, and what steps can I take to improve?
- What role does rhythm play in planning and performing movement sequences?
- Why is it important to be aware of the space around me when moving?
- What are safe movement practices to follow when participating in physical activities?

Instructional Plan

-Students will be able to demonstrate and practice locomotor, non-locomotor and manipulative skills before combining them to play more complex games and sports.

-Students will be able to demonstrate and practice motor skills, spatial awareness, laterality, directionality and visual motor integration that can be applied to a wide range of activities.

-Students will be able to demonstrate the ability to describe and adapt different movement skills and concepts to improve performance.

-Students will explore the elements of dance through creative movement, rhythmic activities with equipment, and social dance as a lifetime physical activity.

-Students will establish a beginning movement vocabulary for body awareness, spatial awareness, effort and relationships (including direction, level and time)

-Students will demonstrate positive social and personal behaviors relative to activities.

Suggested activities:

Walking, running, hopping, skipping, leaping, jumping, rhythm sticks, parachute play, rhythmic locomotor skills, movement exploration, jump rope, playground, hoops, dance.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities

**Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education**

- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide clear, step-by-step demonstrations and visual models for new skills
- Break complex movements into smaller, manageable parts with repeated practice
- Use adapted or lighter equipment to support motor coordination (e.g., larger balls, lowered nets)
- Assign peer partners for skill modeling and social support
- Offer extra time to practice drills, games, or fitness activities
- Modify activity space for safety and accessibility (e.g., closer targets, shorter running distances)
- Provide alternative roles in team games when needed (scorekeeper, referee, assistant)
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer flexible participation options (e.g., walking instead of running, modified strength activities)
- Provide accessible equipment and space based on medical or physical needs
- Allow extended time for physical skill mastery or performance assessments
- Reduce physical strain by adjusting repetition counts or activity duration

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

- Follow all accommodations and health requirements outlined in the 504 plan
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Students at Risk for Failure

- Provide additional demonstrations and practice opportunities with teacher guidance
 - Pair with supportive peers for motivation and modeling
 - Offer simplified or tiered versions of activities that gradually increase in challenge
 - Reinforce participation and effort with positive feedback over performance outcomes
 - Reduce number of required repetitions to maintain engagement and prevent frustration
 - Provide structured checklists or visual reminders for rules, routines, and safety expectations
-

Gifted and Talented

- Offer leadership opportunities such as coaching peers, leading warm-ups, or designing game rules
 - Provide advanced challenges (longer distances, faster paces, more complex skills)
 - Encourage higher-order thinking through game strategy discussions and problem solving
 - Integrate cross-curricular connections (math in scoring/statistics, health in nutrition and fitness tracking)
 - Allow choice in activity selection or development of new games with adapted rules
 - Encourage independent fitness goals and tracking progress over time
-

Multilingual Learners (MLs)

- Use visual demonstrations and physical modeling instead of heavy verbal instruction
 - Pre-teach PE vocabulary with visuals, gestures, or equipment demonstrations
 - Pair with bilingual or supportive peers for directions and safety reminders
 - Provide simple, clear directions with repetition as needed
 - Label equipment and areas of the gym/playground in English and students' home languages when possible
 - Allow nonverbal demonstrations to show understanding instead of requiring verbal explanations
-

Diversity and Inclusion

- Incorporate movement activities, dances, and games from a variety of cultures
- Allow for modifications in clothing or participation to respect cultural or religious needs

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

- Design cooperative activities that emphasize teamwork, respect, and collaboration
- Provide flexible roles in group games so all students can contribute meaningfully
- Promote a classroom culture of fairness, encouragement, and inclusion
- Ensure representation and inclusivity in examples, visuals, and equipment choices

Supplemental Resources

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Physical Education

Unit Title: Cooperative Games/ Team activities

Duration: 24 Days (PE is conducted 2 days a week)

Target Course/Grade Level: 5

Introduction/Unit Focus:

Movement skills and concepts form the foundation of physical education by teaching students how to move their bodies effectively in various environments such as land, water, snow, sand, and ice. At the heart of this learning is biomechanics, which explores how the body moves, grows, and develops over time. Movement skills can be categorized into three key types: locomotor skills, which involve moving the body from one place to another; non-locomotor skills, which are movements performed without traveling, like stretching or twisting; and manipulative skills, which involve controlling objects using hands or feet, such as throwing, catching, or kicking. Students also learn important movement concepts, including spatial awareness (understanding where their body is in space), body awareness (recognizing what their body can do), and qualities of movement (exploring how the body moves and interacts with others or objects).

Physical fitness is the ability to perform daily activities and unexpected physical challenges with efficiency and without becoming overly tired. Fitness can vary in intensity, ranging from low to high levels, which influences how well the body functions during physical activity.

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

Building physical fitness helps improve strength, endurance, flexibility, and overall health, enabling students to participate confidently in a variety of physical tasks.

Lifelong fitness focuses on developing habits that support health and well-being throughout a person's entire life. This includes understanding the dangers of a sedentary lifestyle and recognizing that regular physical activity helps prevent diseases, reduce injuries, and decrease pain over time. Rather than emphasizing competition or advanced skill mastery, lifelong fitness encourages students to engage in self-reflection, set personal goals, enjoy social interactions, practice good sportsmanship, and participate in movement activities that bring joy and relaxation during their leisure time.

Nutrition plays a crucial role in supporting physical wellness by providing the body with the energy and nutrients it needs to grow, repair, and stay healthy. Students learn about the importance of a balanced diet that includes the right portions of healthy foods, while understanding how excessive sugars, unhealthy fats, and high cholesterol foods can negatively affect the body. Balancing nutritious eating with regular exercise, while considering factors like age, lifestyle, and genetics, is essential for maintaining overall wellness. Through this knowledge, students develop the skills needed to make healthy food choices and understand how nutrition supports their active lifestyles.

This unit aims to help students explore these interconnected areas of movement, fitness, lifelong health, and nutrition, equipping them with the knowledge and skills to lead healthy, active lives now and in the future.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

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Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

Physical Fitness	
Lifelong Fitness	
Comprehensive Health and Physical Education Practices	
Movement Skills and Concepts	<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>
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Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

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Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

	<ul style="list-style-type: none"> • 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> • 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect 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).

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Speaking and Listening Standards
 - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions..
- Science
 - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

<p>Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.</p>	<p>8.2.5.ED.1: Explain the functions of a system and its subsystems.</p> <p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <p>8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</p>
<p>Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.</p>	<p>8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.</p>
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information</p>	<p>2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p>

<p>Knowledge and Skills</p>
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Take on different roles in physical activities, recognizing when to lead and when to follow. ➤ Use effective communication skills to express their feelings, ideas, and experiences respectfully in various physical settings. ➤ Demonstrate fairness and proper etiquette in games and group activities. ➤ Work cooperatively with others and demonstrate teamwork skills in group settings.
<p>Unit Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ➤ How to reflect on and evaluate their own contributions to teamwork and cooperation. ➤ Ways to apply cooperation strategies effectively during physical activities and games. ➤ The difference between ethical (fair and respectful) and unethical (unfair or disrespectful) behaviors in sports and physical education.

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

- How to respond appropriately to both ethical and unethical behaviors in themselves and others.
- How teamwork and cooperation help groups achieve shared goals, whether in small or large groups.

Unit Essential Questions:

- What should you do if you notice someone acting unfairly or not showing good sportsmanship?
- What are some ways to show good sportsmanship during games and activities?
- How can the idea of sportsmanship be used in everyday life outside of sports?
- Why is it important to follow rules and show respect, even if others do not?

Instructional Plan

- Students will be able to demonstrate confidence in several forms of physical activity that will enhance performance in sports, skills and lifetime activities.
- Students will be able to develop knowledge of terminology and rules associated with different activities and games.
- Students will be able to demonstrate their knowledge by using proper names and rules.
- Students will be able to demonstrate qualities of good sportsmanship, leadership, cooperation, responsibility, and safety.

Suggested Activities:

Relays; scooter games, circle games, parachute play, dodging and fleeing, games with balls, beanbags, hoola hoops, playground, games with no equipment, games with using mats.

Sport Lead up games; Baseball, Basketball, Football, Hockey, racquet games, soccer, volleyball, lacrosse, track and field

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments

**Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education**

- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide clear, step-by-step demonstrations and visual models for new skills
 - Break complex movements into smaller, manageable parts with repeated practice
 - Use adapted or lighter equipment to support motor coordination (e.g., larger balls, lowered nets)
 - Assign peer partners for skill modeling and social support
 - Offer extra time to practice drills, games, or fitness activities
 - Modify activity space for safety and accessibility (e.g., closer targets, shorter running distances)
 - Provide alternative roles in team games when needed (scorekeeper, referee, assistant)
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Offer flexible participation options (e.g., walking instead of running, modified strength activities)
 - Provide accessible equipment and space based on medical or physical needs
 - Allow extended time for physical skill mastery or performance assessments
 - Reduce physical strain by adjusting repetition counts or activity duration
 - Follow all accommodations and health requirements outlined in the 504 plan
-

Students at Risk for Failure

- Provide additional demonstrations and practice opportunities with teacher guidance
- Pair with supportive peers for motivation and modeling
- Offer simplified or tiered versions of activities that gradually increase in challenge

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

- Reinforce participation and effort with positive feedback over performance outcomes
 - Reduce number of required repetitions to maintain engagement and prevent frustration
 - Provide structured checklists or visual reminders for rules, routines, and safety expectations
-

Gifted and Talented

- Offer leadership opportunities such as coaching peers, leading warm-ups, or designing game rules
 - Provide advanced challenges (longer distances, faster paces, more complex skills)
 - Encourage higher-order thinking through game strategy discussions and problem solving
 - Integrate cross-curricular connections (math in scoring/statistics, health in nutrition and fitness tracking)
 - Allow choice in activity selection or development of new games with adapted rules
 - Encourage independent fitness goals and tracking progress over time
-

Multilingual Learners (MLs)

- Use visual demonstrations and physical modeling instead of heavy verbal instruction
 - Pre-teach PE vocabulary with visuals, gestures, or equipment demonstrations
 - Pair with bilingual or supportive peers for directions and safety reminders
 - Provide simple, clear directions with repetition as needed
 - Label equipment and areas of the gym/playground in English and students' home languages when possible
 - Allow nonverbal demonstrations to show understanding instead of requiring verbal explanations
-

Diversity and Inclusion

- Incorporate movement activities, dances, and games from a variety of cultures
- Allow for modifications in clothing or participation to respect cultural or religious needs
- Design cooperative activities that emphasize teamwork, respect, and collaboration
- Provide flexible roles in group games so all students can contribute meaningfully
- Promote a classroom culture of fairness, encouragement, and inclusion
- Ensure representation and inclusivity in examples, visuals, and equipment choices

Supplemental Resources

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

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Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL	
Unit 3 Overview	
Content Area: Physical Education	
Unit Title: Fitness/Wellness	Duration: 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: 5	
Introduction/Unit Focus:	
<p>This unit focuses on helping students build a strong understanding of movement, fitness, and healthy living that supports their well-being now and throughout life. Students will explore a variety of movement skills used in different settings and learn how their bodies move, grow, and develop over time. These movement skills fall into three main types: locomotor skills (like running, hopping, and skipping), non-locomotor skills (such as balancing, twisting, and stretching), and manipulative skills (including throwing, catching, and striking). Along with mastering these skills, students will develop key concepts like spatial awareness (understanding where their body is in space), body awareness (knowing what their body can do), and qualities of movement (how movements are performed and how they interact with others and the environment).</p> <p>Physical fitness is another essential part of this unit. Students will learn how fitness helps them complete everyday activities and unexpected physical challenges without tiring easily. They will explore how different levels of activity: low, moderate, or high intensity affect how their bodies perform and recover. This understanding will encourage students to stay active and recognize the benefits that physical fitness brings to their energy and health.</p> <p>A major goal of this unit is to introduce the concept of lifelong fitness, making regular physical activity a consistent and enjoyable part of daily life. Students will learn why staying active over time helps prevent health problems related to inactivity, such as disease, injury, and pain. Instead of focusing on competition or elite skill development, lifelong fitness encourages setting personal goals, self-reflection, social connection, sportsmanship, and finding joy in movement and leisure activities.</p> <p>Nutrition is a key partner to physical activity in maintaining overall health. Students will discover how eating a balanced diet supports their body's needs and complements their</p>	

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

physical activity. They will explore healthy eating habits, learn to recognize the effects of portion sizes, sugars, fats, and cholesterol, and understand how factors like age, lifestyle, and genetics influence nutritional requirements. Students will also learn the importance of balancing food intake with exercise to maintain energy, growth, and wellness.

By connecting movement skills, physical fitness, lifelong healthy habits, and nutrition, this unit helps students develop a well-rounded approach to health and wellness that will serve them well now and into the future.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

**Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education**

2. The instruction shall:
- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

Physical Fitness

Lifelong Fitness

Comprehensive Health and Physical Education Practices

Movement Skills and Concepts

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

	provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Core Idea	Performance Expectation
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	<ul style="list-style-type: none"> • 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

New Jersey Student Learning Standards: Interdisciplinary Connections <https://www.nj.gov/education/cccs>

**Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education**

- Speaking and Listening Standards
 - SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Science
 - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas and Performance Expectations (Identified with Standard Number and statement)

You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p>
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p>
The ability to solve problems effectively begins with gathering data, seeking resources, and	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

applying critical thinking skills.	<p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>
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New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	<p>8.2.5.ED.1: Explain the functions of a system and its subsystems.</p> <p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <p>8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</p>
Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

emergencies as well as provide reliable information	
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Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Explain how regular physical activity benefits their body, emotions, and social interactions.
- Recognize the difference between activities that build specific skills and those that improve overall health and fitness.
- Explore how factors such as age, gender, genetics, and training influence fitness levels.
- Investigate how technology supports and changes the way people stay active and track fitness.
- Describe how exercise, nutrition, and body composition work together to maintain health.
- Explain how the body adjusts and improves with consistent physical activity over time.

Unit Enduring Understandings:

Students will know...

- Ways to measure personal fitness and create a plan to improve it, including using tools and technology.
- Why it is important to be physically active on a regular basis for lifelong health.
- How to participate safely in moderate to vigorous physical activities that develop different areas of fitness.
- How knowledge about fitness can help improve performance and overall wellness.

Unit Essential Questions:

- Why is it important to be physically active every day?
- How does being active regularly affect my health?
- What are the main parts of fitness that help my body stay strong and healthy?
- What resources in my community or at home can help me stay active and healthy?
- How do different things like my age, family traits, and habits affect how fit I am?

Instructional Plan

-Students will participate in appropriate physical fitness exercises.

-Students will be able to demonstrate an appropriate development of strength, endurance, flexibility and cardiovascular endurance in fitness activities.

-Students will demonstrate an understanding that physical fitness is a component of healthful living.

-Students will develop and attain a personal fitness goal to improve performance.

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

-Students will demonstrate flexibility, endurance, and strength through different types of exercise.

Suggested Activities:

Upper body, playground, abdominal strength, flexibility, agility and speed, aerobic endurance, circuit training.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide clear, step-by-step demonstrations and visual models for new skills
- Break complex movements into smaller, manageable parts with repeated practice
- Use adapted or lighter equipment to support motor coordination (e.g., larger balls, lowered nets)
- Assign peer partners for skill modeling and social support
- Offer extra time to practice drills, games, or fitness activities
- Modify activity space for safety and accessibility (e.g., closer targets, shorter running distances)
- Provide alternative roles in team games when needed (scorekeeper, referee, assistant)

**Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education**

- Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Offer flexible participation options (e.g., walking instead of running, modified strength activities)
 - Provide accessible equipment and space based on medical or physical needs
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-

Students at Risk for Failure

- Provide additional demonstrations and practice opportunities with teacher guidance
 - Pair with supportive peers for motivation and modeling
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-

Gifted and Talented

- Offer leadership opportunities such as coaching peers, leading warm-ups, or designing game rules
 - Provide advanced challenges (longer distances, faster paces, more complex skills)
 - Encourage higher-order thinking through game strategy discussions and problem solving
 - Integrate cross-curricular connections (math in scoring/statistics, health in nutrition and fitness tracking)
 - Allow choice in activity selection or development of new games with adapted rules
 - Encourage independent fitness goals and tracking progress over time
-

Multilingual Learners (MLs)

- Use visual demonstrations and physical modeling instead of heavy verbal instruction
- Pre-teach PE vocabulary with visuals, gestures, or equipment demonstrations
- Pair with bilingual or supportive peers for directions and safety reminders
- Provide simple, clear directions with repetition as needed

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Physical Education

- Label equipment and areas of the gym/playground in English and students' home languages when possible
 - Allow nonverbal demonstrations to show understanding instead of requiring verbal explanations
-

Diversity and Inclusion

- Incorporate movement activities, dances, and games from a variety of cultures
- Allow for modifications in clothing or participation to respect cultural or religious needs
- Design cooperative activities that emphasize teamwork, respect, and collaboration
- Provide flexible roles in group games so all students can contribute meaningfully
- Promote a classroom culture of fairness, encouragement, and inclusion
- Ensure representation and inclusivity in examples, visuals, and equipment choices

Supplemental Resources

Teacher Notes