

Englewood Public School District

Physical Education

Grade 5

Unit 4: Track and Field and Recreational Games

Overview: : Recreational games and track and field activities will be the focus as students work to increase physical fitness. While improving cardiovascular endurance, students will also improve flexibility, balance and coordination. Team work is also an emphasis as students work together with peers during group games.

Time Frame: One Marking Period

Enduring Understandings:

- *Track and Field can be a lifetime activity.*
- *Running is an effective way to increase cardiovascular endurance.*
- *With so many different events in Track and Field there is an event for everybody, no matter what body type or skill level.*
- *Balance, coordination, flexibility and body awareness are key components of recreational and cooperative games.*
- *Understanding how recreational and cooperative games and related activities can effect and benefit the overall health of the participant.*

Essential Questions:

- *What skills are necessary to be successful in Track and Field?*
- *What fitness components are necessary to be successful in Track and Field?*
- *How do the different events dictate what fitness components are needed?*
- *What cooperative skills can be developed game play?*
- *What components of fitness are encompassed through the participation of recreational and cooperative games?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing	Topics		Equipment:	Formative Assessments:
	Track and Field Objectives Students will know:	Students will read an article about Jim Thorpe and watch a video about the history of track and field and discuss how the sport has changed over time. (NJSLS RI 5.3)(NJSLS SL 5.2)	• Use of Stadium Student Text: Jim Thorpe https://newsela.com/read/bio-sports-jim-thorpe/id/19204/	• Teacher observation of participation • Peer Assessment • Feedback based on Competition Results Benchmark Assessment:

sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

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.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

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.

2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

- The different races involved in track and field.
- The different field events in track and field.
- The proper mechanics involved in performing the long jump.
- How to find their mark in long jump.
- How to start from a down position for a sprint.
- How to sprint on their toes.
- How to pace themselves in distance races.
- The rules for each event.

Students will review various apps that can be used in track and field. Students will choose one of the apps, and will read and compare times in decimals. (NJSLS 5.NBT.A.3)

Track and Field Unit of Study, Lampasas Independent School District, Texas

10 PE Lesson Plans for Track and Field in the Classroom, Coaches Education:

- Practice Long Jump
 - Running Approach
 - Proper Arm-action
 - Complete long Jumps
- 20 Field Day Activities Any Kid Can Do, Education World

Mile Run, Matt Dancosse, Plymouth State University

Track and Field Training Activities, New York Road Runners:

- Introduction to Track and Field - Running Form and Technique
- Starts - Standing Start and Crouch Start
- Sprints (100m) - Sprint Form and Phases
- Sprints (Further Development) - Sprint

History of Track and Field:
<http://www.carifta2012.com/the-history-of-athletics-track-and-field-history/>

Apps for Track and Field:
<https://thepegeek.com/2017/11/6-best-apps-for-track-field/>

Comparing Decimals make your own worksheet:
<http://www.commoncoresheets.com/Decimals.php>

20 Field Day Activities Any Kid Can Do, Education World,
http://www.educationworld.com/a_lesson/03/lp315-01.shtml

Mile Run, Matt Dancosse, Plymouth State University,
<http://www.plymouth.edu/eportfolio/artefact/file/download.php?file=145628&view=18538>.

Track and Field Training Activities, New York Road Runner:
<http://www.nyrr.org/youth-and-schools/running-start/training-plans/track-and-field-training->

Common Formative Assessment

Summative Assessment:

Track and Field Skills Assessment, Hawks PE,
http://www.hawkspe.com/PDF/track_field_rubric.pdf.

Alternative Assessment, Track and Field Day, Chris Sanders, Prezi,
http://prezi.com/anqv9qdo_k0p2/?utm_campaign=share&utm_medium=copy&rc=ex0share

- Training and the Phases of Sprinting
- 200m and 400m Races - Running the Curve, Components of 400m Race
- 200m and 400m Races (Further Development) - Pacing, Endurance, Race Plan
- Distance Races (800m and 1600m) - Distance Form, Waterfall Start, Drive Phase
- Distance Races (Further Development) - Running Mechanics
- Long Jump - Technique, Approach, Takeoff
- Long Jump (Further Development) - Flight Technique and Landing
- Shot Put - Grip, Stance, and Approach
- Shot Put (Further Development) - The Power Position and Release Technique
- Relays - The Relay Start, Baton Exchanges, and Techniques
- Relays (Further Development) - Blind Exchanges

plan/introduction-to-track-and-field

Teacher Resources:

Track & Field Lesson in Elementary Physical Education, Youtube, <https://youtu.be/qGsxLE8K3Lc>

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).

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.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

2.5.4.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

2.5.4.C.1

Recreational Games

Objectives

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Effectively move safely through space while actively participating
- Demonstrate responsible personal and social behavior
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate the ability to use decision making skills of appropriate goal setting, risk-taking, and problem solving.
- Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in recreational activities.
- Demonstrating an understanding and respect for differences.

(house of cards) that requires cooperation. (ETS1.A)(ETS1.B)

- Pinball
- Various tag games
- Steal the Bacon
- Flag Tag
- Tennis Baseball
- Obstacle Relays

Cooperative Games, Mr. Gym

Cooperative Games – Learning for Life, The Clipboard, Volume 4, Number 2

6 Awesome Cooperative Classroom Games, Lorian Romano, Lisa Papa and Elita Saulle, Teach Hub

Cooperative Games, Ultimate Camp Resource

Cooperative Mini Games, Kathryn Davenport, HotCalk Lesson Plans

Cooperative Games Paradigm: The Circle Not the Triangle, Cooperative Games.com

Cooperative Games, TCDSB.org

- Kickball(s)
- Gator skin balls
- Basketballs
- Flags
- Tennis racquet
- Tennis balls
- Net
- Cones
- Relay sticks

House of Cards (Engineering Task): <https://www.scholastic.com/teachers/articles/teaching-content/grades-4-5-build-community/>

Cooperative Games, Mr. Gym, <http://www.mrgym.com/CooperativeGames.htm>

6 Awesome Cooperative Classroom Games, Lorian Romano, Lisa Papa and Elita Saulle, Teach Hub, <http://www.teachhub.com/6-awesome-cooperative-classroom-games>

Cooperative Games, Ultimate Camp Resource, <http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

- Self-assessment

Summative Assessments: Cooperation Assessment, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1156#.WjP7vktG1Bw>

Cooperative Games Assessment, Ms. Gray, <https://sites.google.com/a/sau41.org/ms-gray/fitness/cooperative-games-assessment>

Cooperative Games – Lead Your Own Activity, HFLC School District, Honeoye Falls- Lima Central School District, <http://www.hflcsd.org/webpages/mmcginnis/index.cfm?subpage=813603>

Alternative Assessment: Cooperation Self-Reflection, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12679#.WjP72EtG1Bw>

Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

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.

2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Students will write a reflection about one of the cooperative activities and how they would not have been successful without the team.
(NJSLS W.5.10)

Cooperative Mini Games,
Kathryn Davenport,
HotCalk Lesson Plans,
<http://lessonplanspage.com/pecooperativeminigames58-htm/>

Cooperative Games
Paradigm: The Circle Not
the Triangle, Cooperative
Games.com,
<https://cooperativegames.com/category/free-games/for-education/pe/>

Key Vocabulary:

Track and Field

- **Baton** - The hollow tube which must be passed between runners to complete a relay race.
- **Break-Line** -The break-line indicates the point at which runners may leave their assigned lane and move toward the inside lane of the track.
- **Discus** - A throwing event in which the athlete throws a cylindrical object as far as possible.
- **False Start** - Moving or leaving the starting blocks or line before the gun goes off.
- **Hurdles** - The horizontal barriers, called hurdles, which must be cleared during various hurdle races.
- **Interval Training** - A type of training during which an athlete runs a given pace for a given distance and time, and then takes a specified amount of rest before another bout of intense running.
- **Lap** - One complete circuit of a track.
- **Leg** - A designation segment of a relay race completed by one runner.
- **Recovery** - A window of time during which the body repairs, rebuilds, and restores.

Integration of 21st Century Standards:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Videos should include closed captions in student’s native language (as appropriate)• Lower level text can be provided• Speak and display terminology and movement• Teacher modeling• Peer modeling• Label classroom materials• Word walls• Relate to sports in students home country if new-comer	<ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Work with paraprofessional• Provide prompts and reminders• Break tasks into manageable chunks• Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual (video), auditory, and tactile reinforcement of ideas.• Work with a partner• Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air	<ul style="list-style-type: none">• Using visual demonstrations, illustrations, and models• Give directions/instructions verbally and in simple written format.• Peer Support• Reminders can be provided• Increase one on one time• Teachers may modify instructions by modeling what the student is expected to do• Review behavior expectations and make adjustments as needed.• Oral prompts can be given.	<ul style="list-style-type: none">• Students can research additional apps that support athletes.• Students can design additional engineering tasks that can be used in class.• Inquiry-based instruction• Higher order thinking skills• Adjusting the pace of lessons• Interest based content (other sports)• Real world scenarios• Student Driven Instruction

	first). <ul style="list-style-type: none"> • Solidify and refine concepts through repetition. • Change movement requirements • Focus on student's attempts instead of precise form 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NJSLS W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.

NJSLS SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Science:

ETS1: Engineering Design

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.

3-5.ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Math:

5.NBT.A3. Read, write, and compare decimals to thousandths.

Integration of Technology Standards NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs, and political economic and/or cultural influences.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.