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| Pacing Guide | | | | | |
| Content Area: Physical Education | | | | | |
| Grade Level: Third | | | | | |
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|  | Unit Title: Safety Rules and Requirements/ Classroom Set-Up | |  | Two Weeks |  |
|  | Unit Title: Body Awareness/ Movement and Skills | |  | One Week |  |
|  | Unit Title: Body Movement/ Kicking | |  | Two Weeks |  |
|  | Unit Title: Fitness-Gram Activities | |  | Three Weeks- Fall, Winter, Spring |  |
|  | Unit Title: Base-Type Games – Rules and Procedures | |  | One Week |  |
|  | Unit Title: Badminton | |  | Two Weeks |  |
|  | Unit Title: Running/ Agility Activities- Group Activities | |  | Two Weeks |  |
|  | Unit Title: Net Games/ Volleyball | |  | Three Weeks |  |
|  | Unit Title: Ball Manipulation/ Basketball | |  | Four Weeks |  |
|  | Unit Title: Scooters | |  | One Week –Fall, Winter, Spring |  |
|  | Unit Title: Rhythm and Dance | |  | Two Weeks |  |
|  | Unit Title: Base-Types – Variations | |  | Three Weeks |  |
|  | Unit Title: Coordinated Running Activities | |  | One Week |  |
|  | Unit Title: Frisbee Activities | |  | One Week |  |
|  | Unit Title: Field Day Prep Activities | |  | Two Weeks |  |
|  | Unit Title: World Games | |  | Two Weeks |  |
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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Safety Rules & Requirements / Classroom Set-up** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Safety Rules & Requirements / Classroom Set-up | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  Cumulative Progress Indicators:  2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.  2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. | |
| Enduring Understanding:   * Safety is an important requirement in the school setting. * Following rules and procedures are effective ways to make sure you are working towards the same goals as everyone else in an organized and safe manner. * Playing safely while participating in games, or activities will help make the activity more enjoyable.. | Essential Questions:   * Why is it important to follow safety rules in school? * How would you not following these safety rules affect others? * How could you use safety rules like these at home? |
| Knowledge and Skills:   * Students will understand the importance of acting safely to make their activity safe and enjoyable. * Students will be able to understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity. | Demonstration of Learning:   * Students will be able to demonstrate proper entry and exit procedures as requested by the instructor. * Students will be able demonstrate proper and quick exiting procedures in the case of emergencies. * Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities. |
| Suggested Tasks and Activities:   * Practice Squad set-up drills and positioning (inside & out) in the form of Speed games and Battleship game. * Practice Spot-bot procedure in game form to assure quick response in case of emergencies/evacuations. * Discussion safety rules and classroom procedures. Have the class suggest what they feel the rules might be. * Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. * Practice emergency | Technical Integration:   * Stereo * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: laminated letters and numbers to create coordinate system, PE contract, cones, expo markers, visual aids, poly spots | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Body Awareness / Movement Skills** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information**   + **ICT Literacy**     - **Apply Technology Effectively** | | * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Body Awareness / Movement Skills | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | |
| Enduring Understanding:   * Fitness contributes to an individual’s health, mentally, emotionally, socially as well as physically. * Being aware of your body’s abilities and limitations help you to move in a safe, controlled manner. * The simple movements learned in class can be used in other areas of life such as sports, dance, martial arts as well as everyday acts such as lifting. | Essential Questions:   * Why do you think it is important to know directional terms; right vs. left, front/back, clockwise/counter-clockwise, above/below? * Why is keeping / respecting personal space so important? * Why is it important for us to be aware of our surroundings? * Explain when you might need to use open space / self-space? |
| Knowledge and Skills:   * Identify how various movements are related to sports or dance skills. * Students will discover how to use their directional abilities and skills in game settings. * Students will understand that being aware of their surroundings will help to keep them safe. * Students will know times when we might use self-space vs general-space. | Demonstration of Learning:   * Students will move through the room in general-space avoiding other moving participants. * Students will be able to change direction or speed as directed by the instructor. * Students will show their ability to move directionally as instructed. (Turn left-right, forward/backward, step, small/large open/close) |
| Suggested Tasks and Activities:   * Movement skill games * Freeze tag, Sharks and Minnows * Magnet game (attract/repel) | Technical Integration:   * Music can be used as a motivation, to set pace of movement as well as starting/stopping |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Body Movement/ Kicking** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Body Movement/ Kicking | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | |
| Enduring Understanding:   * The importance of playing safely when involved in games, sports and physical activities. * Participating in sports provides the basis for pursuing a healthy lifestyle by maintaining a high level of physical activity. * The general and self-space skills learned early in class can be applied to the game requirements of sports as well as other life activities. * Following the game rules leads to a more enjoyable experience in the game setting. | Essential Questions:   * What is the proper way to approach and kick the soccer ball it you want to keep it grounded? * Why is using the full body when making a kick better than just using the legs? * What is the importance of knowing when to practice self-space vs. general space? |
| Knowledge and Skills:   * Recognize that the ball needs to be kicked at the equator to keep it grounded. * Understand that the ball needs to be kicked with the inside of the foot to get the more accurate kick. * Understand the proper way to trap a ball, under the sole of the foot, still maintaining your balance. * How to properly dribble the ball turning the foot and using the instep to direct the ball forward with little or no sideward motion. | Demonstration of Learning:   * Students will demonstrate their ability to   + Kick the ball at the equator, keeping it grounded.   + Kick the ball with their instep keeping it controlled.   + Trap the ball with the sole of their foot, maintaining their balance.   + Dribble the ball up and around objects without hitting them.   + Passing the ball to a partner with reasonable accuracy. |
| Suggested Tasks and Activities:   * Dribbling relays (straight and weaved versions) * Swamp Soccer (circle activity to assess kicking skills) * Direct kick to a partner (assesses accuracy) | Technical Integration:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: soccer balls, cones, foldable pop up goals, visual aids, poly spots | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Fitness-Gram Activities** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Fitness-Gram Activities | Time Frame: 3 Weeks – Fall, Winter, Spring |
| Standard: **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities.  2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness.  2.6.4.A.3 – Develop a health-related fitness goal and track progress using health/fitness indicators.  2.6.4.A.4 – Determine the extent to which different factors influence, such as heredity, training, diet, and technology. | |
| **Enduring Understanding:**   * Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. * Our participation in our Fitness-Gram (running) activities helps us to strengthen our cardio-vascular system and to increase our endurance level. * The importance of practicing appropriately and safely when involved in physical activities. * The importance of trying to do our best the first time we try any activity and to better ourselves with each additional trial attempted. * Self-motivation is an important factor in achieving success in these trials as well as in life in general. * Students will understand that periodic testing of performance will help indicate personal progress. | **Essential Questions**:   * What parts of our bodies (muscle groups) are we testing? * Who am I competing against, myself? Others? * How will this testing affect me in the future? * What can I do to get better results? * Why do we test our performance early in the year and again at the end? (mid-year) |
| Knowledge and Skills:   * Students will be aware of their current level of achievement and work towards improving it. * Students will know the proper form and techniques needed to achieve increased performance. * Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. | Demonstration of Learning:   * Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor. * Students will be able to demonstrate their abilities in the following trials; * Perform/endurance runs (1/2 mile run, Pacer tests) * Flexibility testing (Flex-box, Trunk lift) * Upper body testing (push-ups, pull-ups) * Abdominal testing (curl-ups) |
| Suggested Tasks and Activities:   * Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. * Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. | Technical Integration:   * Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student. * Smartboard * Laptop * Bluetooth speaker |
| Resources: FitnessGram endorsed by the Presidential Youth Fitness Program, Spark PE, OPEN, PE Central, NJAHPERD  Materials: curl up mats, stop watch, bucket, coins, cones, pull up bar, flexbox, visual aids, jump ropes, poly spots | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Base-Type Games – Rules and Procedures** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Base-Type Games – Rules and Procedures | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | |
| **Enduring Understanding:**   * Knowing and following the rules applicable to a sport or activity makes the activity more successful and enjoyable. * Sportsmanship and safe, appropriate behavior are concepts important not only to games and sports, for many other aspects of life. * Proper execution of the required skills early on, leads to refining these same skills for later, more challenging situations. | **Essential Questions:**   * Can you name the positions for these base games? * How does playing by the rules, safely, and in a sportsman like way make the game or activity better? * How does performing these type activities affect our health? * What part of our body benefits from playing base-type activities like these? |
| **Knowledge and Skills:**   * Students will understand how their behavior/ performance affects the success of others. (team mates / end results) * Students will have an understanding of what they are to do as a member of the kicking or fielding team. * Students will have an understanding of why we have, and need to follow, the rules of the game. | **Demonstration of Learning:**   * Students will be able to demonstrate proper base running. * Students will demonstrate their knowledge of base and fielding positions. * Students will demonstrate proper kicking techniques. |
| **Suggested Tasks and Activities:**   * Provide and discuss the rules and procedures needed to properly play various base type games. * Engage in base type games where students can see and model proper execution of procedures. | **Technical Integration**:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: kickball, bases, cones, diagrams, visual aids, poly spots | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title: Badminton** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Badminton | | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. * 2.6.4.A.4 – Determine the extent to which different factors influence , such as heredity, training, diet, and technology. | | |
| **Enduring Understanding:**   * Students will know various terminology found in racquet activities (under/over/fore and backhand) as well as terms such as self-space, general space. * Students will be able to take these skills and transfer them to other similar racquet or non-racquet activities (handball, squash, volleyball, ping-pong). * Students will understand that performing properly as instructed makes for a better outcome. (Proper hand grip, limited vs full swing, timing/point of contact) | **Essential Questions**:   * What must be changed when we hit an object with a racquet vs. your hand? (distance and timing) * What must be changed when hitting the birdie up vs. out (angle and force) * Why is it important to learn the proper grip, follow through and other skills correctly from the beginning? | |
| **Knowledge and Skills**:   * Students will understand the importance of proper body positioning needed to make a successful contact. * Students will know the basic rules of the game of badminton. * Recognizes when to use underhand vs. overhand strikes. * Understands how having the proper grip on the racquet at all times prepares you for a successful strike. * Understands that the racquet is an extension of the arm and that distance and timing is a changed factor. | **Demonstration of Learning:**   * Students will be able to demonstrate the proper hand grip needed to make contact. * Students will be able to demonstrate the proper way to perform the underhand and overhand swing. * Students will demonstrate their ability to keep the birdie in motion for 5 or more consecutive volleys to themselves. | |
| **Suggested Tasks and Activities:**   * Practice underhand strikes to self/ with partner. * Practice underhand strikes to groups of 5 or 6 in circle settings. Add overhand returns when necessary. * Provide a game in an informal setting, scoring not important, number of volleys to be counted. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms | |
| **Resources**: Spark PE, OPEN, PE Central, NJAHPERD  Materials: badminton rackets, birdies/shuttles, net, cones, jump ropes, visual aids, poly spots, | | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Running / Agility Activities – Group Games** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Running / Agility Activities – Group Games | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings  2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space.  2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance.  2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.  2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.  2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.  2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness | |
| Enduring Understanding:   * High levels of continued physical activity will positively affect an individual’s personal health (cardio-vascular/muscular development). * Individual performance in game setting are important to team success. * Safety is a serious concern whenever many people are running quickly at the same time. * Games such as these can be played in setting outside of the school and promote fun, health and socializing. | Essential Questions:   * What are the benefits of vigorous running in games such as these? * What are some changes in your body when you run vigorously? (heartbeat, sweating, breathing, soreness, tired) * Why is it important to play by the rules in any running game we play? (safety. fun, consistent) |
| Knowledge and Skills:   * Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. * Students will understand that exercising such as continual running will strengthen the (cardio-vascular system) heart as well as other muscles. * Students understand that their individual efforts not only make them successful, but adds to the success of their team. * When everyone plays by the same rules, the game is more fun, less problems or conflicts. * The rules needed to play these running activities can be used in different game settings. * Safety is always important, especially when there are many people running at the same time. | Demonstration of Learning:   * Students will demonstrate their understanding of the games rules and procedures as observed by the instructor. * Students will demonstrate safety by avoiding other runners. * Students will demonstrate their agility and coordination through their running maneuvers. |
| **Suggested Tasks and Activities:**   * Discuss the rules of the various games to be played. (Steal the drumstick, Freeze tag, Jewel Thieves) * Have students monitor breathing and heart rate at various stages of play. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: cones, jump ropes, poly spots, birdies/shuttles, visual aids | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Net Games -Volleyball** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Net Games -Volleyball | Time Frame: 3 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety**  Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | |
| **Enduring Understanding:**   * Students will understand the importance of safety in a striking sport. * Students will know various terminology found in Volleyball activities (under/over/serve) as well as terms such as self-space, general space. * Students will be able to take these skills and transfer them to other similar game, some which may require a racquet or paddle (handball, racquetball, ping-pong). * Students will understand that performing properly as instructed makes for a better outcome. (Proper upper and lower platform, limited vs full swing, timing/point of contact) | **Essential Questions:**   * How do you hold your arms to prepare for the bump? Your hands for the set? * When do you use a set vs. a bump? * Why is it important to make sure you are always bumping/setting upward when you make contact with the ball? * What must be changed when you need to send the ball high versus up and out? |
| **Knowledge and Skills:**   * Students will understand the importance of proper body positioning needed to make a successful contact. * Students will know the basic rules of the game of volleyball. * Recognizes when to use a bump vs. a set. * Understands how to position their arms to properly perform the bump or the hands to perform the set.   Student will know the proper way to set up their platforms. | **Demonstration of Learning:**   * Students will be able to demonstrate the proper arm platform to perform a bump. * Students will be able to demonstrate the proper position of the hands and arms to perform the set. * Students will demonstrate their ability to keep the volleyball/balloon in motion for 5 or more consecutive volleys to themselves. |
| **Suggested Tasks and Activities:**   * Practice underhand bump to self. * Practice underhand bump to partner. * Practice underhand bump (use sets when appropriate) to groups of 5 or 6 in circle settings. * Provide an informal game (Volley Newcomb) stressing the number of successful volleys achieved vs. score. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: volleyballs, beach balls, cones, poly spots, visual aids, net, | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Running / Agility Activities – Group Games** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Running / Agility Activities – Group Games | Time Frame: Two Weeks | |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators**:   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | | |
| Enduring Understanding:   * High levels of continued physical activity will positively affect an individual’s personal health (cardio-vascular/muscular development). * Individual performance in game setting are important to team success. * Safety is a serious concern whenever many people are running quickly at the same time. | | Essential Questions:   * What are some changes in your body when you run vigorously? (heartbeat, sweating, breathing, soreness, tired) * Why is it important to play by the rules in any running game we play? (safety. fun, consistent) |
| Knowledge and Skills:   * Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. * Students will understand that exercising such as continual running will strengthen the (cardio-vascular system) heart as well as other muscles. * Students understand that their individual efforts not only make them successful, but adds to the success of their team. * When everyone plays by the same rules, the game is more fun, less problems or conflicts. * The rules needed to play these running activities can be used in different game settings. * Safety is always important, especially when there are many people running at the same time. | | Demonstration of Learning:   * Students will demonstrate their understanding of the games rules and procedures as observed by the instructor. * Students will demonstrate safety by avoiding other runners. * Students will demonstrate their agility and coordination through their running maneuvers. |
| Suggested Tasks and Activities:   * Discuss the rules of the game to be played. (Steal the drumstick, Tag, Freeze tag, Jewel Thieves) * Have students monitor breathing and heart rate at various stages of play. | | Technical Integration:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: jerseys, cones, jump ropes, poly spots, birdies/shuttles, visual aids | | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Fitness-Gram Activities** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Fitness-Gram Activities | Time Frame: 2 Weeks |
| Standard: **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  Cumulative Progress Indicators:  2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities.  2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness.  2.6.4.A.3 – Develop a health-related fitness goal and track progress using health/fitness indicators.  2.6.4.A.4 – Determine the extent to which different factors influence , such as heredity, training, diet, and technology. | |
| **Enduring Understanding:**   * Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. * Our participation in our Fitness-Gram (running) activities helps us to strengthen our cardio-vascular system and to increase our endurance level. * The importance of practicing appropriately and safely when involved in physical activities. * The importance of trying to do our best the first time we try any activity and to better ourselves with each additional trial attempted. * Self-motivation is an important factor in achieving success in these trials as well as in life in general. * Students will understand that periodic testing of performance will help indicate personal progress. | **Essential Questions:**   * How will this testing affect me in the future? * What can I do to get better results? * Why do we test our performance early in the year and again at the end? (mid-year) |
| **Knowledge and Skills:**   * Students will be aware of their new level of achievement and what they can do to work towards continually improving it. * Students will know the proper form and techniques needed to achieve increased performance. * Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. | **Demonstration of Learning:**   * Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor. * Students will be able to demonstrate their abilities in the following trials; * Perform/endurance runs (1/2 mile run, Pacer tests) * Flexibility testing (Flex-box, Trunk lift) * Upper body testing (push-ups, pull-ups) * Abdominal testing (curl-ups) |
| **Suggested Tasks and Activities:**   * Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. * Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. | **Technical Integration:**   * Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student. |
| **Resources**: Fitness-Gram endorsed by the Presidential Youth Fitness Program, Spark PE, OPEN, PE Central, NJAHPERD  Materials: curl up mats, stop watch, bucket, coins, cones, pull up bar, flexbox, visual aids, jump ropes, poly spots | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Ball Manipulation/ Basketball** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Ball Manipulation/ Basketball | | Time Frame: 4 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | | |
| Enduring Understanding:   * Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. * Students will understand that performing activities properly as instructed makes for a better Learning the proper way to execute the needed skills to dribble, pass and catch the basketball, from the start, will help an individual progress more quickly and successfully. | Essential Questions:   * How does participating in an activity like basketball help keep you healthy and physically fit? * What part of your hands are used to make contact with the ball? * Why is learning not to look at the ball while dribbling important? * Where in relation to your body should you dribble the ball? (10 or 2 o’clock) | |
| Knowledge and Skills:   * Students will understand that proper positioning and movement of the body, (hands, bend knees, open stance) work to make them more successful. * Students will understand that timing plays an important role in proper movements used in dribbling. * Students will be able to show the proper hand positioning and proper body stance needed to dribble. * Students will understand the proper way to bounce and chest pass a ball to a teammate. | Demonstration of Learning:   * Students will be able to demonstrate proper hand contact necessary for successful dribbling. Handout will be provided to allow student to shade appropriate hand area for dribbling. * Students will be able to demonstrate proper side dribbling position to effectively move while dribbling. * Students will be able to demonstrate the proper way to execute a bounce pass or chest pass to a teammate. | |
| Suggested Tasks and Activities:   * Provide activity requiring both stationary and mobile dribbling. * Dribbling with dominant hand, introducing alternate hand. * Provide activities requiring both direct and weaving motions. * Bounce and chest passes to their partner (stationary / moving - leading the player) | **Technical Integration:** | |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: basketballs, jerseys, cones, jump ropes, poly spots, visual aids | | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Scooter Activities** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Scooter Activities | Time Frame: 3 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | |
| Enduring Understanding:   * Students will understand that vigorous participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. * Students will appreciate how involvement in fun activities as such affect different muscle groups. * Students will learn how their individual performance can and will affect the outcome of other people (teamwork). * Learning the importance of staying in an assigned space or looking for open-space is helpful in playing safe as well as developing future strategies. | Essential Questions:   * Why is it important to think about safety when playing our scooter games? How does it affect you personally or others? * Why is it important to stay in your assigned lane, position or assigned areas? * How does participating in these type of activities affect your health and well-being? * What parts of your body do you feel you are exercising? |
| **Knowledge and Skills:**   * Students will understand that learning and performing fun skills (even sitting/moving on the scooter) has health benefits. * Students will learn the importance of individual performance and how it affect other people’s success (teamwork –relay races). * Students will learn the rules of playing these scooter games and how these skills can be used in other settings in the future (field hockey, soccer, Lacrosse, etc). | **Demonstration of Learning:**   * Students will be able to demonstrate their ability to maintain a safe environment. * Students will be able to demonstrate their knowledge of and ability to recognize and maintain self-space and general space. * Students will be able to identify the body parts or muscle groups that are exercising. Provide paper assessment requiring students to shade body parts being used. * Students will maintain a moderate to high level of activity during the game and be able to demonstrate this level through monitoring of heart-rate or pulse. |
| **Suggested Tasks and Activities:**   * Scooter relay activities -balancing relay - Scooter traffic jam | **Technical Integration:** |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: scooters, cones, poly spots, visual aids | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Rhythm and Dance** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion.  Physical Education: Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  Cumulative Progress Indicators:   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities.   2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Rhythm and Dance | Time Frame: 2 Weeks |
| Visual and Performing Arts:  Standard - 1.1 The Creative Process: 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  Strand A – Dance  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  1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure  1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.  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. (move to 5th grade)  Standards - 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.  Strand A - History of the Arts and Culture  1.2.5.A.1. Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. (West African Dance)  1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.  1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.  Standard - 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.  Strand A – Dance  1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic  1.3.5.A.2 Use improvisations as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways. (Freestyle)  1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.  1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination. (Yoga)  1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.  Standard - 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art  Strand A – Aesthetic Responses  1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.  1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.  1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).  Strand B - Critique Methodologies  1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.  1.4.5.B.2 Use of evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.  1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.  1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.  1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. | |
| **Enduring Understanding:**   * Students will be able to understand the difference between locomotor and non-locomotor skills by displaying accurate body patterning during dance sequences. * Students will be able to maintain the beat and rhythm with movement by dancing to songs using the appropriate balance. * Students will be able to follow song cues by responding to the music with precise elements of dance. * Students will be able to determine their self-space by relying on their kinesthetic awareness to dance safely in the gym. * Students will be able to control their locomotor and non-locomotor skills by isolating their upper and lower body movement during dances. * Students will be able to accurately follow directional commands in tempo by matching their kinesthetic principles with the music. | **Essential Questions:**   * How do you use your body for movement? * Why is keeping a steady beat so important? * How are patterns organized to make dances? * What is the relationship between movement and sound? |
| **Knowledge and Skills:**   * Identify non-locomotor and locomotor movements * Perform locomotor skills to the beat of the music * Knowing an 8 count * Implementing 5, 6, 7, 8 concept * Perform all movements with the correct body parts to each dance * Actively participate by moving my body to the rhythm of the music * Safely share personal space with my classmates | **Demonstration of Learning:**   * Ability to move in my personal space to the rhythm of the music * Knowledge to identify non-locomotor and locomotor movements * Ability to perform locomotor skills to the beat of the music * Ability to count and clap the beat of the song * Ability to perform all movements with the correct body parts to each dance * Ability to actively participate by moving my body to the rhythm of the music * Knowledge to safely share personal space with my classmates * Creation of original choreography * Accountable turn and talk techniques * Responses to essential questions * In class participation * Self and peer critiques/evaluations * Psychomotor assessment |
| **Suggested Tasks and Activities:**   * Counting in 8s * Dancin’ Train * Trolls September * Cha Cha Slide * Cupid Shuffle * Zumba – jumpshot * West African Dance (Manjani) * Drumming on buckets with hands * Create original choreography | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker |
| **Resources**: Spark PE, OPEN, PE Central, NJAHPERD, MSU Dance booklet, Young Audiences  Materials: visual aids, dance powerpoint informational slides, buckets, lummi sticks (drum sticks), | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Base-Type Games – Variations** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Base-Type Games – Variations | Time Frame: 3 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators**:   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | |
| Enduring Understanding:   * Knowing and following the rules applicable to a sport or activity makes the activity more successful and enjoyable. * Sportsmanship and safe, appropriate behavior are concepts important not only to games and sports, and are required for many other aspects of life. * Learning the rules for one sport/activity can be useful when playing variations of that game as well as entirely different sport. Some concepts transcend other activities. | Essential Questions:   * How has learning the rules and procedures required to play these activities made it more enjoyable? * How does playing by the rules safely, appropriately in a sportsman like way make for a better game or activity? * How does performing these type activities affect our health? |
| Knowledge and Skills:   * Students will understand how their behavior/performance affects the success of others. (team mates / end results) * Students will have an understanding of what they are to do as the kicker and when they are the fielders. * Students will understand that proper fielding positioning (attentiveness) is crucial to making the game successful. * Students will understand the importance of teamwork.   Students will understand why we have, and need to follow, the rules of the game. | Demonstration of Learning:   * Students will be able to demonstrate proper base running as applied to various base games. * Students will demonstrate their knowledge of base and fielding positions. * Students will demonstrate proper kicking/ batting/ punching/ hitting techniques. * Students will be given a written test on their knowledge of the rules and procedures. |
| Suggested Tasks and Activities:   * Review and reinforce (Q&A) the rules and procedures needed to properly play various base type games. * Engage in base type games where students can see and model proper execution of procedures. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: kickballs, bases, cones, poly spots, visual aids | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Coordinated Running Activities** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Coordinated Running Activities | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | |
| Enduring Understanding:   * High levels of continued physical activity will positively affect an individual’s personal health (cardio-vascular/muscular development). * Individual performance in game setting are important to team success. * Safety is a serious concern whenever many people are running quickly at the same time. | Essential Questions:   * What are some changes in your body when you run vigorously? (heartbeat, sweating, breathing, soreness, tired) * Why is it important to play by the rules in any running game we play? (safety. fun, consistent) |
| Knowledge and Skills:   * Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. * Students understand that their individual efforts not only make them successful, but adds to the success of their team. * Students will understand that exercises such as continual running will strengthen the (cardio-vascular system) heart as well as other muscles * When everyone plays by the same rules, the game is more fun, less problems or conflicts. * The rules needed to play these running activities can be used in different game settings. * Safety is always important, especially when there are many people running at the same time. | Demonstration of Learning:   * Students will demonstrate their understanding of the games rules and procedures as observed by the instructor. * Students will demonstrate safety by avoiding other runners. * Students will demonstrate their agility and coordination through their running maneuvers. |
| Suggested Tasks and Activities:   * Discuss the rules of the game to be played such as Sailors and Sharks * Provide students with the opportunity to come up with alternate high activity games. * Have students monitor breathing and heart rate. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: cones, jump ropes, poly spots, visual aids | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**  **Frisbee Activities / Competition** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: Frisbee Activities / Competition | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | |
| Enduring Understanding:   * The importance of practicing appropriately and safely when involved in games, sports and physical activities. * Participation in sports provides the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. * Following the rules leads to a more organized and enjoyable experience in other activities pursued. | Essential Questions:   * Why is safety so important when throwing objects? * How would participating in moderate to vigorous activities help us stay healthy and physically fit? * How would changing your force, direction and motion affect your results when throwing an object? |
| Knowledge and Skills:   * Recognize the importance of safety when objects are being thrown. * Understand how varying the force, direction and motion when throwing will change the outcome of the throw. * How can an activity such as Frisbee throwing be used elsewhere? | Demonstration of Learning:   * Students will demonstrate the proper grip needed to throw the Frisbee. * Students will demonstrate their understanding (of how to do) and their ability to (do) successfully throw the Frisbee with acceptable success to a targeted area. * Students will demonstrate safety by monitoring other student activity and alertness to throws |
| Suggested Tasks and Activities:   * Introduction to Frisbee throwing techniques (hold, wrist flick, force). * Frisbee throw to targeted area * Frisbee throw to partner | Technical Integration:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: frisbees, cones, poly spots, visual aids | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**   **Field Day Prep Activities** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **Field Day Prep Activities** | | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.**  Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings  2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space.  2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.  2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance.  2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.  2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.  2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.  2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | | |
| **Enduring Understanding:**   * Students will understand that Field Day is a culminating event to showcase the skills learned throughout the year. * The students will understand the varying rules for the different activities. * The importance of practicing appropriately and safely when involved in games, sports and physical activities. | **Essential Questions:**   * What are the benefits of vigorous running in games and activities such as these? * Why is it important to play by the rules in any running game we play? * Why is it so important to consider your efforts as an individual and how does that affect your team? | |
| Knowledge and Skills:   * Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. * Students understand that their individual efforts not only make them successful, but adds to the success of their team. * When everyone plays by the same rules, the game is more fun, * The rules needed to play these running activities can be used in different game settings and later in life | Demonstration of Learning:   * Students will demonstrate the knowledge of the rules for the various Field Day activities. * Students will demonstrate an understanding that individual efforts work toward team success. * Students will demonstrate an understanding for the need to perform safely through their performance. | |
| Suggested Tasks and Activities:   * Instructional period * Various relay type races * Strategy games (Hyperspace & Capture the Flag) * Gaga ball * Stream machine * Tug of War | Technical Integration:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms | |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: soccer balls, chicken & the fox, kickball, field day shirts, cones, jump ropes, poly spots, shuffleboard equipment, visual aids | | |

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| **Content Area: Physical Education** | **Grade Level : Third** | |
| **Unit Title:**   **World Games** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building  on others' ideas and expressing their own clearly.  SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  other information known about the topic to explore ideas under discussion.  SL.3.1.B Follow agreed-upon rules for discussions  SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the  remarks of others.  SL.3.1.D Explain their own ideas and understanding in light of the discussion.  **Science Connections:** 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of  an object.  3-PS2-2 Make an observation and/or measurements of an object’s motion to provide evidence that a pattern can be used to  predict future motion. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: World Games | | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **Strand A – Movement Skills and Concepts.** Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **Strand C – Sportsmanship, Rules, and Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings * 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. * 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. * 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. * 22.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. * 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. | | |
| **Enduring Understanding:**   * Games and activities can be created using your own imagination. * Many games have originated in other (underprivileged) countries and need not be store bought to enjoy a game or activity. * Participation in sports provides the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. | **Essential Questions:**   * What factors in a country might determine the type of activities or games different countries might develop? * What (things) types of materials could you use to replace some of our sports or game equipment? * Can playing these different type games help us to lead active, fit lives? | |
| **Knowledge and Skills:**   * Students will understand that physical activity can come from a variety of sources, creating games and securing supplies from items found around them. * Students will understand how timing, proper execution, endurance, etc., are necessary and universal aspects needed to achieve success in most games and activities worldwide * Students will understand that learning new games and activities can broaden their interests. | **Demonstration of Learning:**   * Students will be able to demonstrate their knowledge of the activity and to perform it as explained. * Students will show proper execution of their skills whether they are performers or supporting players (holding and moving the equipment for the performers. | |
| **Suggested Tasks and Activities:**   * Chinese jump rope * Chinese Yo-Yo * Elastica – Macedonia * Catch a Cup * Alaskan Kickball | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms | |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: Chinese jump ropes, kickballs, cones, poly spots, visual aids | | |