Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

3-5 PE Curriculum	
Unit of Study: Establishing a Learning Environment; Sportsmanship, Rules and Safety	**Pacing: 3-4 Weeks Embedded Throughout**
Unit Focus: Students will work together to solve tasks helping to build a positive learning environment as well as understand sportsmanship, rules and safety.	

New Jersey Student Learning Standards

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

Enduring Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ● . Games/competitions are most enjoyable when all players follow the rules, play fair and demonstrate a healthy attitude about winning and losing. ● Students who display appropriate and cooperative behavior while participating in ● and watching games add to the enjoyment of the game. ● Teamwork means that all team members must communicate effectively and interact in helpful, encouraging and supportive ways while playing. ● Having a good attitude is necessary to improve individual and team performance	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...* ● What are the safety rules that we must follow in the gym and why are they so important? ● What is meant by sportsmanship? ● How do we show good sportsmanship while participating in different activities in the gymnasium? ● Why is it important to work together during activities? ● What is the difference between competition and cooperation? ● How can one establish their personal fitness goal?
Key Terms and Vocabulary	**Skills**
What facts and basic concepts should students know and be able to recall? Students will know… ● Sportsmanship ● Teamwork ● Safety ● Rules	*What skills and processes should students be able to use? Students will be skilled at...* ● Identify and maintain a safe personal space during activity. ● Explain the qualities of good sportsmanship behaviors. ● Demonstrate good sportsmanship behavior during activity. ● Engage in developmentally appropriate cooperative strategies in games, sports, and movement activities. ● Demonstrate the ability to work collaboratively toward a common goal. ● Understand how attitude affects physical performance. ● Explain and demonstrate an understanding of rules and expectations and why they are expected and necessary. ● Explain and demonstrate class procedures and safety rules.
Learning Activities	**Resources/Websites**

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

• Small group team building activities • Whole class team building activities • Group discussion on rules	https://www.pecentral.org/

Assessment Evidence	
Performance Tasks • Participation • Discussion • Sportsmanship/Teamwork	**Other Evidence** • Teacher Checklists • Teacher Observation

Accommodations for Different Learners		
Students with Disabilities	**Gifted and Talented Students**	**ELL Students**
• preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students	• modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic	• provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	**504 Plan Students**	
• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg.	• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students	

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

speech to text)	• provide study guides/visual supports • use of assistive technology (eg. speech to text)	

3-5 PE Curriculum	
Unit of Study: Locomotor/Non-Locomotor Movements, Manipulative Movement, Team Sports	**Pacing: 5 Months Embedded Throughout**
Unit Focus: Students will continue to develop locomotor and non-locomotor movements skills as well as manipulative movement skills in isolated and applied settings	

New Jersey Student Learning Standards

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ● The ability to move in a safe, efficient, and effective manner is critical in the development of confidence in performing motor skills that are necessary to participate in activities that maintain a healthy active lifestyle. ● Learning how to kick, bounce, hit, throw and catch a ball allows us to play different games. ● Learning how to play offense and defense will help team effort and result. ● Participating in sports, games and other activities exercises our heart and other muscles.	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...* ● How do games and activities improve our fitness? ● How do skills and strategies improve our fitness? ● What skills and strategies are needed to achieve success while participating in various games and activities? ● How does good sportsmanship add to the enjoyment of a game? ● How does a mass game allow a large number of individuals to participate? ● What is appropriate movement? ● When should movements be modified or changed? ●
Key Terms and Vocabulary	**Skills**
What facts and basic concepts should students know and be able to recall? Students will know… ● Sportsmanship ● Teamwork ● Safety ● Rules ● Dribble ● Out of bounds ● Goal ● Basket	*What skills and processes should students be able to use? Students will be skilled at...* ● Demonstrate the passing of a soccer ball using the inside of students' foot. ● Stop/trap a soccer ball with legs and feet. ● Demonstrate passing and shooting a soccer ball while moving in an open space. ● Demonstrate the ability to pass a ball while maintaining control. ● Demonstrate developmentally appropriate underhand and overhand techniques using various balls, objects and targets. ● Demonstrate changes in time, force and

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

	flow while moving in different directions and pathways in personal and general space while carrying a ball. ● Demonstrate pass and catch with a basketball with two hands using developmentally appropriate techniques needed for the bounce and chest passes. ● Demonstrate shooting at a basket using developmentally appropriate techniques needed for the set/jump shot, free throw and beginning lay-up. ● Practice hitting a stationary target (through kicking, throwing, rolling). ● Develop eye-hand coordination with tossing, catching, bouncing and volleying activities. ● Develop foot-eye coordination with kicking activities, and during movement. ● Develop and improve skills and performance through practice. ● Demonstrate proper hand positioning on a ball. ● Understand (with support) how to score traditionally and using modified methods. ● Demonstrate basic goal shooting (offense) and goalkeeping (defense) skills. ● Learn basic positions, rules and offensive/defensive strategies in various sports.
Learning Activities	**Resources/Websites**
● Dribbling a ball with their feet ● Passing a ball with their feet ● Shooting a ball with their feet ● Playing goalie ● Playing a modified game of soccer ● Dribbling a ball ● Passing a ball ● Shooting a ball ● Playing a modified game of basketball ● Throwing and catching with a partner ● Playing modified skill based games ● Volleyball hits	https://www.pecentral.org/
Assessment Evidence	

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

Performance Tasks	Other Evidence
● Participation ● Discussion ● Sportsmanship/Teamwork	● Teacher Checklists ● Teacher Observation

Accommodations for Different Learners		
Students with Disabilities	**Gifted and Talented Students**	**ELL Students**
● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students	● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic	● provide visual supports ● provide definitions and examples of new vocabulary ● repeat, reword, and clarify directions ● provide visual supports and diagrams to support skills /content ● preferential seating ● provide short, concise directions ● provide extended time ● modify assignments to support vocabulary ● check in frequently with students ● provide study guides ● provide concrete examples when possible
At Risk Students	**504 Plan Students**	
● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information ● Provide a peer for support break long term projects into shorter chunks ● check in frequently with students ● provide study guides/visual supports ● use of assistive technology (eg. speech to text)	● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students ● provide study guides/visual supports ● use of assistive technology (eg. speech to text)	

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

3-5 PE Curriculum

Unit of Study: Dance and Yoga	**Pacing: 6 Weeks** **Embedded Throughout**

Unit Focus:

- **Students will develop balance, flexibility and movement skills through dance and yoga.**

New Jersey Student Learning Standards

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ● Developing competence in locomotor skills is important for efficient and enjoyable play. ● Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities. ● Understand that repetitive practice of new skills learned will enhance one's ability to play. ● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. ● Dance and yoga helps improve agility, balance and coordination needed in other sports.	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...* ● Should movement be judged or analyzed? ● Does movement allow you to express yourself? ● Why is learning different ways to move important for participation in physical activity? ● What are the different locomotor skills that one needs during a physical activity? ● How can understanding movement concepts improve my performance? ● How does dance and yoga improve our physical fitness? ● How does dance and yoga help improve performance in other sports and physical activities?
Key Terms and Vocabulary	**Skills**

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

What facts and basic concepts should students know and be able to recall? Students will know…	*What skills and processes should students be able to use? Students will be skilled at...*
• Sportsmanship • Teamwork • Safety • Rules	• Identify and maintain a safe personal space during activity. • Explain the qualities of good sportsmanship behaviors. • Demonstrate good sportsmanship behavior during activity. • Engage in developmentally appropriate cooperative strategies in games, sports, and movement activities. • Demonstrate the ability to work collaboratively toward a common goal. • Understand how attitude affects physical performance. • Explain and demonstrate an understanding of rules and expectations and why they are expected and necessary. • Explain and demonstrate class procedures and safety rules.
Learning Activities	**Resources/Websites**
• Basic Yoga Videos • Students will learn basic line dances such as (Electric slide, chacha slide, cupid shuffle, hoedown throwdown ect.) • Students will create their own dances in groups	https://www.pecentral.org/
Assessment Evidence	
Performance Tasks • Participation • Discussion • Sportsmanship/Teamwork	**Other Evidence** • Teacher Checklists • Teacher Observation

Accommodations for Different Learners		
Students with Disabilities	**Gifted and Talented Students**	**ELL Students**

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

• preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students	• modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic	• provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	**504 Plan Students**	
• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text)	• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text)	

3-5 PE Curriculum	
Unit of Study: Fitness	**Pacing: 4 Weeks** **Embedded Throughout**
Unit Focus: • **Students will develop the components of fitness that contribute to enhanced personal health as well as motor skill performance**	

New Jersey Student Learning Standards

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding

and demonstrating how the change improves performance.
2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. •
2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make?	*What thought-provoking questions will foster inquiry, meaning-making, and transfer?*

Springfield Township School District
Physical Education Curriculum
Grade: 3-5
BOE Approval PENDING

Students will understand that...	*Students will keep considering...*
• Fitness is an important aspect in maintaining a healthy body. • There are different principles with fitness that are all important. • There are factors other than exercise that can influence fitness. • There are physical, social, emotional, and intellectual benefits of regular physical activity.	• How does improving our physical fitness help to improve our overall health? • What are the five principles of fitness? • Why is it important to practice regular physical activity?
Key Terms and Vocabulary	**Skills**
What facts and basic concepts should students know and be able to recall? Students will know… • Endurance • Strength • Speed • Agility • Flexibility • Balance	*What skills and processes should students be able to use? Students will be skilled at...* • Identify and maintain a safe personal space during activity. • Explain the components of health related fitness • Explain how fitness helps maintain a healthy body • Demonstrating the components of health related fitness
Learning Activities	**Resources/Websites**
• Fitness Stations • Fitness Warm Ups • Fitness related games	https://www.pecentral.org/
Assessment Evidence	
Performance Tasks • Participation • Discussion • Sportsmanship/Teamwork	**Other Evidence** • Teacher Checklists • Teacher Observation

Accommodations for Different Learners

Springfield Township School District

Physical Education Curriculum

Grade: 3-5

BOE Approval PENDING

<table>
<tr><th>Students with Disabilities</th><th>Gifted and Talented Students</th><th>ELL Students</th></tr>
<tr><td>preferential seating
repeat and clarify Instructions
Provide a peer for support
break long term projects into shorter chunks
check in frequently with students</td><td>modify content to extend skills to a higher level
provided additional independent projects
allow structured student choice for skill extension or topic</td><td rowspan="3">provide visual supports
provide definitions and examples of new vocabulary
repeat, reword, and clarify directions
provide visual supports and diagrams to support skills /content
preferential seating
provide short, concise directions
provide extended time
modify assignments to support vocabulary
check in frequently with students
provide study guides
provide concrete examples when possible</td></tr>
<tr><th>At Risk Students</th><th>504 Plan Students</th></tr>
<tr><td>preferential seating
repeat and clarify Instructions
provide word bank of vocabulary words
extend deadlines and time for tests
provide a copy of notes
provide graphic organizers/scaffold projects
highlight important information
Provide a peer for support
break long term projects into shorter chunks
check in frequently with students
provide study guides/visual supports
use of assistive technology (eg. speech to text)</td><td>preferential seating
repeat and clarify Instructions
provide word bank of vocabulary words
extend deadlines and time for tests
provide a copy of notes
provide graphic organizers/scaffold projects
highlight important information
Provide a peer for support
break long term projects into shorter chunks
check in frequently with students
provide study guides/visual supports
use of assistive technology (eg. speech to text)</td></tr>
</table>