

**Belvidere Cluster Wide  
Physical Education Curriculum  
Grade 3  
Updated Spring 2023**

**\*This Curriculum can be interjected or taught as separate units in conjunction with Physical Education Classes**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Integrated Accommodations and Modifications**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers

- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

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### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding

- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1: Physical Education, Movement Education/Rhythm, Grade 3

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **September-October**  
Status: **Published**

## Core Ideas

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Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.

Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.

Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

## Essential Questions

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How can one perform non-locomotor and locomotor movements to rhythms?

Why is it important to demonstrate control while performing movements?

What is necessary for effective execution of non-locomotor and locomotor movements?

What is the importance of external feedback and self-evaluation?

What are examples of offensive and defensive strategies?

## New Jersey Student Learning Standards

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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	Executing 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.

## Student Learning Objectives

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Produce specialized movement forms in isolation and applied settings.

Demonstrate essential elements of movement while performing nonlocomotor (stretching, bending) and locomotor (galloping, running) activities.

Perform essential elements of movement in a rhythmic activity.

Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings.

Demonstrate developmentally mature form in the fundamental movement skills: locomotor, non-locomotor and manipulative, in a closed environment (skills in isolation).

Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement.

Utilize feedback to improve performance.

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## **Instructional Activities**

Dance- (Group, Line, Macaraine, Salsa, Waltz, Cha Cha, Cotton Eye Joe, Cupid Shuffle, and etc.)

Gymnastics Routine- With/W.O Music and Partners

Gymnastics Skills- Forward roll, Backward roll, Side tuck roll, Candle stick, X balance, Plane Balance, 360, 180, Cartwheel, Round off, Bridge, Backbend, Log roll, Headstand, and etc.

Dance posters (Culture and history)

Jump Rope Activities: Basic Skills - double bounce and single bounce, two foot jumping, one foot jumping, jumping with a partner etc.

Offensive and defensive sports/games (flag football, soccer, basketball, capture the flag etc)

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## **Interdisciplinary Connections**

Music/FineArts- Dance Routine

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## **Assessment**

Dance Rubric

Gymnastics Skill Checklist

Peer/Self-Assessment

Peer Observation

Teacher Observation

Test/Quiz

Written Homework

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

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## **Texts and Resources**

<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=132848#.V3FNqPmDGko>

<http://www.sparkpe.org/blog/16-ideas-for-teaching-dance-in-pe/>

Pecentral.org



# Unit #2, Physical Education, Wellness, Grade 3

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **November- December**  
Status: **Published**

## Core Ideas

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The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities

Personal and community resources can support physical activity.

All individuals have their own ability levels.

## Essential Questions

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Are the skill-related components of fitness more important than the health-related components of fitness?

What are the benefits of fitness in the realms of physical, social, emotional, and intellectual health?

How do short and long term goals in fitness affect someone's personal health?

How does community resources help with physical activities and wellness?

What are some factors that would determine someone's fitness level?

## New Jersey Student Learning Standards

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2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. .
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
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

## Student Learning Objectives

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Identify each health-related and skill-related fitness component of fitness.

Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity.

Identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level.

Explain the importance of health-related fitness goals which are based on the assessment of one's personal fitness-level.

Explain how to track progress using health/fitness indicators.

Identify how community resources help with physical activities and overall wellness.

## Instructional Activities

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Create Your Own Exercise- Partner Activity and Presentation

Fitness Graphing/Data Collection

Graffiti Wall- Factors both +/- that impact a person's health

Skill Related Components Data Collection (Stations)- Speed, Balance, Agility, Power, Coordination, and Reaction Time.

Health-Related Components Data Collection (Stations)- Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Comp.

Fitness Stations- Sit-ups, Chin-ups, Pull-ups, Jump Rope, Push-ups, Superman Banana, and etc.)

Set and track a SMART Goal

Students create game modifications to assist all students in being successful.

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### **Interdisciplinary Connections**

Technology and/or ELA- Fitness Journal

Mathematics- Fitness Tracking

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### **Assessment**

Fitness Checklist

Journaling

Fitness Testing Results

Peer/Self-Assessment

Peer Observation

Fitness Presentation

Fitness Rubric

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

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### **Texts and Resources**

Pecentral.org

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Shapeamerica.org

[www.shapeamerica.org/prodev/pyfp.cfm](http://www.shapeamerica.org/prodev/pyfp.cfm)

[http://www.pecentral.org/lessonideas/elementary/3\\_5lessonideas.asp](http://www.pecentral.org/lessonideas/elementary/3_5lessonideas.asp)

# Unit #3, Physical Education, Manipulative Skills, Grade 3

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **January-February**  
Status: **Published**

## Core Ideas

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Manipulative skills include catching, throwing, kicking, dribbling, bouncing, rolling, lifting, striking, volleying and pushing and pulling.

The proper execution of manipulative skills is beneficial to the development of success in many different sports and activities.

The practice of manipulative skills can lead to precision, accuracy and fluidity in sport/activities once the skill is mastered.

## Essential Questions

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Why are the different ways a person can manipulate an object important to games, sports, and activities?  
What are the cues for kicking and striking?

What are the different ways an object can be dribbled in different sports/games?  
What are the cues for catching and throwing an object?  
How does the force used in volleying change depending on the equipment being used?  
How are manipulative skills used to be successful in a sports/game?

## New Jersey Student Learning Standards

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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.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

## Student Learning Objectives

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Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.)

Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities.

Explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities.

Explain and demonstrate how to catch and throw an object for a goal in a variety of games, sports, and activities.

Explain and demonstrate how to dribble an object for a goal in multiple ways for different sports/games.

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## **Instructional Activities**

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Individual Skill Practice- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.

Partner Skill Practice- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.

Skill Stations/Mini Games- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.  
(Targets, Cone Courses, Repetition, and etc.)

Student Discovery- Levels, Effort, Pathways, Directions, Speed and Space Awareness

Team Games- Soccer, Basketball, Kickball, Matball, Money in the Bank, Castle Ball and etc.

Individual Games- Ping Pong, Golf, Frisbee Golf, Swimming, and etc.

Tag Games with Manipulatives- Ball Tag, Crossfire, Grinch Tag, and etc.

Keep Away/Monkey in the Middle

Pickle

Journal of skills progress and goals

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## **Interdisciplinary Connections**

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ELA- Journal

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## **Assessment**

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GPAI (Games Performance Assessment Instrument)

Exit Slip

Skills Checklist

Peer/Self-Assessment

Peer Observation

Skill Rubric

Teacher Observation

Test/Quiz

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

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Presentation  
Project  
Portfolio  
Skills exhibit

### **Texts and Resources**

Pecentral.org

Sparkepe.org

Shapeamerica.org

Striking Skills

<http://www.pecentral.org/lessonideas/searchresults.asp?-Search=Find+Them&subcategory=Striking+with+Implements>

Jump rope skills

[http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills\\_UCM\\_001270\\_Article.jsp#.V3FkifmDGkp](http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.V3FkifmDGkp)

# Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Grade 3

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **March -April**  
Status: **Published**

## Core Ideas

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Different internal and external factors influence an individual's personal fitness and healthy lifestyle choices. Understanding the various stretching and movement vocabulary can lead to engagement in physical activity. All individuals can create and promote their own health-related fitness goals. Physical activity can lead to physical, social, emotional, and intellectual benefits.

## Essential Questions

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Why are some benefits an individual may experience from participating in physical activity?  
Why is body management important for fitness and sport?  
How can feedback be utilized to improve physical fitness?  
Why should feedback be continuous and constant?

## New Jersey Student Learning Standards

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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.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

## Student Learning Objectives

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Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions, using different body parts.  
Demonstrate a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds.  
Utilize feedback to improve performance.  
Demonstrate and explain proper movement of a variety of non-locomotor skills in a safe manner.

## Instructional Activities

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Tag Games- Magician Tag, Sharks and Minnows, Pacman, Blob Tag, Ball Tag, and Etc.  
Locomotor Movements- Walking, Skipping, Hopping, Galloping, Sliding, Jumping and Leaping  
Nonlocomotor Movements- Twisting, Bending, Stretching, Turning, Swinging, and Swaying  
Dance- (Group, Line, Macarone, Salsa, Waltz, Cha Cha, Cotton Eye Joe, Cupid Shuffle, Dance Dance Revolution off of youtube.)

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Gymnastics Routine- With/W.O Music and Partners

Gymnastics Skills- Forward roll, Backward roll, Side tuck roll, Candle stick, X balance, Plane Balance, 360, 180, Cartwheel, Round off, Bridge, Backbend, Log roll, Headstand, and etc.

Rules and Safety Discussion

Safety Poster

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### **Interdisciplinary Connections**

Fine Arts- Gymnastics routine

Technology- Video/Photography of routines

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### **Assessment**

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Skills Checklist

Peer/Self-Assessment

Peer Observation

Skill Rubric

Teacher Observation

Test/Quiz

#### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

#### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

### **Texts and Resources**

<https://quizlet.com/6014729/non-locomotor-skills-flash-cards>

Educational Gymnastics

[http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6263#.V3F4c\\_mDGko](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6263#.V3F4c_mDGko)

Sparkepe.org





# Unit #5, Physical Education, Cooperative Games

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **May-June**  
Status: **Published**

## Core Ideas

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Demonstrate body management skills when moving in relation to personal space and in group game play.

What is the benefit of a team/ person applying offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

Identify what sportsmanship is and how its role in cooperative games.

Explain how coordination, balance, flexibility and agility play a role in a cooperative game.

## Essential Questions

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Why are the strategies of faking, dodging, and defending open space needed during games and activities?

What situations can faking, dodging, and defending open space be applied in?

Why is it important to work cooperatively with a teammate while passing and receiving an object?

What is the benefit of having offensive and defensive roles during a cooperative game?

Why is team building important for game play?

What is sportsmanship?

What is the role of sportsmanship in cooperative games?

How does sportsmanship affect the outcome and process of a game or activity?

## New Jersey Student Learning Standards

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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.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.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.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

## **Student Learning Objectives**

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Demonstrate faking, dodging, and defending open space in cooperative games.  
Describe what sportsmanship is and its important in game play  
Identify the characteristics of good sportsmanship that are displayed by both players and observers.  
Identify rules and procedures that produce a safe environment.  
Explain the importance of working cooperatively with a teammate or partner.

## **Instructional Activities**

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Team Games (Basketball, Soccer, Volleyball, Field Hockey, Lacrosse, Relay Races, Tug of War, Football, Hockey, Ultimate Frisbee, Baseball/Softball, Kickball, Speedball, and etc.)  
Misc. Games (Sportsmanship/Strategy)- Clean your Room, Builders/Breakers, Castle Ball, Money in the Bank, 4 of a Kind, and etc.  
Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Magic Carpet, etc.)  
Group Trust Activities- Trust Fall, Trust Circle, Group Q and A, and etc.  
Team Building Activities- School Spirit Events (Twin, Hat, and Pride Day)  
T Chart- Compare and Contrast Player V. Observer  
Journal experience as Player and Observer  
Sportsmanship Group Brainstorm

## **Interdisciplinary Connections**

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ELA- Journal, Compare and Contrast Player/Observer

## **Assessment**

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Checklist  
Group work or teamwork rubric  
Oral presentations  
Peer/Self-assessment  
Peer observation  
Teacher observation  
Test/Quiz  
Written homework

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

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**Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

**Texts and Resources**

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Pecentral.org  
Sparkepe.org  
Pe4life.org  
Education.com  
Aapherd.org  
Cdc.gov  
Pelinks4u.org  
Pesoftware.com  
Thephysicaleducator.com  
Mrgym.com  
Shapeamerica.org  
Teachpe.com  
Peuniverse.com  
Pegames.org