

Quinton Township School District
Physical Education
Grade 3
[Pacing Guide](#)

Unit	1	Unit Title:	Fitness and Movement	Pacing:	9 Days
Unit Summary: Leading a healthy life begins in childhood. In the first unit of third grade Physical Education, students examine what it means to be healthy as they explore different fitness activities. They also explore how rhythm and movement can impact overall health and fitness.					
Essential Question: How can I lead a healthy life? How does effective and appropriate movement affect wellness?					
Objectives: ● 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. ● Demonstrate essential elements of movement while performing non locomotor (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.					
NJSLS-CHPE Standards: 2.2.5.LF.3, 2.2.5.PF.1, 2.2.5.PF.2, 2.2.5.MSC.1, 2.2.5.MSC.2, 2.2.5.MSC.3, 2.2.5.MSC.4, 2.2.5.MSC.6					
Interdisciplinary Connections: SL.PE.3.1, 6.1.5.CivicsPR.1, 6.1.5.CivicsPR.3					

Career Readiness, Life Literacies & Key Skills: 9.1.5.CR.1, 9.4.5.CI.1		
Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Establish physical education routines and rules for outdoor and gymnasium spaces. - Assess students' fitness levels and conduct activities to explore what fitness means. - Conduct movement activities that develop locomotor and non locomotor skills. - Perform dance activities such as the Cupid Shuffle and the Wobble to build movement control and rhythm. - Conduct drills, relays, and games based on sports such as soccer and football to strengthen movement and coordination in applied settings.	Core Materials PE Central Kids Health Grades 3-5: Fitness PE equipment Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt,	Alternative Assessments Alternative Choice Projects	

content-specific benchmarks)		● Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Reteach and review skills daily. ● Demonstrate skills. ● Assign positions on the field that suit students' needs and ability ● Every student has their own equipment to work at their own pace ● Assign partners with similar abilities.	● Partner with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand directions. ● Translate directions in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Utilize strategic grouping with a positive academic role model.	● Allow self-directed learning for growth though independent projects. ● Allow to lead activities, design a movement sequence, and serve as peer mentor. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	2	Unit Title:	Fitness and Manipulative Skills	Pacing:	9 Days
Unit Summary: In this unit, third graders build on their understanding of fitness and movement as they develop their manipulative skills. Students demonstrate proper use of body parts, objects, and implements as they develop ball handling skills and apply these skills in cooperative activities and sports.					
Essential Questions: How can I live a healthy life? How does proper technique help me improve my manipulative skills while staying healthy?					
Objectives: ● 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. ● 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.					
NJSLS-CHPE Standards: 2.2.5.LF.1, 2.2.5.MSC.1, 2.2.5.MSC.2, 2.2.5.MSC.5, 2.2.5.MSC.7					
Interdisciplinary Connections: SL.PE.3.1, 6.1.5.CivicsPR.3					
Career Readiness, Life Literacies & Key Skills: 9.4.5.CI.1, 9.4.5.CI.2					

Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5			
Career Education: 9.2.5.CAP.1			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
● Play a variety of volleying games such as “Keep it Up” to practice manipulating objects with control. ● Conduct activities such as “Kick Bowling,” “Monkey in the Middle,” relays, and obstacle courses to develop manipulative skills. ● Apply skills in drills and games such as basketball, puff ball, floor hockey, and indoor soccer.		Core Materials PE Central Keep It Up PE equipment Supplemental Resources PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments			
Formative Assessments ● Self Evaluation ● Peer Evaluation ● Teacher Observation		Summative Assessments ● Oral Assessments ● Skill Demonstration ● Participation Rubric	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504	● Partner with native-language-speaking	● Make modifications to instructional plans based on I	● Allow self-directed learning for growth though

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plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	teacher/paraprofessional as available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	independent projects. • Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	3	Unit Title:	Movement to Enhance Flexibility	Pacing:	9 Days
Unit Summary: Activities that enhance flexibility and core strength contribute significantly to overall fitness because they use muscle groups and body orientations that support balance and stability. In developing nonlocomotor skills and spatial awareness, students are also learning about lifelong fitness.					
Essential Question: How does controlled movement impact my health?					
Objectives: - Identify each health-related and skill-related component of fitness. - Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity. - 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.					
NJSLS-CHPE Standards: 2.2.5.LF.2, 2.2.5.PF.5, 2.2.5.MSC.1, 2.2.5.MSC.3, 2.2.5.MSC.5					
Interdisciplinary Connections: SL.PE.3.1, 6.1.5.CivicsPR.4					
Career Readiness, Life Literacies & Key Skills: 9.1.5.CR.1, 9.4.5.CI.1					
Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5					

Career Education: 9.2.5.CAP.1			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Conduct discussions to explore how non locomotor skills impact our health and well-being. - Conduct individual, partner, and group activities such as yoga, Monuments, Mirror Mirror, or the Hankie Hop to build static and dynamic balances. - Conduct gymnastic activities to practice a variety of rolls (front roll, egg roll, log roll) with control while moving in different shapes, directions, and speeds. - Practice movement through bowling.		Core Materials PE Central Elementary Gymnastics Guide Hankie Hop mats, balls, targets, bean bags, bowling balls, pins, cones Supplemental Resources PBS Learning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments			
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation		Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
Modify and accommodate as	Partner with	Make modifications to	Allow self-directed learning

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listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	for growth though independent projects. • Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
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Unit	4	Unit Title:	Lifetime Fitness and Cooperative Games	Pacing:	9 Days
Unit Summary: In the final unit of third grade physical education, students combine their manipulative, locomotor, non-locomotor, and body management skills in playing cooperative games. Through teamwork and cooperation, students explore what it means to be a good sport and how they can best lead an active life at any age.					
Essential Questions: Why is cooperation an important life skill? What does it mean to be a good sport?					
Objectives: • Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice). • Describe how team members may motivate each other for success during cooperative games and activities. • Identify the characteristics of good sportsmanship that are displayed by both players and observers.					
NJSLS-CHPE Standards: 2.2.5.LF.4, 2.2.5.LF.5, 2.2.5.PF.2, 2.2.5.MSC.2, 2.2.5.MSC.3, 2.2.5.MSC.6, 2.2.5.MSC.7					
Interdisciplinary Connections: SL.PE.3.1, 6.1.5.CivicsPR.3, 6.1.5.CivicsPR.4					
Career Readiness, Life Literacies & Key Skills: 9.1.5.CR.1, 9.4.5.CI.1, 9.4.5.CI.3					
Computer Science & Design Thinking: 8.1.5.DA.1, 8.1.5.DA.5					

Career Education: 9.2.5.CAP.1			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Through role play or use of scenarios, examine key elements of good sportsmanship. - Conduct activities such as United We Stand and Human Pretzel to foster trust and cooperation among groups. - Conduct track and field events to practice manipulative, locomotor, non locomotor and spatial skills. - Play games such as soccer, small-group baseball/softball, Frisbee golf, and kickball to practice basic offensive and defensive strategy. - Explore ways to be active in summer and have students design a plan for their summer fitness.		Core Materials PE Central Mr. Gym Cooperative Games UBC Cooperative Games scooters, chairs, relay courses, cones Supplemental Resources PBSLearning: PE	Smart Board Applications Go Noodle Fitness Apps iPad Student-Created Movement Music Playlists
Assessments			
Formative Assessments - Self Evaluation - Peer Evaluation - Teacher Observation		Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

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