

# Moonachie School District Physical Education Curriculum: Grades 3-5

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022  
Pending Re-Adoption: August 26, 2025

Throughout the curriculum, you will find the integration of the 10 New Jersey CHPE Practices naturally embedded.

The 10 Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the

	actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.

Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

## CHPE: PHYSICAL EDUCATION

### Grades 3-5

#### 2.2 Physical Wellness

#### DISCIPLINARY CONCEPT: MOVEMENT SKILLS AND CONCEPTS

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

Core Ideas	Performance Expectation Standards
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.	<ul style="list-style-type: none"> <li>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).</li> <li>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>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).</li> <li>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> </ul>
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.	<ul style="list-style-type: none"> <li>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.</li> </ul>
Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.	<ul style="list-style-type: none"> <li>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.</li> <li>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Activity 1: 2.5.MSC.1</b> Personal Space General Space Coordination Balance	<b>Activity 1</b> <ul style="list-style-type: none"> <li>Students will be able to demonstrate body management skills and control when moving in</li> </ul>	<b>Activity 1</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>Circuit/Station: Students rotate through various stations where students work</li> </ul>	<b>Activity 1</b> <ul style="list-style-type: none"> <li>Self evaluation</li> <li>Peer evaluation</li> <li>Teacher evaluation</li> <li>Quizzes</li> </ul>

Flexibility Agility Cooperation Teamwork Sportsmanship	relation to others, objects, and boundaries in personal and general space.	on various skills connected with the current unit <ul style="list-style-type: none"> <li>- Relay Races (ex: crab walk, bear crawl, walk backwards, etc.)</li> <li>- Jump Rope</li> <li>- Obstacle Courses</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Jump roping skills (long ropes, jump rope tricks, personalized ropes)</li> <li>- Chasing and Fleeing</li> </ul> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>- Paired Partner Skills:</li> <li>- Teacher modeling of skill positions (can be reinforced and supplemented with video)</li> <li>- Yoga</li> <li>- Evasion Games</li> <li>- Double Dutch</li> <li>- Gymnastics</li> </ul>	
<b>Activity 2: 2.2.5.MSC.2</b> Unison Partners Pathways Personal space Culture Tempo Balance Agility Muscle memory Planning Communication Coordination	<b>Activity 2</b> <ul style="list-style-type: none"> <li>- Students will be able to explain and demonstrate dance and gymnastic movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> </ul>	<b>Activity 2</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>- Students are exposed to different types of line dances (Cotton Eye Joe, Electric Slide, etc).</li> <li>- Rolls / Walks</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Students will follow along the drum fit videos.</li> <li>- Cultural Dances</li> <li>- Basic tumbling routines</li> </ul> <b>Grade 5:</b>	<b>Activity 2</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>

		<ul style="list-style-type: none"> <li>- Students create their own line dance movements and pick their own music</li> <li>- Students record and present their own line dance.</li> <li>- Creating Gymnastic Routines.</li> </ul>	
<b>Activity 3: 2.2.5.MSC.3</b> Balance Trap Offense Defense Follow-through Dominant Non-dominant Vision Peripheral vision Collaboration Communication Teamwork Sportsmanship	<b>Activity 3</b> <ul style="list-style-type: none"> <li>- Students will be able to begin to demonstrate and perform movement skills with developmentally appropriate control in isolated settings and applied settings including skill practice, games, sports, recreational activities, and/or dance.</li> </ul>	<b>Activity 3</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>- Keep Away Games</li> <li>- Keep It Up Games</li> <li>- Kickball Games</li> <li>- Wiffle Ball Games</li> <li>- Sport-Specific (Skills)</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Team-Building Games</li> <li>- Ultimate Frisbee</li> <li>- Team Handball</li> <li>- Sport-Specific (lead -up games)</li> </ul> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>- Capture the Flag</li> <li>- Invasion Games</li> <li>- Floor Hockey</li> <li>- Volleying skills</li> <li>- Badminton</li> <li>- Sport-Specific (lead-up games/sport -specific activities)</li> </ul>	<b>Activity 3</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Cognitive Skill-Cue Review</li> <li>- Quizzes</li> </ul>

<b>Activity 4: 2.2.5.MSC.4</b> Stability Balance Coordination Agility Body Control	<b>Activity 4</b> <ul style="list-style-type: none"> <li>- Students will be able to begin to develop the necessary body control to improve stability and balance during movement and physical activity.</li> </ul>	<b>Activity 4</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>- Circuit/Station: Students rotate through various stations where students work on various skills connected with the current unit</li> <li>- Relay Races (ex: crab walk, bear crawl, walk backwards, etc.)</li> <li>- Jump Rope</li> <li>- Obstacle Courses</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Jump roping skills (long ropes, jump rope tricks, personalized ropes)</li> <li>- Chasing and Fleeing</li> </ul> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>- Paired Partner Skills:</li> <li>- Teacher modeling of skill positions (can be reinforced and supplemented with video)</li> <li>- Yoga</li> <li>- Evasion Games</li> <li>- Double Dutch</li> <li>- Gymnastics</li> </ul>	<b>Activity 4</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<b>Activity 5: 2.2.5.MSC.5</b> Successfulness Constructive criticism <ul style="list-style-type: none"> <li>- positive and negative feedback</li> </ul> Improvement Self acceptance	<b>Activity 5</b> <ul style="list-style-type: none"> <li>- Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> </ul>	<b>Activity 5</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>- Locomotor Activities (Relay races, Tag games, etc.)</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Skill-related Activities</li> </ul> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>- Paired Partner Skills</li> </ul>	<b>Activity 5</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<b>Activity 6: 2.2.5.MSC.6</b> Behaviors	<b>Activity 6</b> <ul style="list-style-type: none"> <li>- Students will be able to</li> </ul>	<b>Activity 6</b> <b>Grade 3:</b>	<b>Activity 6</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> </ul>



Etiquette Sportsmanship Respect Teamwork Safety	execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributing to a safe environment.	<ul style="list-style-type: none"> <li>- Back to school lessons</li> <li>- Team Building/Cooperative Games</li> <li>- Sportsmanship lessons</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Back to school lessons</li> <li>- Team Building/Cooperative Games</li> <li>- Sportsmanship lessons</li> </ul> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>- Back to school lessons</li> <li>- Team Building/Cooperative Games</li> <li>- Sportsmanship lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<b>Activity 7: 2.2.5.MSC.7</b> Rules Strategy Sportsmanship Teamwork Body Awareness Spatial Awareness	<b>Activity 7</b> <ul style="list-style-type: none"> <li>- Students will be able to apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>	<b>Activity 7</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>- Keep Away Games</li> <li>- Keep It Up Games</li> <li>- Kickball Games</li> <li>- Wiffle Ball Games</li> <li>- Sport-Specific (Skills)</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Team-Building Games</li> <li>- Ultimate Frisbee</li> <li>- Team Handball</li> <li>- Sport-Specific (lead -up games)</li> </ul> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>- Capture the Flag</li> <li>- Invasion Games</li> <li>- Floor Hockey</li> <li>- Volleying skills</li> <li>- Badminton</li> <li>- Sport-Specific (lead-up games/sport -specific activities)</li> </ul>	<b>Activity 7</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<b>Resources/Materials</b>	<b>Resources:</b> <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a>		

	<p> <a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a>  <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a>  <a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a>  <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a>  <a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a>  <a href="https://thephysicaleducator.com/">https://thephysicaleducator.com/</a>  <a href="https://www.pecentral.org/">https://www.pecentral.org/</a>  <a href="https://www.youtube.com/watch?v=X655B4ISakg">https://www.youtube.com/watch?v=X655B4ISakg</a>  <a href="https://cosmickids.com/">https://cosmickids.com/</a>  <a href="http://www.thepeproject.com">www.thepeproject.com</a>  <a href="https://kirawilley.com/album/840172/mindful-moments-for-kids-free">https://kirawilley.com/album/840172/mindful-moments-for-kids-free</a>  <a href="https://peuniverse.com/">https://peuniverse.com/</a>  <a href="https://fairviewpe.blogspot.com/">https://fairviewpe.blogspot.com/</a>  <a href="https://teachphysed.weebly.com/">https://teachphysed.weebly.com/</a>  <a href="https://fitnessgram.net/">https://fitnessgram.net/</a> </p> <p><b>Materials:</b>  Pedometers, Heart Rate monitors, Fitness Apps (Myfitnesspal, Mapmyrun, Strava, Future, Apple Health, Google Fit, Nike Run), Videos of specific exercises/movements, worksheets and handouts, mats, bands, jump ropes, Balance boards, medicine balls, Various balls, Hula-Hoops, Jump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Music, Frisbee, Spikeball, Can Jam, Cornhole, Ladder ball, Horseshoes, Table Tennis, flags</p>
<b>Interdisciplinary Connections</b>	<p><b><u>Science</u></b>  Grade 3  PS2.A: Forces and Motion  Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces, are used at this level.) (3-PS2-1)</p> <p>Grade 4  <b>PS3.B: Conservation of Energy and Energy Transfer</b>  Energy is present whenever there are moving objects, sound, light or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.  Light also transfers energy from place to place.  Energy can also be transferred from place to place by electric currents, which can then be used locally to produce</p>

	<p>motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.</p> <p>Grade 5</p> <p><b>S2.B: Types of Interactions</b></p> <p>The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	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).
<b>Computer Science and Design Thinking</b>	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
<p>Repeated instructions</p> <p>Same language partners</p> <p>Translated notes/rules</p> <p>Use of technology</p> <p>Videos in other languages</p>	<p>Equipment:</p> <p>Larger/lighter bat</p> <p>Use of velcro</p> <p>Larger goal/target</p> <p>Mark positions on playing field</p> <p>Lower goal/target</p> <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p> <p>Movements:</p> <p>Change locomotor patterns</p> <p>Modify grasps</p> <p>Modify body positions</p> <p>Reduce number of actions</p> <p>Use different body parts</p> <p>Rules, Cues:</p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p>	<p>Teacher modeling</p> <p>Peer modeling</p> <p>Study guides</p> <p>Multiple Opportunities</p> <p>Extended time</p> <p>Parent communication</p> <p>Modified assignments</p> <p>Provide choices</p> <p>Create instructional objectives with realistic connections</p> <p>Provide additional opportunities for support and instruction</p>	<p>Curriculum compacting</p> <p>Challenge assignments</p> <p>Enrichment activities</p> <p>Tiered activities</p> <p>Independent research/inquiry</p> <p>Collaborative teamwork</p> <p>Higher level questioning</p> <p>Critical/Analytical thinking tasks</p> <p>Self-directed activities</p>	<p>Equipment:</p> <p>Larger/lighter bat</p> <p>Use of velcro</p> <p>Larger goal/target</p> <p>Mark positions on playing field</p> <p>Lower goal/target</p> <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p> <p>Movements:</p> <p>Change locomotor patterns</p> <p>Modify grasps</p> <p>Modify body positions</p> <p>Reduce number of actions</p> <p>Use different body parts</p> <p>Rules, Cues:</p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p>

	Allow ball to remain stationary Allow batter to sit in chair Place student with disability near teacher  Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods  Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)			Allow ball to remain stationary Allow batter to sit in chair Place student with disability near teacher  Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods  Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)
--	---	--	--	---

CHPE: PHYSICAL EDUCATION	
Grades 3-5	
2.2 Physical Wellness	
DISCIPLINARY CONCEPT: PHYSICAL FITNESS	
Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.	
Core Ideas	Performance Expectation Standards
- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	- 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. - 2.5.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).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Activity 1: 2.2.5.PF.1</b> Physical health Social health Emotional health Self-Awareness Self-Reflection Mindfulness Wellness SEL	<b>Activity 1</b> Students will be able to identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.	<b>Activity 1</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>- Basic Yoga Poses</li> <li>- Breathing Exercises</li> <li>- Exercise Stations (Flexibility, Core, Strength, Cardio)</li> <li>- Intro to Fitnessgram</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Meditation</li> <li>- ½ mile run</li> </ul> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>- Pacer Test</li> <li>- Mile run</li> </ul>	<b>Activity 1</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<b>Activity 2: 2.2.5.PF.2</b> Respect Ability Self-Acceptance Positive Reinforcement Kindness Caring	<b>Activity 2</b> Students will be able to accept and respect others of all skill levels and abilities during participation.	<b>Activity 2</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>- Shaking hands</li> <li>- Good Game</li> <li>- Complimenting classmates</li> <li>- Positive Reinforcement</li> </ul> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>- Shaking hands</li> <li>- Good Game</li> <li>- Complimenting classmates</li> <li>- Positive Reinforcement</li> </ul> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>- Shaking hands</li> <li>- Good Game</li> <li>- Complimenting classmates</li> <li>- Positive Reinforcement</li> </ul>	<b>Activity 2</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<b>Activity 3: 2.5.PF.3</b> Skill Related Fitness Health Related Fitness Cardiovascular Endurance Muscular Strength	<b>Activity 3</b> Students will be able to participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that	<b>Activity 3</b> <b>Grade 3:</b> <ul style="list-style-type: none"> <li>- Basic Yoga Poses</li> <li>- Breathing Exercises</li> <li>- Exercise Stations (Flexibility,</li> </ul>	<b>Activity 3</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>

Flexibility Core Strength Heart Rate Blood Pressure	address each component of health-related fitness	Core, Strength, Cardio) - Intro to Fitnessgram <b>Grade 4:</b> - Meditation - ½ mile run <b>Grade 5:</b> - Pacer Test - Mile run	
<b>Activity 4: 2.2.5.PF.4</b>  Goal-Setting Instant Gratification Long-Term Gratification Self-Awareness	<b>Activity 4</b>  Students will be able to develop a short term and/or a long-term health-related fitness goal to evaluate personal health.	<b>Activity 4</b>  <b>Grade 3:</b> - Set class duration goal <b>Grade 4:</b> - Set a long-term goal in a fitness related category <b>Grade 5:</b> - Set a long-term goal in more than one fitness related category	<b>Activity 4</b>  - Self evaluation - Peer evaluation - Teacher evaluation - Quizzes
<b>Activity 5: 2.2.5.PF.5</b> Sleep Nutrition Hydration Weight Physical Activity Influences Decision Making Relationships BMI Pedometers Pulse Heart Rate	<b>Activity 5</b> Students will be able to determine how different factors influence personal fitness and other healthy lifestyle choices.	<b>Activity 5</b> <b>Grade 3:</b> - Number of hours of sleep - Proper food choices - BMI - Intro to Fitnessgram - Pedometers  <b>Grade 4:</b> - Modified Fitnessgram - Number of hours of sleep - Proper food choices - BMI - Pedometers - Pulse and Heart rate lessons  <b>Grade 5:</b> - Modified Fitnessgram - Number of hours of sleep - Proper food choices	<b>Activity 5</b> - Self evaluation - Peer evaluation - Teacher evaluation - Quizzes

		<ul style="list-style-type: none"> <li>- BMI</li> <li>- Pedometers</li> <li>- Pulse and Heart rate lessons</li> </ul>	
<b>Resources/Materials</b>	<p><b>Resources:</b></p> <p> <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a>  <a href="https://www.youtube.com/watch?v=fnO-lGEMOXk">https://www.youtube.com/watch?v=fnO-lGEMOXk</a>  <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a>  <a href="https://www.youtube.com/watch?v=fnO-lGEMOXk">https://www.youtube.com/watch?v=fnO-lGEMOXk</a>  <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a>  <a href="https://www.youtube.com/watch?v=fnO-lGEMOXk">https://www.youtube.com/watch?v=fnO-lGEMOXk</a>  <a href="https://thephysicaleducator.com/">https://thephysicaleducator.com/</a>  <a href="https://www.pecentral.org/">https://www.pecentral.org/</a>  <a href="https://www.youtube.com/watch?v=X655B4ISakg">https://www.youtube.com/watch?v=X655B4ISakg</a>  <a href="https://cosmickids.com/">https://cosmickids.com/</a>  <a href="http://www.thepeproject.com">www.thepeproject.com</a>  <a href="https://kirawilley.com/album/840172/mindful-moments-for-kids-free">https://kirawilley.com/album/840172/mindful-moments-for-kids-free</a>  <a href="https://peuniverse.com/">https://peuniverse.com/</a>  <a href="https://fairviewpe.blogspot.com/">https://fairviewpe.blogspot.com/</a>  <a href="https://teachphysed.weebly.com/">https://teachphysed.weebly.com/</a>  <a href="https://fitnessgram.net/">https://fitnessgram.net/</a> </p> <p><b>Materials:</b></p> <p>Pedometers, Heart Rate monitors, Fitness Apps (Myfitnesspal, Mapmyrun, Strava, Future, Apple Health, Google Fit, Nike Run), Videos of specific exercises/movements, worksheets and handouts, mats, bands, jump ropes, Balance boards, medicine balls, Various balls, Hula-Hoops, Jump Ropes, Poly Spots, Yoga Mats, Stop Watches, Cones, Dice, Bean Bags, Hurdles, Scooters, Pool Noodles, Gymnastic Mats, Music</p>		
<b>Interdisciplinary Connections</b>	<p>ELA</p> <p>Grade 3</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Grade 4</p> <p>SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Grade 5</p> <p><a href="#">SL.ES.5.3</a> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
<b>Career Readiness, Life Literacies and</b>	9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's		

<b>Key Skills</b>	thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
<b>Computer Science and Design Thinking</b>	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Repeated instructions Same language partners Translated notes/rules Use of technology Videos in other languages	Equipment: Larger/lighter bat Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)  Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts  Rules, Cues: Demonstrate/model activity Partner assisted Disregard time limits Oral prompt More space between students Eliminate outs/strike-outs Allow ball to remain stationary Allow batter to sit in chair Place student with disability near teacher  Time: Vary the tempo Slow the activity pace	Teacher modeling Peer modeling Study guides Multiple Opportunities Extended time Parent communication Modified assignments Provide choices Create instructional objectives with realistic connections Provide additional opportunities for support and instruction	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Equipment: Larger/lighter bat Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)  Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts  Rules, Cues: Demonstrate/model activity Partner assisted Disregard time limits Oral prompt More space between students Eliminate outs/strike-outs Allow ball to remain stationary Allow batter to sit in chair Place student with disability near teacher  Time: Vary the tempo Slow the activity pace



	Lengthen the time Shorten the time Provide frequent rest periods  Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)			Lengthen the time Shorten the time Provide frequent rest periods  Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)
--	---	--	--	---

CHPE: PHYSICAL EDUCATION	
Grades 3-5	
2.2 Physical Wellness	
DISCIPLINARY CONCEPT: LIFELONG FITNESS	
<p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	
Core Ideas	Performance Expectation Standards
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>- 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).</li> </ul>
<ul style="list-style-type: none"> <li>- Personal and community resources can support physical activity</li> </ul>	<ul style="list-style-type: none"> <li>- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Activity 1</b> Emotions, enjoyment, lifelong fitness, voluntary, exercise, mental health, breathing, rhythm, dance	<b>Activity 1</b> Students will be able to explain voluntary physical activity engagement for emotional and	<b>Activity 1</b> <b>Grade 3:</b> -Backyard Games (Corn Hole and Horse shoes)	<b>Activity 1</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> </ul>

	physical enjoyment.	-Yoga -Dance  <b>Grade 4:</b> -Yoga -Dance -Backyard Games (Corn Hole, Ladder Ball, Spike Ball)  <b>Grade 5:</b> -Yoga -Dance -Backyard Games (Spike Ball, Table Tennis, Can Jam)	- Teacher evaluation - Quizzes
<b>Activity 2</b> Movement, adaptability, personal physical activity, wellness, physical fitness.	<b>Activity 2</b> Students will be able to develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.	<b>Activity 2</b> <b>Grade 3:</b> -Yoga -Dance -Stretching -Relay Races -Obstacle Courses  <b>Grade 4:</b> -Yoga -Dance -Stretching -Relay Races -Obstacle Courses -Fitness Stations  <b>Grade 5:</b> -Physical Fitness -Cardiovascular Exercises -Fitness Stations -Meditation	<b>Activity 2</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<b>Activity 3</b> Proactive, engagement, movement, physical activity, individually, group	<b>Activity 3</b> Students will be able to proactively engage in movement and physical	<b>Activity 3</b> <b>Grade 3:</b> -Stations	<b>Activity 3</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> </ul>

work, teamwork.	activity for enjoyment individually or with others.	<ul style="list-style-type: none"> <li>-Fleeing and chasing</li> <li>-Obstacle course</li> <li>-Relay Races</li> <li>-Tag Games</li> </ul> <p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>-Skills work</li> <li>-Evasion games</li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>-Basketball</li> <li>-Wiffle ball</li> <li>-Soccer</li> <li>-Kickball</li> <li>-Football</li> <li>-Volleyball</li> <li>-Ultimate Frisbee</li> <li>-Team Handball</li> </ul>	<ul style="list-style-type: none"> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<p><b>Activity 4</b></p> <p>Range of motion, flexibility, breathing, SEL, cool down, dynamic stretching, static stretching</p>	<p><b>Activity 4</b></p> <p>Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.</p>	<p><b>Activity 4</b></p> <p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>-yoga</li> <li>-breathing exercises</li> <li>-Warm-ups</li> <li>-Cool down</li> <li>-Fitness relays</li> </ul> <p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>-yoga</li> <li>-breathing exercises</li> <li>-Warm-ups</li> <li>-Cool down</li> <li>-Fitness relays</li> <li>-Fitness Stations</li> <li>-Fitness Testing</li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>-yoga</li> <li>-breathing exercises</li> <li>-Warm-ups</li> </ul>	<p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>

		<ul style="list-style-type: none"> <li>-Cool down</li> <li>-Fitness relays</li> <li>-Fitness Stations</li> <li>-Fitness Testing</li> </ul>	
<b>Activity 5</b> Recreational sports, YMCA, boy scouts, girl scouts, AAU, after care, after school clubs, unified clubs, local police department, fire department, summer rec, summer camps, playground, local fields.	<b>Activity 5</b> Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	<b>Activity 5</b> <b>3rd Grade</b> <ul style="list-style-type: none"> <li>-Recreation sports</li> <li>-Boy and Girl Scouts</li> <li>-Summer Camp</li> <li>-Playgrounds</li> <li>-After School Clubs</li> <li>-Walking/Hiking</li> <li>-Swimming</li> </ul> <b>4th Grade</b> <ul style="list-style-type: none"> <li>-Recreation sports</li> <li>-Boy and Girl Scouts</li> <li>-Summer Camp</li> <li>-Playgrounds</li> <li>-After School Clubs</li> <li>-Bike Riding</li> <li>-Walking/Hiking</li> <li>-Swimming</li> </ul> <b>5th Grade</b> <ul style="list-style-type: none"> <li>-Basketball</li> <li>-Recreation sports</li> <li>-Boy and Girl Scouts</li> <li>-Summer Camp</li> <li>-Playgrounds</li> <li>-After School Clubs</li> <li>-Bike Riding</li> <li>-Walking/Hiking</li> <li>-Swimming</li> </ul>	<b>Activity 5</b> <ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Peer evaluation</li> <li>- Teacher evaluation</li> <li>- Quizzes</li> </ul>
<b>Resources/Materials</b>	<b>Resources:</b> <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a> <a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a> <a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a> <a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a>		

	<a href="https://www.youtube.com/watch?v=XxbXqVt-nNA">https://www.youtube.com/watch?v=XxbXqVt-nNA</a> <a href="https://www.youtube.com/watch?v=fnO-IGEMOXk">https://www.youtube.com/watch?v=fnO-IGEMOXk</a> <a href="https://thephysicaleducator.com/">https://thephysicaleducator.com/</a> <a href="https://www.pecentral.org/">https://www.pecentral.org/</a> <a href="https://www.youtube.com/watch?v=X655B4ISakg">https://www.youtube.com/watch?v=X655B4ISakg</a> <a href="https://cosmickids.com/">https://cosmickids.com/</a> <a href="http://www.thepeproject.com">www.thepeproject.com</a> <a href="https://kirawilley.com/album/840172/mindful-moments-for-kids-free">https://kirawilley.com/album/840172/mindful-moments-for-kids-free</a> <a href="https://peuniverse.com/">https://peuniverse.com/</a> <a href="https://fairviewpe.blogspot.com/">https://fairviewpe.blogspot.com/</a> <a href="https://teachphysed.weebly.com/">https://teachphysed.weebly.com/</a> <a href="https://fitnessgram.net/">https://fitnessgram.net/</a>  <b>Materials:</b> Pedometers, Heart Rate monitors, Fitness Apps (Myfitnesspal, Mapmyrun, Strava, Future, Apple Health, Google Fit, Nike Run), Videos of specific exercises/movements, worksheets and handouts, mats, bands, jump ropes, Balance boards, medicine balls, Various balls, Hula-Hoops, Jump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Music, Frisbee, Spikeball, Can Jam, Cornhole, Ladder ball, Horseshoes, Table Tennis, flags
<b>Interdisciplinary Connections</b>	<p>ELA Grade 3 SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Grade 4 SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Grade 5 <a href="#">SL.ES.5.3</a> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	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).
<b>Computer Science and Design Thinking</b>	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504

<p>Repeated instructions</p> <p>Same language partners</p> <p>Translated notes/rules</p> <p>Use of technology</p> <p>Videos in other languages</p>	<p>Equipment:</p> <p>Larger/lighter bat</p> <p>Use of velcro</p> <p>Larger goal/target</p> <p>Mark positions on playing field</p> <p>Lower goal/target</p> <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p> <p>Movements:</p> <p>Change locomotor patterns</p> <p>Modify grasps</p> <p>Modify body positions</p> <p>Reduce number of actions</p> <p>Use different body parts</p> <p>Rules, Cues:</p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p> <p>Allow ball to remain stationary</p> <p>Allow batter to sit in chair</p> <p>Place student with disability near teacher</p> <p>Time:</p> <p>Vary the tempo</p> <p>Slow the activity pace</p> <p>Lengthen the time</p> <p>Shorten the time</p> <p>Provide frequent rest periods</p> <p>Playing Area:</p> <p>Decrease distance</p> <p>Use well-defined boundaries</p> <p>Simplify patterns</p>	<p>Teacher modeling</p> <p>Peer modeling</p> <p>Study guides</p> <p>Multiple Opportunities</p> <p>Extended time</p> <p>Parent communication</p> <p>Modified assignments</p> <p>Provide choices</p> <p>Create instructional objectives with realistic connections</p> <p>Provide additional opportunities for support and instruction</p>	<p>Curriculum compacting</p> <p>Challenge assignments</p> <p>Enrichment activities</p> <p>Tiered activities</p> <p>Independent research/inquiry</p> <p>Collaborative teamwork</p> <p>Higher level questioning</p> <p>Critical/Analytical thinking tasks</p> <p>Self-directed activities</p>	<p>Equipment:</p> <p>Larger/lighter bat</p> <p>Use of velcro</p> <p>Larger goal/target</p> <p>Mark positions on playing field</p> <p>Lower goal/target</p> <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p> <p>Movements:</p> <p>Change locomotor patterns</p> <p>Modify grasps</p> <p>Modify body positions</p> <p>Reduce number of actions</p> <p>Use different body parts</p> <p>Rules, Cues:</p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p> <p>Allow ball to remain stationary</p> <p>Allow batter to sit in chair</p> <p>Place student with disability near teacher</p> <p>Time:</p> <p>Vary the tempo</p> <p>Slow the activity pace</p> <p>Lengthen the time</p> <p>Shorten the time</p> <p>Provide frequent rest periods</p> <p>Playing Area:</p> <p>Decrease distance</p> <p>Use well-defined boundaries</p> <p>Simplify patterns</p>
--	--	--	---	--

	Adapt playing area (smaller, obstacles removed)			Adapt playing area (smaller, obstacles removed)
--	---	--	--	---