Board Approval Date:
Course Title: Physical Education – Grade 3-5
Course Description: 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 fall 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).

Course Sequence & Pacing	
Unit 1: Movement Skills and Concepts	**Unit 2: Physical Fitness**
Preliminary Fitness Activities	Cardiovascular Endurance
Striking Activities	Flexibility/Mindfulness
Cooperative Games	Muscular Strength
Aerobic.Anaerobic Activities	Muscular Endurance
	Agility
Unit 3: Lifelong Fitness/Team Sports	
Ultimate Frisbee	Kick Ball
Soccer/CrabSoccer	HandBall/Tchoukball
Flag Football	Lacrosse
Softball/WiffleBall	PickleBall
Basketball	Volleyball

Floor Hockey	Dance
Recreational Games	Team Building

Stage 1 Desired Results

Unit One: Movement Skills and Concepts

Unit Summary: Movement skills and concepts include learning and investigating the fundamentals of movement. Movement skills fall into three categories: locomotor, non-locomotor and manipulative skills.

Unit Learning Targets

NJSLS Standards:

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

Physical Education Practices:

- Acting as a responsible and contributing member of society

- A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.

- Attending to personal health, emotional, social and physical well-being
  - A focus on one's health allows for higher levels of confidence and self-esteem.
- Engaging in an active lifestyle
  - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.2 Career Awareness, Exploration, Preparation, and Training
- 9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

Computer Science & Design Thinking:

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc.:

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● How does effective and appropriate movement affect wellness? ● How can we move effectively and efficiently? ● How do we interact with others during physical activity?	● Learning to move effectively and safely will lead to a higher physical activity participation throughout life. ● Moving carefully and correctly is the core foundation for participation in games, dance, sports and recreational activities.
Students will know:	**Students will be able to:**

• The essential elements of movement skills in both isolated and applied settings. • The fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • That applying rules and procedures to an activity will help provide for everyone's safety. • Proper throwing and catching technique. • How to catch and throw, at the developmentally appropriate level, during a game or activity. • How to manipulate objects with different parts of the body during skill practice. • How to dribble with hands and feet while moving in personal and general space. • The difference between offensive and defensive players and their roles in the game. • The definition and concept of good sportsmanship as it applies to games and activities. • When they should work together or individually to accomplish the desired outcome.	• Demonstrate appropriate control while moving in personal and general space (i.e., games, physical activity, and dance). • Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow. • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • Safely demonstrate basic throwing and catching skills that develop coordination. • Demonstrate various movement and manipulative skills (throw and catch) with developmentally appropriate control during games, dance, and physical activity. • Manipulate objects (balls, beanbags, hula-hoops) with different parts of the body during skill practice. • Demonstrate changes in movement (time, force flow) while manipulating objects (bouncing, dribbling, catching) in personal and general space. • Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play. • Demonstrate good sportsmanship in games and other activities. • Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.

Stage 2 Assessment Evidence

Summative Assessments:

- Project based assessment activities
- Participation and teacher observation

Formative Assessments:

- Teacher observation

- Student participation
- Verbal question and answer
- Self evaluation of performance and progress
- Classroom discussion
- Anecdotal Notes

Alternative Assessments:

- Bench Marks

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and Diversity, Equity & Inclusion [DEI]*	***Periods***
• 2.2.5.MSC.1 • 2.2.5.MSC.2 • 2.2.5.MSC.3 • 2.2.5.MSC.4 • 2.2.5.MSC.5 • 2.2.5.MSC.6 • 2.2.5.MSC.7	• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., games, sports, dance, and recreational activities). • Correct movement in response to feedback from self and others. • Effectively communicate and respect classmates by working as a team. • Execute proper offense and defense techniques and strategies while participating in various sports/activities. • Demonstrate the use of force and motion to impact the quality of movement.	• This unit is based upon movement education. This includes the ability to move safely, effectively and with confidence increases their likelihood of engaging in health enhancing forms of physical activity throughout life. • Participation in a wide range of developmentally appropriate games, sports and lifetime recreational activities will help students develop and maintain a healthy active lifestyle. • Activities include: Soccer Skills, Floor Hockey Skills, Basketball Skills, (sideline and small half court games, volleyball (regulation size trainer ball) skills: bump, set, serve, spike 2 hit rule, Frisbee skills: throwing catching, flag football skills, throwing, catching, game rules, pass patterns, game rules. • Fitness Concepts (aerobic flexibility, strength) • Introduce team sports.	40 Minutes

	• Evaluate the critical elements of a movement skill or skill combination and provide feedback. • Discuss how practice, regular participation and appropriate feedback improve performance.	• Games:Capture the Football, Frisbee Baseball, Basketball, Kickball, Prison Ball Fitness, Wiffle Ball, Circuits, Pitcher's Poison. Tennis Racquet Baseball	

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*
• Various resources aligned to movement skills including locomotor, non-locomotor and manipulative skills.	
• Various fitness equipment • Various sports equipment • Safety materials • Music	Necessary equipment for each lead up activity and game play.
• Sound System and Microphone	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Modify games and activities by switching out different objects and equipment.
- Use of visual and multisensory formats when explaining activities.
- Use of assistive technology
  - *Microphone*
  - *Google Slides*
  - *Videos*
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Two: Physical Fitness

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

Unit Learning Targets

NJSLS Standards:

- 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).

Physical Education Practices:

- Acting as a responsible and contributing member of society
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.
- Attending to personal health, emotional, social and physical well-being
  - A focus on one's health allows for higher levels of confidence and self-esteem
- Engaging in an active lifestyle
  - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.2 Career Awareness, Exploration, Preparation, and Training
- 9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

Computer Science & Design Thinking:

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc.:

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● What is the minimum amount of exercise I can do to stay physically fit? ● What can we do to be physically active and why is this important? ● Why is physical fitness so important when participating in any sport? ● What are some different ways to become physically fit? ● How can being physically fit benefit you for the rest of life?	● Manipulate and utilize proper technique while performing a specific skills within different fitness activities ● Participation in physical activity develops and maintains a healthy, active lifestyle.
Students will know: ● Vocabulary related to activity. ● Each component of fitness, how it contributes to personal health, as well as motor skill performance. ● Factors that impact their personal fitness and explain their potential positive and negative effects.	**Students will be able to:** ● Explain and demonstrate specific exercises, activities,and strategies that will maintain or improve health and skill related fitness. ● Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.

Stage 2 Assessment Evidence			
Summative Assessments: ● Project based assessment activities ● Participation and teacher observation			
Formative Assessments: ● Teacher observation ● Student participation ● Verbal question and answer ● Self evaluation of performance and progress ● Classroom discussion ● Anecdotal Notes			
Alternative Assessments: ● Bench Marks			
Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and Diversity, Equity & Inclusion [DEI]*	***Periods***
● 2.2.5.PF.1 ● 2.2.5.PF.2 ● 2.2.5.PF.3 ● 2.2.5.PF.4 ● 2.2.5.PF.5	● Identify the importance of being physically fit at any age. ● Explain the role of regular physical activity in relation to personal health. ● Explain what is means to be physically fit and	● Discuss the importance and impact of regular physical activity and exercise ● Daily fitness logs that have each student record all their activities and duration for one week and share the results with the class. ● Have students view the video “Exercise” on BrainPop JR, which analyzes why exercise is important to our health.	40 Minutes

	engage in moderate to vigorous	• Seek feedback and suggestions from students on how they can be moderate to vigorously physically active outside of school. • Sports based activities that integrate fitness through gameplay • Fitness exercises (Mile Run, Half Mile Run, Sit-ups. Push-ups, Pull-ups, Sit & Reach, and Shuttle Run)	

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*
Various resources aligned to motor skill performance (e.g., speed, agility, endurance, strength, balance).	
• Various fitness equipment • Various sports equipment • Safety materials • Music	Necessary equipment for each lead up activity and game play.
• Sound System and Microphone	

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Modify games and activities by switching out different objects and equipment.
- Use of visual and multisensory formats when explaining activities.
- Use of assistive technology
  - *Microphone*
  - *Google Slides*
  - *Videos*
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Three: Lifelong Fitness

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

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

Physical Education Practices:

- Acting as a responsible and contributing member of society
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.
- Attending to personal health, emotional, social and physical well-being
  - A focus on one's health allows for higher levels of confidence and self-esteem
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Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

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- 9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

Computer Science & Design Thinking:

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections ELA, Math, VPA, etc.:

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● Why is physical fitness important to lead a healthy lifestyle? ● What different ways can the body move given a specific purpose? ● How will physical activity help us now and in the future?	● A combination of flexibility and proper physical activity are needed for optimal health. ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity

Students will know:	**Students will be able to:**
• Vocabulary related to activity. • Basic rules of each field sport. • Basic formation and strategies employed in each field sport. • That participation in field sports will improve the basic components of physical fitness. • What barriers exist to a life of physical activity and how to overcome them.	• Demonstrate and show leadership, cooperation, respect, and responsibility skills with peers during field activities while contributing within a team environment. • Apply offensive and defensive strategies with their team. • Demonstrate personal/social responsibly as well as safety throughout gameplay. • Explore activities they most enjoy and motivate them to internalize the joy of physical activity. • Engage in a variety of field sports.

Stage 2 Assessment Evidence
Summative Assessments: • Project based assessment activities • Participation and teacher observation
Formative Assessments: • Teacher observation • Student participation • Verbal question and answer • Self evaluation of performance and progress • Classroom discussion • Anecdotal Notes
Alternative Assessments: • Bench Marks

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders,*	***Periods***

		LGBTQ and Diversity, Equity & Inclusion [DEI]	
• 2.2.5.MSC.1 • 2.2.5.MSC.2 • 2.2.5.MSC.3 • 2.2.5.MSC.4 • 2.2.5.MSC.5 • 2.2.5.MSC.6 • 2.2.5.MSC.7 • 2.2.5.LF.1 • 2.2.5.LF.2 • 2.2.5.LF.3 • 2.2.5.LF.4	• Perform movement skills in a correct manner • Demonstrate and understand basic movements relating to balance, agility and control • Identify physical activities that are available outside of school and in the community • Apply a learned skill to another movement • Use visual and verbal cues to improve performance during a physical activity • Employ the principles of space, effort, and relationships to modify movement. • Discuss how practice, regular participation, and appropriate feedback improve performance. • Evaluate the critical elements of a movement skill or	• Discuss the importance of feelings and emotions involved in movement and physical activities • How to appropriately express feeling and emotions during physical activity and movement • Complete activities on different surfaces such as gym floor, turf, exercise mats, grass fields • Introduce balance, skills on each leg, crab walk, bear crawl, hopping on one foot • Introduce stretching, breathing, mindfulness and basic yoga movements • Determine a health/ fitness goal and complete steps to achieve it • Give examples of activities outside of the school community (YMCA, recreational programs, etc.) Allow students time at the end of class to have a choice equipment to figure out likes and dislikes • Backyard Games • There are three main units: (Fall, Winter, Spring) consisting of the following sports and games: Soccer Skills; Floor Hockey Skills; Basketball Skills (Sideline and small half court games); volleyball skills (regulation size trainer ball): bump, set, serve, spike 2 hit rule; Frisbee skills: throwing, catching; Flag football skills: throwing, catching, game rules, pass patterns, game rules. Fitness	40 Minutes

	skill combination and provide appropriate feedback.	concepts (aerobic, flexibility, strength) are also included and team sports are also introduced.	

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*
Various resources related to engaging students in a variety of moderate to vigorous age appropriate physical activities.	
• Various fitness equipment • Various sports equipment • Safety materials • Music	Necessary equipment for each lead up activity and game play.
• Sound System and Microphone	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: • Modify games and activities by switching out different objects and equipment. • Use of visual and multisensory formats when explaining activities.

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- Cooperative learning groups