

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

<p>1. Acting as responsible and contributing member of society</p>	<p>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.</p>
<p>2. Building and maintaining healthy relationships</p>	<p>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.</p>
<p>3. Communicating clearly and effectively (verbal and nonverbal)</p>	<p>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</p>
<p>4. Resolving conflict</p>	<p>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.</p>
<p>5. Attending to personal</p>	<p>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</p>

<p>health, emotional, social and physical well-being</p>	<p>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.</p>
<p>6. Engaging in an active lifestyle</p>	<p>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.</p>
<p>7. Making decisions</p>	<p>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.</p>
<p>8. Managing-self</p>	<p>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.</p>

<p>9. Setting goals</p>	<p>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.</p>
<p>10. Using technology tools responsibly</p>	<p>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.</p>

<p>CHPE: PHYSICAL EDUCATION Grades 3-5</p>
<p>2.2 Physical Wellness</p>
<p>DISCIPLINARY CONCEPT: MOVEMENT SKILLS AND CONCEPTS Practices: 2, 3, 4 and 5</p>

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"> ● 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.
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.	<ul style="list-style-type: none"> ● 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.
Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.	<ul style="list-style-type: none"> ● 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.

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Students will be able to demonstrate body management skills and control when moving in relation to	Grade 3: Students use an agility ladder (or tape on the floor) to practice footwork patterns: side steps, high knees, in-and-out, or hopscotch patterns. Focus: coordination, balance, and body control while moving through a confined space.	Teacher observes and documents students' ability to demonstrate body management skills, including

<p>others, objects, and boundaries in personal and general space.</p>	<p>Teacher encourages students to move safely without colliding with others and maintain rhythm and control.</p> <p>Grade 4: Students pair up and take turns leading a movement sequence (e.g., jumps, lunges, spins) while the partner mirrors their movements. Focus: body management, spatial awareness, and control in relation to another person. Challenge: Include movement changes in direction, speed, and level (low, medium, high).</p> <p>Grade 5: Students navigate a dynamic obstacle course using mats, cones, ropes, or other equipment. Include tasks requiring balance (beam walking), agility (zig-zag running), flexibility (stretching over/under obstacles), and spatial awareness. Focus: Students manage personal space, object boundaries, and interactions with others while maintaining control.</p>	<p>coordination, balance, flexibility, and agility, while safely moving in relation to others, objects, and boundaries.</p> <p>Students reflect on how well they controlled their movements and maintained balance, coordination, and spatial awareness while moving around others and obstacles.</p>
<p>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.</p>	<p>Grade 3: Students dance individually to different songs with varying tempos (slow, medium, fast). When the music stops, they freeze in a pose that reflects the rhythm or beat. Focus: Responding to different musical tempos, demonstrating control, and exploring movement patterns.</p> <p>Grade 4: Students work in pairs to create a short dance sequence with 4–6 movements. Teacher plays music with varied rhythms and styles. Pairs perform together, adjusting movements to match the tempo and rhythm. Focus: Coordination, synchronization with a partner, and responding to music.</p> <p>Grade 5: Students design a mini routine combining gymnastics elements (cartwheels, balances, jumps) and dance steps to a chosen piece of music. Emphasis on expressing rhythm, controlling movements, and performing individually or in small</p>	<p>Teacher observes and documents students' ability to execute dance and gymnastics movement sequences with control, accuracy, and rhythm, both individually and with others, in response to varying tempos, rhythms, and musical styles.</p> <p>Students reflect on how well they performed movement sequences, describing how they responded to different tempos, rhythms, and musical styles and how they coordinated their movements</p>

	<p>groups. Teacher encourages exploration of different musical styles and timing variations.</p>	<p>with others.</p>
<p>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.</p>	<p>Grade 3: Students rotate through stations practicing locomotor and manipulative skills (throwing, catching, hopping, skipping, dribbling). Each station has a specific skill focus with cues for control and accuracy. Focus: Developing skill individually in isolation before applying in small group games.</p> <p>Grade 4: Students participate in 3v3 or 4v4 modified games (e.g., soccer, basketball, or tag games). Emphasis on applying previously practiced skills with control in a game-like environment. Teacher prompts students to reflect on body control, skill execution, and safe interactions.</p> <p>Grade 5: Students perform a short choreographed routine or movement sequence combining locomotor and manipulative skills (e.g., jumps, turns, toss-and-catch sequences). Can be done individually or in small groups. Focus: demonstrating control while applying skills in a creative and applied setting.</p>	<p>Teacher observes and documents students' ability to demonstrate movement skills with developmentally appropriate control both in isolated practice settings and when applied in games, sports, recreational activities, or dance.</p> <p>Students reflect on how well they performed movement skills with control in practice and applied settings, describing areas of strength and areas to improve.</p>

<p>Students will be able to develop body control to improve stability and balance during movement and physical activity, and adjust their movements in response to feedback and self-evaluation to enhance performance.</p>	<p>Grade 3: Students walk across a low balance beam or taped line. Teacher gives feedback on posture, foot placement, and arm position. Students repeat the walk, making corrections based on feedback to improve balance. Focus: Stability, body control, and learning from feedback.</p> <p>Grade 4: Students navigate an obstacle course with tasks like hopping, crawling, jumping, and balancing on different surfaces. Teacher provides feedback on speed, control, and posture, and students attempt the course again making adjustments. Focus: Balance, coordination, and applying corrections to improve performance.</p> <p>Grade 5: Students work in pairs to perform a short movement sequence (e.g., jumps, turns, lunges). Partners give constructive feedback, and students adjust their movements based on suggestions. Focus: Self-evaluation, partner feedback, stability, and body control.</p>	<p>Teacher observes and documents students' ability to maintain stability and balance during movement and to make adjustments to their movements in response to feedback and self-evaluation.</p> <p>Students reflect on how well they controlled their body and describe the changes they made to improve balance, stability, and overall performance during movement activities.</p>
<p>Students will be able to demonstrate proper behaviors, etiquette, and safe participation as a player and observer, while applying rules, strategies, and procedures during physical activities, games, and sports.</p>	<p>Grade 3: Students rotate through simple cooperative games (e.g., tag variations, relay races, or beanbag toss) where they practice following rules, taking turns, and demonstrating safe behaviors and etiquette. Teacher briefly reviews rules before each rotation.</p> <p>Grade 4: Students participate in small-sided games like 3v3 soccer or basketball, focusing on applying basic strategies, following rules, and maintaining safe and respectful behavior with teammates and opponents.</p>	<p>Teacher observes and documents students' ability to demonstrate leadership in following rules, applying strategies, maintaining safety, and modeling proper etiquette as both a player and observer during games or sports.</p>

Grade 5:

Students compete in a small tournament using more complex games or sports (e.g., kickball, volleyball, or cooperative team challenges), demonstrating rule application, strategic thinking, safety, and modeling proper etiquette as players and observers.

Resources:

<https://www.youtube.com/watch?v=XxbXqVt-nNA>
<https://www.youtube.com/watch?v=fnO-IGEMOXk>
<https://www.youtube.com/watch?v=XxbXqVt-nNA>
<https://www.youtube.com/watch?v=fnO-IGEMOXk>
<https://www.youtube.com/watch?v=XxbXqVt-nNA>
<https://www.youtube.com/watch?v=fnO-IGEMOXk>
<https://thephysicaleducator.com/>
<https://www.pecentral.org/>
<https://www.youtube.com/watch?v=X655B4ISakg>
<https://cosmickids.com/>
www.thepeproject.com
<https://kirawilley.com/album/840172/mindful-moments-for-kids-free>
<https://peuniverse.com/>
<https://fairviewpe.blogspot.com/>
<https://teachphysed.weebly.com/>
<https://fitnessgram.net/>

Materials:

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

Science

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)

Grade 4

PS3.B: Conservation of Energy and Energy Transfer

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 motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.

Grade 5

S2.B: Types of Interactions

The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.

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).

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
Repeated instructions	Equipment:	Teacher modeling	Curriculum compacting	Equipment:
Same language partners	Larger/lighter bat	Peer modeling	Challenge assignments	Larger/lighter bat
Translated notes/rules	Use of velcro	Study guides	Enrichment activities	Use of velcro
Use of technology	Larger goal/target	Multiple Opportunities	Tiered activities	Larger goal/target
Videos in other languages	Mark positions on playing field	Extended time	Independent research/inquiry	Mark positions on playing field
	Lower goal/target	Parent communication	Collaborative teamwork	Lower goal/target
	Scoops for catching	Modified assignments	Higher level questioning	Scoops for catching
	Vary balls (size, weight,	Provide choices	Critical/Analytical	Vary balls (size, weight,
		Create instructional		

	<p>color, texture)</p> <p>Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts</p> <p>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</p> <p>Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p>	<p>objectives with realistic connections</p> <p>Provide additional opportunities for support and instruction</p>	<p>thinking tasks</p> <p>Self-directed activities</p>	<p>color, texture)</p> <p>Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts</p> <p>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</p> <p>Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p>
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	Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)			Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)
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CHPE: PHYSICAL EDUCATION
Grades 3-5

2.2 Physical Wellness

DISCIPLINARY CONCEPT: PHYSICAL FITNESS
Practices: 9, 8, 7, 6

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
<ul style="list-style-type: none"> - The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). 	<ul style="list-style-type: none"> - 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).

Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
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<p>Students will be able to identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p>	<p>Grade 3: Students will participate in a variety of activities designed to promote physical fitness and body awareness. They will practice basic yoga poses and breathing exercises to enhance flexibility, balance, and mindfulness. Exercise stations will focus on developing core strength, overall flexibility, and cardiovascular endurance through targeted activities. Additionally, students will be introduced to the FitnessGram assessment to help them understand personal fitness levels and track progress over time.</p> <p>Grade 4: Students will engage in activities that support both mental and physical well-being. They will practice meditation to develop focus, relaxation, and stress management skills. In addition, students will complete a half-mile run to build cardiovascular endurance and strengthen overall fitness.</p> <p>Grade 5: Students will participate in cardiovascular fitness activities designed to improve endurance and stamina. They will complete the PACER test to measure aerobic capacity and track progress over time, as well as run a mile to build overall endurance and strengthen cardiovascular health.</p>	<p>Students will reflect on their performance and growth through self-evaluation, provide constructive feedback to classmates through peer evaluation, and receive guidance and assessment from the teacher through teacher evaluation.</p>
<p>Students will be able to accept and respect others of all skill levels and abilities during participation.</p>	<p>Grade 3: Students work in small groups to complete an obstacle course where each member contributes based on their ability. Emphasis is placed on encouraging teammates, celebrating successes, and offering support when someone</p>	<p>Teacher observes and documents students' ability to demonstrate respect, encouragement, and inclusion of peers of all skill levels during</p>

	<p>struggles.</p> <p>Grade 4: Students rotate through skill-building stations (e.g., passing drills, jump rope challenges, target games) and are encouraged to help and support peers of all skill levels, ensuring everyone participates and feels included.</p> <p>Grade 5: Students participate in modified team games, such as kickball or small-sided basketball, where teams are intentionally mixed by skill level. Students practice respectful communication, encouragement, and cooperation while playing together.</p>	<p>group and team activities.</p> <p>Students reflect on how well they encouraged and supported their peers, describing ways they demonstrated respect and inclusion during participation.</p>
<p>Activity 3</p> <p>Students will be able to participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness</p>	<p>Activity 3</p> <p>Grade 3:</p> <ul style="list-style-type: none"> - Basic Yoga Poses - Breathing Exercises - Exercise Stations (Flexibility, Core, Strength, Cardio) - Intro to Fitnessgram <p>Grade 4:</p> <ul style="list-style-type: none"> - Meditation - ½ mile run <p>Grade 5:</p> <ul style="list-style-type: none"> - Pacer Test - Mile run 	<p>Activity 3</p> <ul style="list-style-type: none"> - Self evaluation - Peer evaluation - Teacher evaluation - Quizzes
<p>Students will be able to set short-term and long-term health-related fitness goals and analyze how various factors influence their personal fitness and healthy lifestyle choices.</p>	<p>Grade 3: Students create a chart to set a short-term fitness goal (e.g., how many jumping jacks or laps they can do in a week). They track their progress and reflect on what helps them succeed, discussing how habits like rest, nutrition, and practice influence</p>	<p>Teacher uses rubrics and peer evaluations to assess students' goal-setting, effort, and understanding of how lifestyle choices impact personal</p>

	<p>their results.</p> <p>Grade 4: Students participate in a classroom or gym scavenger hunt where they identify factors that influence fitness and healthy living (e.g., water intake, stretching, physical activity, sleep). They then set a fitness goal based on one factor and plan steps to achieve it.</p> <p>Grade 5: Students develop a short-term and long-term fitness plan, including exercises, nutrition choices, and lifestyle habits. They track progress over a period of time and reflect on how different factors such as environment, peer support, and practice affect their ability to reach their goals.</p>	<p>fitness, while providing structured feedback for improvement.</p>
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<p>Resources/Materials</p>	<p>Resources:</p> <p>https://www.youtube.com/watch?v=XxbXqVt-nNA</p> <p>https://www.youtube.com/watch?v=fnO-IGEMOXk</p> <p>https://www.youtube.com/watch?v=XxbXqVt-nNA</p> <p>https://www.youtube.com/watch?v=fnO-IGEMOXk</p> <p>https://www.youtube.com/watch?v=XxbXqVt-nNA</p> <p>https://www.youtube.com/watch?v=fnO-IGEMOXk</p> <p>https://thephysicaleducator.com/</p> <p>https://www.pecentral.org/</p> <p>https://www.youtube.com/watch?v=X655B4ISakg</p> <p>https://cosmickids.com/</p> <p>www.thepeproject.com</p> <p>https://kirawilley.com/album/840172/mindful-moments-for-kids-free</p> <p>https://peuniverse.com/</p> <p>https://fairviewpe.blogspot.com/</p> <p>https://teachphysed.weebly.com/</p> <p>https://fitnessgram.net/</p>
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	<p>Materials: 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>
Interdisciplinary Connections	<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 SL.ES.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Career Readiness, Life Literacies and Key Skills	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).
Computer Science and Design Thinking	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
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Same language partners	Larger/lighter bat	Peer modeling	Challenge assignments	Larger/lighter bat
Translated notes/rules	Use of velcro	Study guides	Enrichment activities	Use of velcro
Use of technology	Larger goal/target	Multiple Opportunities	Tiered activities	Larger goal/target
Videos in other languages	Mark positions on playing field	Extended time	Independent research/inquiry	Mark positions on playing field
		Parent communication		

	<p>Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)</p> <p>Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts</p> <p>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</p> <p>Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time</p>	<p>Modified assignments Provide choices Create instructional objectives with realistic connections Provide additional opportunities for support and instruction</p>	<p>Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities</p>	<p>Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)</p> <p>Movements: Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts</p> <p>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</p> <p>Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time</p>
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	Provide frequent rest periods Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)			Provide frequent rest periods Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)
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CHPE: PHYSICAL EDUCATION	
Grades 3-5	
2.2 Physical Wellness	
DISCIPLINARY CONCEPT: LIFELONG FITNESS	
Practices: 10, 9, 8, 1	
<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"> - 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. 	<ul style="list-style-type: none"> - 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).
- Personal and community resources can support physical activity	- 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	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Students will be able to explain voluntary physical activity engagement for emotional and physical enjoyment.</p>	<p>Grade 3: Students rotate through stations with different fun activities—hula hoops, jump ropes, dance moves, or tossing games. After each station, students reflect on how each activity made them feel (happy, excited, relaxed) and share why they would choose that activity voluntarily.</p> <p>Grade 4: Students create a personal mini-circuit choosing activities they enjoy (e.g., ball games, yoga stretches, obstacle challenges). After completing the circuit, students write or discuss why they picked each activity and how it affected their emotions and energy.</p> <p>Grade 5: Students participate in a 15–20 minute session of voluntary physical activity of their choice (running, dance, team sport, or creative movement). Afterwards, they complete a journal entry explaining why they chose that activity, how it made them feel physically and emotionally, and why it might motivate them to move again.</p>	<p>Teacher reviews students' written responses or reflections to evaluate their ability to explain why they choose voluntary physical activities and how those activities affect their emotions and physical enjoyment.</p> <p>Students complete a rating scale to self-assess their effort during the activity and their understanding of how voluntary physical activity impacts emotional and physical well-being.</p>
<p>Students will be able to develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p>	<p>Grade 5: Students work individually and in small groups to explore and expand their movement vocabulary by practicing a variety of locomotor, manipulative, and stability skills (e.g., jumping, balancing, twisting, dribbling,</p>	<p>Teacher uses a rubric to evaluate students' ability to demonstrate a variety of</p>

	<p>hopping). They create a movement dictionary where each skill is defined, demonstrated, and combined into short sequences. Students are encouraged to adapt and mix movements to design personal routines that reflect their interests and fitness goals.</p>	<p>movements, correctly define each skill, and creatively combine and adapt movements in personal routines.</p> <p>Students complete a self-assessment and peer evaluation, reflecting on how well they demonstrated, adapted, and applied new movement skills in their personal sequences.</p>
<p>Students will be able to engage in movement and physical activity for enjoyment, individually or with others, while performing dynamic stretching and breathing exercises to improve range of motion and overall body control.</p>	<p>Grade 3 Activity: Students choose a favorite song and create a short movement routine combining basic dance steps with dynamic stretches and deep breathing. They perform individually or in small groups, focusing on enjoyment, rhythm, and increasing their range of motion.</p> <p>Grade 4 Activity: Students rotate through stations that include dynamic stretches, balance exercises, and breathing drills. Each station encourages partner or small-group interaction where students can challenge themselves while helping peers maintain proper form and enjoy the activity.</p> <p>Grade 5 Activity: Students design a mini adventure circuit incorporating running, lunges, jumps, stretches, and breathing exercises. They choose the order and intensity, either individually or with a partner, and reflect afterward on which</p>	<p>Teacher observes students during activities and reviews reflections to evaluate their engagement in movement for enjoyment, as well as proper execution of dynamic stretches and breathing exercises to improve range of motion.</p> <p>Students self-assess using a rating scale to reflect on their enjoyment, effort, and how effectively they performed stretches and breathing exercises to increase flexibility and body control.</p>

	<p>movements were most enjoyable and how they helped improve flexibility and body control.</p>	
<p>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	<p>Grade 3: Students use computers to explore local parks, recreation centers, and youth sports programs. They create a simple map showing where different physical activities are available in their community. Students then present one activity they would like to try and explain why it would help them stay active and healthy. Suggested sources: local city or town recreation websites, YMCA/YWCA sites, or community parks and recreation pages.</p> <p>Grade 4: Students research a variety of community resources for physical activity, such as public swimming pools, bike trails, dance or martial arts studios, and youth sports leagues. They create a short presentation or digital slideshow describing each resource, what activities it offers, and how it could help them or others stay active. Suggested sources: city recreation websites, local library event pages, or national programs like Girls on the Run or Little League.</p> <p>Grade 5: Students research and select 3–5 community resources that offer physical activity opportunities. They create a personal fitness plan incorporating these resources into weekly activity goals. Students explain how each resource can support skill development, fitness, and overall wellness. Suggested sources: Local recreation departments, YMCA/YWCA websites, municipal park and recreation guides, and websites like youthsportsleague.org</p>	<p>Teacher uses a rubric to evaluate students' ability to research and describe community resources, including accuracy, clarity, and relevance of the information. Teacher also observes how well students apply their findings to explain participation in physical activities and wellness.</p> <p>Students complete a peer evaluation and reflection, providing feedback on classmates' research presentations or maps, focusing on how clearly they described resources and how well they explained their connection to physical activity and wellness.</p>

	or local library program listings.	
Resources/Materials	<p>Resources:</p> <p>https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://www.youtube.com/watch?v=XxbXqVt-nNA https://www.youtube.com/watch?v=fnO-IGEMOXk https://thephysicaleducator.com/ https://www.pecentral.org/ https://www.youtube.com/watch?v=X655B4ISakg https://cosmickids.com/ www.thepeproject.com https://kirawilley.com/album/840172/mindful-moments-for-kids-free https://peuniverse.com/ https://fairviewpe.blogspot.com/ https://teachphysed.weebly.com/ https://fitnessgram.net/</p> <p>Materials:</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, 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>	
Interdisciplinary Connections	<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 SL.ES.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Career Readiness, Life Literacies and Key Skills	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).
Computer Science and Design Thinking	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
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	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

	<p>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</p> <p>Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p> <p>Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>			<p>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</p> <p>Time: Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p> <p>Playing Area: Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>
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