

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Physical Education

Grade: 3-5

ABSTRACT

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities. The curriculum capitalizes on integration, collaboration and interdisciplinary instruction. The elementary school curriculum has the ability to make connections with other disciplines educating the “whole” child through movement experiences. The curriculum reflects standards directly correlating to the New Jersey Core Curriculum Content Standards as well as authentic assessment techniques, which address what students know and should be able to perform. This curriculum balances health-related fitness, motor skills, content knowledge, and personal and social development activities. As students participate in a quality Physical Education curriculum, they develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live active, healthy lifestyles.

ESSEX FELLS PUBLIC SCHOOL

Grade 3-5 Physical Education

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Movement Skills & Concepts <i>Sept/Oct</i> <i>(6 Weeks)</i>	Fitness & Wellness <i>Nov/Dec</i> <i>(6 Weeks)</i>	Team Sports & Game Strategies <i>Jan/Feb</i> <i>(6 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Comprehensive Health and Physical Education 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.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.	Comprehensive Health and Physical Education 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.	Comprehensive Health and Physical Education 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.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.
Interdisciplinary Connections: Write out	ELA Companion SL.PE.3.1. Engage effectively in a range	ELA Companion SL.PE.3.1. Engage effectively in a range	ELA Companion SL.PE.3.1. Engage effectively in a range

complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	Career Awareness, Life Literacies & Key Skills 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	Career Awareness, Life Literacies & Key Skills 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	Career Awareness, Life Literacies & Key Skills 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development. Design Thinking 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	Computer Science 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development. Design Thinking 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	Computer Science 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development. Design Thinking 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Fundamental movement skills provide the foundation for participation in physical activities and sports. • Practice, feedback, and effort help improve performance. • Understanding space, force, direction, and speed helps individuals move effectively.	• Physical activity supports overall health and wellness. • Fitness improves through consistent effort and goal setting. • Everyone has different fitness levels and can work toward personal improvement.	• Successful teams require communication, cooperation, and respect. • Strategy and decision-making influence performance. • Sportsmanship is an important part of physical activity.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do effective movers use space, force, and control? 2. How does practice help us improve our skills? 3. How can feedback help me become a better athlete?	1. Why is physical fitness important? 2. How can I set goals to improve my health? 3. How do my daily choices affect my ability to be active?	1. How do teamwork and communication affect success? 2. What makes someone a good teammate? 3. How can strategies help us improve during games?

STAGE 2: Evidence

Assessment & Evidence: *(By what criteria will performances of understanding be judged? Include:*
 1. Formative,
 2. Summative,
 3. Alternative - Performance/Project)
 4. Benchmark)

Formative Assessments

- Teacher observation
- Skill checklists/rubrics
- Questioning and discussion during lessons to assess understanding of rules, strategies, and fitness concepts
- Peer feedback
- Student self-assessments and reflections
- Exit tickets (written or verbal)
- Teacher anecdotal notes
- Practice performance tasks during lessons

Summative Assessments

- Performance-based skill assessments
- Modified game/play assessments
- Fitness challenges
- Student reflection on personal growth and goal achievement
- Unit-specific rubrics
- Culminating challenges combining multiple skills from the unit

Alternative Assessments

- Student portfolios
- Student-led demonstrations or peer coaching opportunities
- Choice-based performance tasks
- Self-reflection journals or goal-setting sheets

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Alternative Assessments

- Student portfolios
- Student-led demonstrations or peer coaching opportunities
- Choice-based performance tasks
- Self-reflection journals or goal-setting sheets

	• Verbal explanations • Leadership tasks (leading warm-ups, explaining activities, coaching peers) • Modified assessments using alternate equipment, rules, or formats Benchmark Assessments • Performance-based physical fitness (locomotor, balance, manipulative skills) assessment • Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) • Teacher progress monitoring using district or school skill benchmarks	• Verbal explanations • Leadership tasks (leading warm-ups, explaining activities, coaching peers) • Modified assessments using alternate equipment, rules, or formats Benchmark Assessments • Performance-based physical fitness (locomotor, balance, manipulative skills) assessment • Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) • Teacher progress monitoring using district or school skill benchmarks	• Verbal explanations • Leadership tasks (leading warm-ups, explaining activities, coaching peers) • Modified assessments using alternate equipment, rules, or formats Benchmark Assessments • Performance-based physical fitness (locomotor, balance, manipulative skills) assessment • Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) • Teacher progress monitoring using district or school skill benchmarks
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	• Locomotor skill challenges • Dynamic warm-up routines • Movement pattern activities • Agility ladders • Cone drills • Reaction games • Balance challenges • Partner skill feedback • Movement assessment stations • Team-building challenges • Apple Relay Races • Pumpkin Roll Relay (using playground balls) • Fall Locomotor Trail (students	• Fitness stations • Heart rate monitoring • Pacer practice • Jump rope challenges • Strength and flexibility activities • Personal fitness goals • Fitness journals/reflections • Nutrition and hydration discussions • Basketball • Team hockey • Hockey: Clean out your backyard • Team fitness challenges • European handball	• Modified basketball games • Soccer skills and games • Floor hockey • Field hockey • Hockey tag • Velcro ball • T-ball/Baseball/Softball • Kickball • Soccer passing & dribbling • Soccer tag • Soccer: Clean out your backyard • Capture the flag • Passing and receiving drills • Offensive and defensive strategies

	move like squirrels, leaves, crows, deer, etc.) ● Leaf Collection Tag ● Harvest Obstacle Course ● Football Throw Accuracy Challenge ● Nuke ‘em ● Ultimate ball/Frisbee ● Widdle Amistad Law (N.J.S.A. 18A:52-16A-88) ● Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) ● Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) ● Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.	● Exercise circuit creation ● Turkey Tag ● Thanksgiving Relay Races ● Fitness Feast Circuit (different exercises at each station) ● Turkey Toss Accuracy Game Amistad Law (N.J.S.A. 18A:52-16A-88) ● Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) ● Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) ● Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.	● Small-sided games ● Team challenges ● Snowball Toss (white foam balls) ● Penguin Relay Races ● Reindeer Games ● Winter Capture the Flag Amistad Law (N.J.S.A. 18A:52-16A-88) ● Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) ● Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) ● Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.
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Resources: <i>(Include names of texts and all online resources)</i>	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (3-5) https://open.varsityuniversity.org/3-5-intermediate-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (3-5) https://open.varsityuniversity.org/3-5-intermediate-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (3-5) https://open.varsityuniversity.org/3-5-intermediate-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted &	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Provide visual demonstrations, modeling, and step-by-step directions before activities	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Provide visual demonstrations, modeling, and step-by-step directions before activities	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Provide visual demonstrations, modeling, and step-by-step directions before activities

<i>Talented/Advanced 5. 504)</i>	● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Use peer partners/buddies to encourage participation and support success ● Modified homework ● Differentiated pre-typed class notes and example problems ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Group students with others of	● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Use peer partners/buddies to encourage participation and support success ● Modified homework ● Differentiated pre-typed class notes and example problems ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Group students with others of	● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Use peer partners/buddies to encourage participation and support success ● Modified homework ● Differentiated pre-typed class notes and example problems ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Group students with others of
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	different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations ● Encourage students to create games, challenges, or movement sequences	different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations ● Encourage students to create games, challenges, or movement sequences	different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations ● Encourage students to create games, challenges, or movement sequences
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	• Open-ended responses • Provide opportunities for problem-solving and decision-making • Allow students to set personal performance goals and track progress • Extend activities through advanced skills and higher-level thinking challenges 504 Plans • Provide accommodations based on individual student needs and plans • Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments	• Open-ended responses • Provide opportunities for problem-solving and decision-making • Allow students to set personal performance goals and track progress • Extend activities through advanced skills and higher-level thinking challenges 504 Plans • Provide accommodations based on individual student needs and plans • Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments	• Open-ended responses • Provide opportunities for problem-solving and decision-making • Allow students to set personal performance goals and track progress • Extend activities through advanced skills and higher-level thinking challenges 504 Plans • Provide accommodations based on individual student needs and plans • Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments
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Unit of Study: <i>(Pacing Guide/Scope & Sequence -</i>	Net/Wall, Target, and Striking Activities	Cooperative Activities & Leadership <i>March/April</i>	Lifetime Activities & Personal Best <i>May/June</i>
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<i>Specify time frame by days or weeks)</i>	<i>Feb/March</i> <i>(6 Weeks)</i>	<i>(6 Weeks)</i>	<i>(6 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Comprehensive Health and Physical Education 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.4: Develop the necessary body control to improve stability and balance during movement and physical activity. 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.	Comprehensive Health and Physical Education 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.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.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.	Comprehensive Health and Physical Education 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.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.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing</i>	ELA Companion SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	ELA Companion SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	ELA Companion SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Arts) - Standard 1; • Comprehensive Health & PE - Standard 2; • Social Studies - Standard 6; • World Languages - Standard 7;	SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (Must have at least one standard from: • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Awareness, Life Literacies & Key Skills 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	Career Awareness, Life Literacies & Key Skills 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	Career Awareness, Life Literacies & Key Skills 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Integration of Computer Science and Design	Computer Science 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to	Computer Science 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to	Computer Science 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to

Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	facilitate program development. Design Thinking 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	facilitate program development. Design Thinking 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	facilitate program development. Design Thinking 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Different activities require different skills, strategies, and decision-making. • Accuracy, control, and consistency improve performance. • Individual and team success comes from practice and perseverance.	• Positive communication and cooperation help groups succeed. • Leaders encourage and support others. • Physical activity builds confidence, responsibility, and relationships.	• Physical activity can be enjoyed throughout life. • Personal goals help individuals improve and celebrate progress. • Everyone can develop healthy habits and an active lifestyle.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do I use strategies to be successful in different activities? 2. How do accuracy and control impact performance? 3. How can I improve my skills through practice?	1. What qualities make someone an effective leader? 2. How can I support my teammates? 3. How does cooperation improve physical activity experiences?	1. How can I continue being active outside of school? 2. How do I measure my personal growth? 3. Why is it important to challenge myself?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances</i>	Formative Assessments • Teacher observation	Formative Assessments • Teacher observation	Formative Assessments • Teacher observation

<i>of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	● Skill checklists/rubrics ● Questioning and discussion during lessons to assess understanding of rules, strategies, and fitness concepts ● Peer feedback ● Student self-assessments and reflections ● Exit tickets (written or verbal) ● Teacher anecdotal notes ● Practice performance tasks during lessons Summative Assessments ● Performance-based skill assessments ● Modified game/play assessments ● Fitness challenges ● Student reflection on personal growth and goal achievement ● Unit-specific rubrics ● Culminating challenges combining multiple skills from the unit Alternative Assessments ● Student portfolios ● Student-led demonstrations or peer coaching opportunities ● Choice-based performance tasks ● Self-reflection journals or goal-setting sheets ● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers)	● Skill checklists/rubrics ● Questioning and discussion during lessons to assess understanding of rules, strategies, and fitness concepts ● Peer feedback ● Student self-assessments and reflections ● Exit tickets (written or verbal) ● Teacher anecdotal notes ● Practice performance tasks during lessons Summative Assessments ● Performance-based skill assessments ● Modified game/play assessments ● Fitness challenges ● Student reflection on personal growth and goal achievement ● Unit-specific rubrics ● Culminating challenges combining multiple skills from the unit Alternative Assessments ● Student portfolios ● Student-led demonstrations or peer coaching opportunities ● Choice-based performance tasks ● Self-reflection journals or goal-setting sheets ● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers)	● Skill checklists/rubrics ● Questioning and discussion during lessons to assess understanding of rules, strategies, and fitness concepts ● Peer feedback ● Student self-assessments and reflections ● Exit tickets (written or verbal) ● Teacher anecdotal notes ● Practice performance tasks during lessons Summative Assessments ● Performance-based skill assessments ● Modified game/play assessments ● Fitness challenges ● Student reflection on personal growth and goal achievement ● Unit-specific rubrics ● Culminating challenges combining multiple skills from the unit Alternative Assessments ● Student portfolios ● Student-led demonstrations or peer coaching opportunities ● Choice-based performance tasks ● Self-reflection journals or goal-setting sheets ● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers)
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	- Modified assessments using alternate equipment, rules, or formats Benchmark Assessments - Performance-based physical fitness (locomotor, balance, manipulative skills) assessment - Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) - Teacher progress monitoring using district or school skill benchmarks	- Modified assessments using alternate equipment, rules, or formats Benchmark Assessments - Performance-based physical fitness (locomotor, balance, manipulative skills) assessment - Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) - Teacher progress monitoring using district or school skill benchmarks	- Modified assessments using alternate equipment, rules, or formats Benchmark Assessments - Performance-based physical fitness (locomotor, balance, manipulative skills) assessment - Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) - Teacher progress monitoring using district or school skill benchmarks
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> - Amistad Law - Holocaust Law - LGBTQ/Disabilitie s Law)	- T-ball/Baseball/Softball - Kickball - Pickleball - Badminton - Disc golf - Target challenges - Archery - Partner rallies - Accuracy competitions - Valentine's Heart Target Toss - Cupid's Arrow Accuracy Challenge - March Madness Basketball Skill Stations - Lucky Leprechaun Bowling - Shamrock Target Games - Spring Training Baseball/Softball Skills	- Cooperative games - Parachute challenges - Problem-solving activities - Team obstacle courses - Partner challenges - Student-led warm-ups - Relay challenges - Leadership roles - Pickleball - Badminton - Widdle - Peer coaching - Earth Day Nature Walk or Outdoor Scavenger Hunt - Bunny Relay Races - Egg Carry Relay (beanbags or plastic eggs) - Outdoor Team Building Games	- T-ball/Baseball/Softball - Kickball - Olympics preparation - Fitness challenges - Track and field events - Hiking/walking activities - Scooter activities - Outdoor games - Personal best challenges - Fitness assessments - Student choice activities - Year-end skill reflection Amistad Law (N.J.S.A. 18A:52-16A-88) - Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion,

	- Heart Health Fitness Challenge (American Heart Month) Amistad Law (N.J.S.A. 18A:52-16A-88) - Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.	Amistad Law (N.J.S.A. 18A:52-16A-88) - Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.	teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.
Resources: <i>(Include names of texts and all online resources)</i>	- CDC Physical Activity Guidelines For Youth - Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab - EVERFI Health and Wellness	- CDC Physical Activity Guidelines For Youth - Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab - EVERFI Health and Wellness	- CDC Physical Activity Guidelines For Youth - Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab - EVERFI Health and Wellness

	Courses https://everfi.com/k-12/health-wellness/ - Open Physical Education modules (3-5) https://open.varsityuniversity.org/3-5-intermediate-modules/ - Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf - American Heart Association - Phys. Ed. Games http://physedgames.com/ - SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	Courses https://everfi.com/k-12/health-wellness/ - Open Physical Education modules (3-5) https://open.varsityuniversity.org/3-5-intermediate-modules/ - Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf - American Heart Association - Phys. Ed. Games http://physedgames.com/ - SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	Courses https://everfi.com/k-12/health-wellness/ - Open Physical Education modules (3-5) https://open.varsityuniversity.org/3-5-intermediate-modules/ - Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf - American Heart Association - Phys. Ed. Games http://physedgames.com/ - SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)	Special Education - Individualized Education Plans (IEPs) - Exemplars of varied performance levels - Provide visual demonstrations, modeling, and step-by-step directions before activities - Multi-media presentations - Manipulatives - Scaffolded Lessons - Guided note-taking - Study Guides - Use peer partners/buddies to	Special Education - Individualized Education Plans (IEPs) - Exemplars of varied performance levels - Provide visual demonstrations, modeling, and step-by-step directions before activities - Multi-media presentations - Manipulatives - Scaffolded Lessons - Guided note-taking - Study Guides - Use peer partners/buddies to	Special Education - Individualized Education Plans (IEPs) - Exemplars of varied performance levels - Provide visual demonstrations, modeling, and step-by-step directions before activities - Multi-media presentations - Manipulatives - Scaffolded Lessons - Guided note-taking - Study Guides - Use peer partners/buddies to

	encourage participation and support success • Modified homework • Differentiated pre-typed class notes and example problems • Provide alternate ways for students to demonstrate skill mastery • Focus assessment on individual growth and progress • Use of alternate assessments English Language Learners (ELLs) • Dictionaries • Mnemonic devices • Visuals, gestures, demonstrations, and physical modeling • Provide notes to students as needed in native language • Provide clear, concise directions using simple language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) • Group students with others of different learning levels and abilities. • Non-verbal assessments Students At-Risk (BSI) • Provide additional guided practice	encourage participation and support success • Modified homework • Differentiated pre-typed class notes and example problems • Provide alternate ways for students to demonstrate skill mastery • Focus assessment on individual growth and progress • Use of alternate assessments English Language Learners (ELLs) • Dictionaries • Mnemonic devices • Visuals, gestures, demonstrations, and physical modeling • Provide notes to students as needed in native language • Provide clear, concise directions using simple language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) • Group students with others of different learning levels and abilities. • Non-verbal assessments Students At-Risk (BSI) • Provide additional guided practice	encourage participation and support success • Modified homework • Differentiated pre-typed class notes and example problems • Provide alternate ways for students to demonstrate skill mastery • Focus assessment on individual growth and progress • Use of alternate assessments English Language Learners (ELLs) • Dictionaries • Mnemonic devices • Visuals, gestures, demonstrations, and physical modeling • Provide notes to students as needed in native language • Provide clear, concise directions using simple language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) • Group students with others of different learning levels and abilities. • Non-verbal assessments Students At-Risk (BSI) • Provide additional guided practice
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	and opportunities for repetition • Use small-group instruction and targeted skill practice • Provide frequent positive feedback and encouragement • Establish consistent routines and clear expectations • Break skills and activities into achievable steps • Graphic organizers • Provide structured activities with teacher support before independent practice • Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: • Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) • Project Based Learning • Increase complexity, speed, distance, or strategy within activities • Multimedia presentations • Encourage students to create games, challenges, or movement sequences • Open-ended responses • Provide opportunities for problem-solving and decision-making • Allow students to set personal performance goals and track	and opportunities for repetition • Use small-group instruction and targeted skill practice • Provide frequent positive feedback and encouragement • Establish consistent routines and clear expectations • Break skills and activities into achievable steps • Graphic organizers • Provide structured activities with teacher support before independent practice • Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: • Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) • Project Based Learning • Increase complexity, speed, distance, or strategy within activities • Multimedia presentations • Encourage students to create games, challenges, or movement sequences • Open-ended responses • Provide opportunities for problem-solving and decision-making • Allow students to set personal performance goals and track	and opportunities for repetition • Use small-group instruction and targeted skill practice • Provide frequent positive feedback and encouragement • Establish consistent routines and clear expectations • Break skills and activities into achievable steps • Graphic organizers • Provide structured activities with teacher support before independent practice • Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: • Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) • Project Based Learning • Increase complexity, speed, distance, or strategy within activities • Multimedia presentations • Encourage students to create games, challenges, or movement sequences • Open-ended responses • Provide opportunities for problem-solving and decision-making • Allow students to set personal performance goals and track
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	progress • Extend activities through advanced skills and higher-level thinking challenges 504 Plans • Provide accommodations based on individual student needs and plans • Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments	progress • Extend activities through advanced skills and higher-level thinking challenges 504 Plans • Provide accommodations based on individual student needs and plans • Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments	progress • Extend activities through advanced skills and higher-level thinking challenges 504 Plans • Provide accommodations based on individual student needs and plans • Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments
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