

**Belvidere Cluster Wide
Physical Education Curriculum
Grade 3
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format

- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Physical Education, Movement Education/Rhythm, Gr. 3

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **September**
Length: **30 days**
Status: **Published**

Enduring Understanding

The critical elements of movements are important for effective execution. Controlling one's movements is important for safety and improved performance.

Essential Questions

How can one perform nonlocomotor and locomotor movements to rhythms?

Why is it important to demonstrate control while performing movements?

What is necessary for effective execution of nonlocomotor and locomotor movements?

New Jersey Student Learning Standards

HPE.2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Student Learning Objectives

Produce specialized movement forms in isolation and applied settings.

Demonstrate essential elements of movement while performing nonlocomotor (stretching, bending) and locomotor (galloping, running) activities.

Perform essential elements of movement in a rhythmic activity.

Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings.

Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation).

Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement.

Utilize feedback to improve performance.

Instructional Activities

Dance- (Group, Line, Macarone, Salsa, Waltz, Cha Cha, Cotton Eye Joe, Cupid Shuffle, and etc.)

Gymnastics Routine- With/W.O Music and Partners

Gymnastics Skills- Forward roll, Backward roll, Side tuck roll, Candle stick, X balance, Plane Balance, 360, 180, Cartwheel, Round off, Bridge, Backbend, Log roll, Headstand, and etc.

Dance posters (Culture and history)

Jump Rope Activities: Basic Skills - double bounce and single bounce, two foot jumping, one foot jumping, jumping with a partner etc.

Interdisciplinary Connections

Music/FineArts- Dance Routine

Assessment

Dance Rubric
Gymnastics Skill Checklist
Peer/Self-Assessment
Peer Observation
Teacher Observation
Test/Quiz
Written Homework

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

<http://www.pcentral.org/LessonIdeas/ViewLesson.asp?ID=132848#.V3FNqPmDGko>
<http://www.sparkpe.org/blog/16-ideas-for-teaching-dance-in-pe/>
Pcentral.org
Shapeamerica.org

Unit #2, Physical Education, Wellness, Gr. 3

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **November**
Length: **30 days**
Status: **Published**

Enduring Understanding

There are many different factors that determine a person's fitness level and how fitness effects the entire body.

Essential Questions

Are the skill-related components of fitness more important than the health-related components of fitness?

What are the benefits of fitness in the realms of physical, social, emotional, and intellectual health?

What are some factors that would determine someone's fitness level?

New Jersey Student Learning Standards

HPE.2.6.4	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.4.A	Fitness and Physical Activity
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
HPE.2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

Student Learning Objectives

Identify each health-related and skill-related fitness component of fitness.

Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity.

Identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level.

Explain the importance of health-related fitness goals which are based on the assessment of one's personal fitness-level.

Explain how to track progress using health/fitness indicators.

Instructional Activities

Create Your Own Exercise- Partner Activity and Presentation

Fitness Graphing/Data Collection

Graffiti Wall- Factors both +/- that impact a person's health

Skill Related Components Data Collection (Stations)- Speed, Balance, Agility, Power, Coordination, and Reaction Time.

Health-Related Components Data Collection (Stations)- Cardio Vascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Comp.

Fitness Stations- Sit-ups, Chin-ups, Pull-ups, Jump Rope, Push-ups, Superman Banana, and etc.)

Set and track a SMART Goal

Interdisciplinary Connections

Technology and/or ELA- Fitness Journal

Mathematics- Fitness Tracking

Assessment

Fitness Checklist
Journaling
Fitness Testing Results
Peer/Self-Assessment
Peer Observation
Fitness Presentation
Fitness Rubric

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

Pecentral.org
Shapeamerica.org
www.shapeamerica.org/prodev/pyfp.cfm
http://www.pecentral.org/lessonideas/elementary/3_5lessonideas.asp

Unit #3, Physical Education, Manipulative Skills, Gr. 3

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **January**
Length: **30 days**
Status: **Published**

Enduring Understanding

One's body or object must be manipulated with control in order to be effective in games, sports, and activities.

Essential Questions

Why are the different ways a person can manipulate an object important to games, sports, and activities?

Why are the critical components of striking and kicking without an implement important?

Why are the critical components of striking and kicking with an implement important?

Why are different ways can you shoot or dribble an object necessary and important for sports?

New Jersey Student Learning Standards

HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Student Learning Objectives

Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.)

Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities.

Explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities.

Instructional Activities

Individual Skill Practice- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.

Partner Skill Practice- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting.

Skill Stations/Mini Games- Throwing, Catching, Passing, Dribbling, Striking, Fielding, and Shooting. (Targets, Cone Courses, Repetition, and etc.)

Student Discovery- Levels, Effort, Pathways, Directions, Speed and Space Awareness

Team Games- Soccer, Basketball, Kickball, Matball, Money in the Bank, Castle Ball and etc.

Individual Games- Ping Pong, Golf, Frisbee Golf, Swimming, and etc.

Tag Games with Manipulatives- Ball Tag, Crossfire, Grinch Tag, and etc.

Keep Away/Monkey in the Middle

Pickle

Journal of skills progress and goals

Interdisciplinary Connections

ELA- Journal

Assessment

GPAI (Games Performance Assessment Instrument)

Exit Slip

Skills Checklist

Peer/Self-Assessment

Peer Observation

Skill Rubric

Teacher Observation

Test/Quiz

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

Pecentral.org

Sparkepe.org

Shapeamerica.org

Striking Skills

<http://www.pecentral.org/lessonideas/searchresults.asp?-Search=Find+Them&subcategory=Striking+with+Implements>

Jump rope skills

http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp#.V3FkifmDGkp

Unit #4, Physical Education, Movement Education-Locomotor/Nonlocomotor Skills, Gr. 3

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **March**
Length: **30 days**
Status: **Published**

Enduring Understanding

Force, motion, and control is needed while performing various movements.

Essential Questions

Why are static balances important?
Why is body management important for fitness and sport?
How can feedback be utilized to improve body management?
Why should feedback be continuous and constant?

New Jersey Student Learning Standards

HPE.2.5.4	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Student Learning Objectives

Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions, using different body parts.
Demonstrate a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds.
Utilize feedback to improve performance.
Demonstrate and explain proper movement of a variety of non-locomotor skills in a safe manner.

Instructional Activities

Tag Games- Magician Tag, Sharks and Minnows, Pacman, Blob Tag, Ball Tag, and Etc.
Locomotor Movements- Walking, Skipping, Hopping, Galloping, Sliding, Jumping and Leaping
Nonlocomotor Movements- Twisting, Bending, Stretching, Turning, Swinging, and Swaying
Dance- (Group, Line, Macarone, Salsa, Waltz, Cha Cha, Cotton Eye Joe, Cupid Shuffle, and etc.)
Gymnastics Routine- With/W.O Music and Partners
Gymnastics Skills- Forward roll, Backward roll, Side tuck roll, Candle stick, X balance, Plane Balance, 360, 180, Cartwheel, Round off, Bridge, Backbend, Log roll, Headstand, and etc.
Rules and Safety Discussion
Safety Poster

Interdisciplinary Connections

Fine Arts- Gymnastics routine
Technology- Video/Photography of routines

Assessment

Skills Checklist
Peer/Self-Assessment
Peer Observation
Skill Rubric
Teacher Observation
Test/Quiz

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

<https://quizlet.com/6014729/non-locomotor-skills-flash-cards>
Educational Gymnastics
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6263#.V3F4c_mDGko
Sparkepe.org
shapeamerica.com

Unit #5, Physical Education, Cooperative Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **April**
Length: **30 days**
Status: **Published**

Enduring Understanding

Some activities require individuals to work together in different roles dictated by group dynamics.

Essential Questions

Why are the strategies of faking, dodging, and defending open space needed during games and activities?

What situations can they be applied in?

Why is it important to work cooperatively with a teammate while passing and receiving an object?

Why is team building important?

How does sportsmanship affect the outcome and process of a game or activity?

New Jersey Student Learning Standards

HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Student Learning Objectives

Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice)

Describe how team members may motivate each other for success during cooperative games and activities.

Identify the characteristics of good sportsmanship that are displayed by both players and observers.

Identify rules and procedures that produce a safe environment.

Explain essential elements of movement skills in isolated and applied settings.

Instructional Activities

Team Games (Basketball, Soccer, Volleyball, Field Hockey, Lacrosse, Relay Races, Tug of War, Football, Hockey, Ultimate Frisbee, Baseball/Softball, Kickball, Speedball, and etc.)

Misc. Games (Sportsmanship/Strategy)- Clean your Room, Builders/Breakers, Castle Ball, Money in the Bank, 4 of a Kind, and etc.

Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Magic Carpet and etc.)

Group Trust Activities- Trust Fall, Trust Circle, Group Q and A, and etc.

Team Building Activities- School Spirit Events (Twin, Hat, and Pride Day)

T Chart- Compare and Contrast Player V. Observer

Journal experience as Player and Observer

Sportsmanship Group Brainstorm

Interdisciplinary Connections

ELA- Journal, Compare and Contrast Player/Observer

Assessment

Checklist
Group work or team work rubric
Oral presentations
Peer/Self-assessment
Peer observation
Teacher observation
Test/Quiz
Written homework

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

Pecentral.org
Sparkepe.org
Pe4life.org
Education.com
Aapherd.org
Cdc.gov
Pelinks4u.org
Pesoftware.com
Thephysicaleducator.com
Mrgym.com
Shapeamerica.org
Teachpe.com
Peuniverse.com
Pegames.org