

Course Overview Phys Ed Grade 3

Content Area: **Physical Education**
Course(s): **PHYS ED-K**
Time Period:
Length: **10 weeks**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Physical Education

Thrid Grade

Course Number: 4713

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Course Adoption: **04/21/1986**

Curriculum Adoption: **11/2/2017**

Course Overview

SCED

58033 Physical Education (grade 3)

Physical Education (grade 3) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity.

Locomotor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 3.

COURSE DESCRIPTION Physical Education in grade 3 places an emphasis on the development of basic body movement, locomotor skills and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. During this course students are expected to demonstrate mastery/proficiency of all NJSLC CPI's from 2.1.2.A through 2.1.2.D, 2.2.2.A through 2.2.2.C, 2.5.2.A through 2.5.2.C and 2.6.2.A, as well as developing skills of all NJSLC CPI's from 2.1.4.A through 2.1.4.D, 2.2.4.A through 2.2.4.A through 2.2.4.C, 2.5.4.A through 2.5.4.C and 2.6.4.A. The course also reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science and Technology Literacy.

Textbooks and Other Resources

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COURSE RESOURCES

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Various Equipment as it relates to various activities

Fitnessgram

Standards

MA.3.OA.A

Represent and solve problems involving multiplication and division.

MA.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
MA.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HPE.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HPE.2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
HPE.2.2.4.B.1	Use the decision-making process when addressing health-related issues.
HPE.2.2.4.B.2	Differentiate between situations when a health-related should be made independently or with the help of others.
HPE.2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
HPE.2.2.4.B.4	Develop a personal health goal and track progress.
HPE.2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
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).
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.3	Explain and demonstrate movement sequences, individually and with others, in response

	to various tempos, rhythms, and musical styles.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
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.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
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.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular 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.
VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summary) Assessments

<p>Unit 1: Physical fitness assessment introduction and instruction</p> <p>At the beginning of the school year, regardless of previous involvement, the physical fitness of each student will be assessed. Students will develop improvement targets, through which they will be involved across all Units in activities designed to meet the goals that have been established.</p> <p>Unit 2: Gross Motor Movements</p> <p>Students will master how to properly move their bodies in their own and self-space. Mastery of proper mechanics of running, jumping, hopping, skipping, leaping, galloping and bounding will be assessed in isolated and applied settings such as obstacle courses, dodging, and game like situations. General safety procedures will be reviewed.</p> <p>Unit 3 Striking</p> <p>Students will master how to correctly and effectively strike objects with both short and long handed implements. They will also strike with different parts of the body (i.e. forearms, knees, shins, etc.) They will use these striking skills in both isolated and applied (game) settings.</p> <p>Unit 4 Throwing/Passing and catching</p> <p>Students will master correct technique for throwing and catching various types of athletic and game balls.</p> <p>Unit 5: Dribbling</p> <p>Students will master the skill of stationary dribbling and moving dribbling using both their feet and hand in appropriate applied settings.</p> <p>Unit 6: Rhythmic Movement</p> <p>Students will engage in rhythmic activities that relate to space, shape, and energy. Students will perform sequences of bending, twisting, stretching, and swinging, jumping, bouncy, or jerky using various levels in space. Students will explore personal space while creating a planned and unplanned dance sequences</p>	<p>2.1.4.A.1 (M)</p> <p>2.1.4.A.2 (M)</p> <p>2.1.6.A.1 (D)</p> <p>2.1.4.B.1 (M)</p> <p>2.1.4.B.2 (M)</p> <p>2.1.6.B.1 (D)</p> <p>2.1.6.B.2 (D)</p> <p>2.1.4.D.1 (M)</p> <p>2.2.4.B.1 (M)</p> <p>2.2.4.B.2 (M)</p> <p>2.2.4.B.4 (M)</p> <p>2.5.4.A.1 (M)</p> <p>2.5.4.A.2 (M)</p> <p>2.5.4.A.3 (M)</p> <p>2.5.4.A.4 (M)</p> <p>2.6.4.A.1 (M)</p> <p>2.6.4.A.2 (M)</p> <p>2.6.4.A.3 (M)</p> <p>2.6.4.A.4 (M)</p> <p>2.6.6.A.1 (D)</p> <p>2.6.6.A.2 (D)</p> <p>2.6.6.A.3 (D)</p> <p>2.6.6.A.4 (D)</p> <p>2.6.6.A.5 (D)</p> <p>2.6.6.A.6 (D)</p>	<p>1-4</p>	<p>4 periods testing</p> <p>2 periods instruction/planning</p> <p>Full year</p> <p>Fall/Spring</p> <p>Full year</p> <p>Fall/Winter</p> <p>Full Year</p> <p>Full year</p>	<p>Using the Fitness Gram each student's fitness level (cardiovascular, flexibility and upper body strength) will be assessed based on national standards. All students will be tested at the end of the year.</p> <p>Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments.</p> <p>Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.</p> <p>Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments.</p> <p>Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.</p> <p>Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments.</p> <p>Assessments may include but are not limited to discussion questions, rubrics, written, and other assessments.</p>
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<p>Unit 7: Recreational and Cooperative Games</p> <p>Students will cooperatively work as a cohesive unit to achieve common goals as a team, use critical thinking, practice good sportsmanship and teamwork within the framework of physical education. Students will learn to play games that can be used at home with family and friends. Games include cup stacking, horseshoe, ring toss, and ladder golf.</p>	2.2.4.A.2 (M)			limited to discuss questions, rubric questions, written, and other assessments.
	2.5.4.A.1 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments.
	2.5.4.A.2 (M)			Assessments may include but are not limited to discussion questions, rubric questions, written, and other assessments.
	2.5.4.A.3 (M)			Students will be assessed through a variety of different methods. Teachers will attempt to use both formative and summative assessments.
	2.5.4.A.4 (M)			Assessments may include but are not limited to discussion questions, rubric questions, written, and other assessments.
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			
	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			
	2.5.4.B.1 (M)			
	2.5.4.B.2 (M)			
	2.5.6.B.1 (D)			
	2.5.6.B.2 (D)			
	2.5.4.C.1 (M)			
	2.5.4.C.2 (M)			
	2.5.6.C.1 (D)			
	2.5.6.C.2 (D)			
	2.5.6.C.3 (D)			

	2.6.4.A.2 (M)			
	2.6.6.A.2 (D)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			
	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			
	2.5.4.B.1 (M)			
	2.5.4.B.2 (M)			
	2.5.6.B.1 (D)			
	2.5.6.B.2 (D)			
	2.5.4.C.1 (M)			
	2.5.4.C.2 (M)			
	2.5.6.C.1 (D)			
	2.5.6.C.2 (D)			
	2.5.6.C.3 (D)			
	2.6.4.A.2 (M)			
	2.6.6.A.2 (D)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			
	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			

	2.5.6.A.4 (D)			
	2.5.4.B.1 (M)			
	2.5.4.B.2 (M)			
	2.5.6.B.1 (D)			
	2.5.6.B.2 (D)			
	2.5.4.C.1 (M)			
	2.5.4.C.2 (M)			
	2.5.6.C.1 (D)			
	2.5.6.C.2 (D)			
	2.5.6.C.3 (D)			
	2.6.4.A.2 (M)			
	2.6.6.A.2 (D)			
	1.1.2.A.1 (R)			
	1.1.2.A.2 (R)			
	1.1.5.A.1 (R)			
	1.1.5.A.4 (R)			
	1.3.2.A.1 (R)			
	1.3.2.A.2 (R)			
	1.3.2.A.3 (R)			
	1.3.2.A.4 (R)			
	1.3.5.A.1 (R)			
	1.3.5.A.2 (R)			
	1.3.5.A.3 (R)			
	1.3.5.A.4 (R)			
	1.3.5.A.5 (R)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			

	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			
	2.5.4.A.1 (M)			
	2.5.4.A.2 (M)			
	2.5.4.A.3 (M)			
	2.5.4.A.4 (M)			
	2.5.6.A.1 (D)			
	2.5.6.A.2 (D)			
	2.5.6.A.3 (D)			
	2.5.6.A.4 (D)			

Grading and Evaluation Guidelines

GRADING PROCEDURES

Standard Base grading procedure

4 standards

1) Effort/Work habits during Physical Education

2) Listens and responds effectively

- RD= rarely demonstrates
- ID= inconsistently demonstrates
- UD= usually demonstrates
- CD= consistently demonstrates

3) Applies wellness concepts

4) Applies safe, efficient, and effective motor skills and fitness concepts

- BG = below grade level
- AG = approaching grade level
- MG = meeting grade level
- EG = exceeds grade level

Other Details

CONTENT FOCUS AREA AND COURSE NAME

Grade 3 Physical Education

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4713	AE	A	3		80	R	05/09/91

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS (P= Primary and S= Secondary)

NJSL Standard		NJSL Standard		NJSL Standard	
1. Visual and Performing Arts	S	5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy			