3rd Grade Physical Education

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Spatial/Body Awareness	1	1
Fitness	1, 2, 3	on going throughout
Chasing & Fleeing	1, 2, 3	on going throughout
Catching & Throwing	1, 2, 3	on going throughout
Skills with Manipulatives	1, 2, 3	on going throughout
Recreational activities	1, 3	2
Holiday Games	1, 2, 3	2
Dance/Gymnastics	2	2
Misc. Lead-Up Games	1, 2, 3	on going throughout
Cooperative activities	1, 2, 3	on going throughout
Scooters	2	3
Sport lead up games	1, 2, 3	on going throughout

Unit Overview

In Physical Education, a focus will be on fitness, skill development, understanding of games and rules, and partipating with good sportsmanship. There will be a focus on finding activities that one enjoys and learning how to incorporate that into their daily life. Students will be exposed to a variety of activities to suit the needs of each student.

Activities may include but are not limited to:

- Various tagging games
- Fitness stations and exercises utilizing FITT principle that focus on muscle strength, muscle endurance, cardiovascular endurance, body composition, and flexibility. Activities may include the use of jump ropes, hula hoops, rollerblades, weights/resistance bands, balance boards, etc...
- Throwing and catching of different balls/objects
- Skills with various manipulatives (striking, juggling, catching, etc...)
- Activities that teach specific sport concepts. Concepts may be used in sports such as: Lacrosse, football, hockey, soccer, basketball, baseball, volleyball
- Dance / Gymnastics

- Recreational activities such as Gaga, 4-Square, Dodgeball, Tetherball, X, etc...

Enduring Understandings

- All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Essential Questions

- How does understanding of fundamental concepts related to effective execution of actions provide the foundation for participation in games, sports, dance, and recreational activities?
- How does ongoing feedback impact improvement and effectiveness of movement actions?
- In what ways do performing movement skills effectively effect an individual's ability to analyze one's own performance as well as receive constructive feedback from others?
- How can offensive, defensive, and cooperative strategies be applied in most games, sports, and other activity situations?
- What is the relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations?
- How does practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event?
- What are the strong cultural, ethnic, and historical background associated with competitive sports and dance?
- How does each component of fitness contributes to personal health as well as motor skill performance?
- To what extent does knowing and applying a variety of effective fitness principles over time enhance personal fitness level, performance, and health status?

New Jersey Student Learning Standards (No CCS)

1.1.5.Cr1	Generating and conceptualizing ideas.
1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
1.1.5.Cr1a	Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
1.1.5.Cr2	Organizing and developing ideas.
1.1.5.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a

	main idea. Discuss how the dance communicates non-verbally.
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.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.4.A.CS2	Ongoing feedback impacts improvement and effectiveness of movement actions.
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.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
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.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.6.A.CS2	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.5.6.C.CS2	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.
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.
HPE.2.6.4.A.CS1	Each component of fitness contributes to personal health as well as motor skill performance.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Amistad Integration

HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.

Holocaust/Genocide Education

Interdisciplinary Connections

VPA.1.3.5.A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from

	the auditory to the kinesthetic.
VPA.1.3.5.A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
VPA.1.3.5.A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
VPA.1.3.5.A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
VPA.1.3.5.A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
VPA.1.3.5.A.CS1	Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.
VPA.1.3.5.A.CS2	The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.
VPA.1.3.5.A.CS3	Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.
VPA.1.3.5.A.CS4	Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.
VPA.1.3.5.A.CS5	Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.

Technology Standards

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.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
TECH.8.2.5.A.2	Investigate and present factors that influence the development and function of a product and a system.
TECH.8.2.5.A.3	Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

TECH.8.2.5.A.5	Identify how improvement in the understanding of materials science impacts technologies.
TECH.8.2.5.A.CS1	The characteristics and scope of technology.
TECH.8.2.5.A.CS2	The core concepts of technology.
TECH.8.2.5.A.CS3	The relationships among technologies and the connections between technology and other fields of study.
TECH.8.2.5.B.4	Research technologies that have changed due to society's changing needs and wants.

21st Century Themes/Careers

List specific standards that are relevant
No general statements

CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Financial Literacy Integration

PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
PFL.9.1.8.E.3	Compare and contrast product facts versus advertising claims.

Instructional Strategies & Learning Activities

Differentiated Instruction

Differentiation requires a shift from teaching teh subject to teaching the child. Strategies will differ with each individual learner. Differientation may include but are not limited to:

- Modified materials/equipment
- Modified goals
- Various grouping strategies
- Modified environmanet
- Cooperative learning
- Stations / circuits
- Student choice

Assessments

Assessments may include but not limited to:

- Teacher questioning
- Teacher checklist for observation
- Self-assessment
- Peer-assessment
- Exit slips
- Skill performance
- Teacher observation
- Performance rubrics
- Written/digital quizzes, tests
- Fitness logs

Resources & Technology

- Projector
- Heart rate trackers
- Music
- Video games
- Personal tablets/computers
- The Internet

Closure

- Class discussion
- Daily Dozen
- Thumbs up / thumbs down
- "What am I?"
- Jeopardy
- Be the Teacher
- I Care Why?
- Sell It To Us
- Key Words
- Whip Around
- 3-2-1
- Fishbowl
- Threee W's
- Pair/Share
- Postcard

- It fits where?
- Where are we going?
- Commercial
- So what's up with...?
- Numbered heads together
- Exit slips

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Google Translate

Special Education

Specific modifications and accommodations for special education students will also be provided according to the students' IEP.

General Modifications / Accommodations

- Use of concrete materials and objects (manipulatives)
- Opportunities for cooperative partner work in small group
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- If a manipulative is used during instruction, allow its use on a test
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts

- Tiered lessons and assignments with visual instructions
- More frequent progress monitoring
- Provide more opportunities for practice

504

General Modifications / Accommodations

- Preferential seating
- Opportunities for cooperative partner work
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments
- More frequent progress monitoring
- Provide more opportunities for practice
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

The possible list of modifications/accomodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess students needs, and utilize modifications specific to teh needs of individual students.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking