Unit 3: Physical Fitness

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

Unit Overview

Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.

Enduring Understandings

• Regular physical activity will help improve and develop motor skills.
• Proper technique and repetition performing a specific skill will lead to growth and progress in that general area.
• Participation in physical activity develops and maintains a healthy, active lifestyle.

Essential Questions

• What is the minimum amount of exercise I can do to stay physically fit?
• What can we do to be physically active and why is this important?
• Why is physical activity important?

Learning Objectives

• How to engage in moderate to vigorous age-appropriate physical movement and activities (games, challenges, team building)
• Have strategies and skills that enable team members and individuals to achieve goals.
• Move body parts in a controlled manner.
• Develop and refine motor skills
• Develop and refine gross motor skills (hopping, galloping, jumping, running and marching)
• Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
• Students will be expected to work and compete in teams effectively. They will need to coordinate their efforts through communication.

Standards: Content

Comprehensive Health and Physical Education Practices
The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in

these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Engaging in an active lifestyle
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

Standards: Interdisciplinary

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.WF.2.1	Demonstrate command of the conventions of writing.
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.2.A	Short vowels and single consonants.
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
9.4.2.TL.2	Create a document using a word processing application.
L.WF.1.3.A	Write sentences with increasing complexity.
9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
L.KL.K.1.A	Use frequently occurring nouns and verbs.
L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
L.VI.K.3.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is…).
SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas,

	thoughts, and feelings.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.PE.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Assessment Evidence

Formative	Teacher informal observations, class discussion, class participation, oral and written responses.
Summative	Written tests, skill tests, FITT Assessment, Projects, oral & written assessments.
Alternative & Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Instructional Resource List 2026-2027 - ONLINE - Copy.xlsx

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	**X**	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	**X**	Relationship Skills
X	Responsible Decision-Making	**X**	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		