

Swedesboro-Woolwich School District's Physical Education Curriculum Guidance Document

GRADE 3– PE Unit 1

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In third grade, students seek to improve their motor skills by applying movement concepts to skills. Students work on body management skills in game-like settings. Specific sports skills are also emphasized. The four components of physical fitness are introduced. Students participate in physical activities successfully in a group, regardless of personal differences. The Rationale of Lifetime Fitness is to provide students with knowledge and skills in order to improve levels in five areas of fitness, cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility. With participation in all activities students will see improvement and learn to set short and long term goals that can help in other areas of life. Becoming physically fit can build confidence and esteem and can help students maintain concentration resulting in academic improvement in other classes. Students will be engaged in content and practices regarding:

- Physical activity involves using motor skills & knowledge of movement concepts.
- It is important to be able to participate in cardiovascular activities for an extended amount of time.
- It is important to know how to improve the four components of physical fitness.
- Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

HE.3-5.2.2.5.LF.1

Explain the need to engage in physical activities on a voluntary basis for emotional and

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	physical enjoyment.
HE.3-5.2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
HE.3-5.2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
HE.3-5.2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
HE.3-5.2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
HE.3-5.2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
HE.3-5.2.2.5.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).
HE.3-5.2.2.5.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.
HE.3-5.2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
HE.3-5.2.2.5.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).
HE.3-5.2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HE.3-5.2.2.5.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).

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HE.3-5.2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
HE.3-5.2.2.5.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.
HE.3-5.2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
HE.3-5.2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
September (8 Weeks)	<ul style="list-style-type: none"> See Standards Listed above 	<p>Obj. We are learning to: I can</p> <ul style="list-style-type: none"> develop a health related fitness goal. demonstrate appropriate control when engaging in a game or activity in various applied settings. perform essential elements of movement during a group activity. make adjustments based on the teacher's suggestions. participate in a variety of activities that address each skill component. explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings. apply rules and procedures for specific games. describe how rules and procedures enhance participation and safety. explain how specific rules and procedures contribute to a safe active environment. demonstrate the use of basic offensive and defensive strategies. acknowledge the contributions of team members. 	<p>Topic: Establishing a Learning Environment/ Movement/Fitness</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> Rules/ Procedures/ Movement Icebreakers/ Intro game Reflection Perfection Star Wars, Bamboozle, Old School Fall Fitness Testing Capture the Flag/Treasure

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		<ul style="list-style-type: none"> • demonstrate control while modifying force, time, space, and relationships in interactive dynamic environments. • apply specific rules and procedures during physical activities. • demonstrate control while modifying force, time, space, and relationships in interactive dynamic environments. • demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. • develop a health related fitness goal • describe how rules and procedures enhance participation and safety for specific games, sports, and other competitive activities. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do motor skills and movement concepts relate to the activities or games played? • How do you improve the four fitness components of physical fitness? • How can individual differences enhance and contribute to group productivity? • How can you improve your cardiovascular endurance? • What does consideration for and cooperation for classmates and teachers look like in physical education class? • Why is the development of motor skills essential during childhood? • Why is it important to improve your cardiovascular fitness and muscular endurance? • Why is physical activity important for my health? • What does consideration for and cooperation for classmates and teachers look like in physical education class? • <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Ongoing record keeping • Teacher observation • Rubrics 	<p align="center">Hunt/Keeper of the Castle</p> <ul style="list-style-type: none"> • Whole Grain Scramble • Intro to Team Sports Soccer, Handball, Hockey, Goofy Baseball
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		<ul style="list-style-type: none"> • Class Participation and preparation • 	
7 Weeks	<ul style="list-style-type: none"> • See Standards Listed above 	Same as above	<p>Topic:</p> <ul style="list-style-type: none"> • Team Building <p>Materials/Resources:</p> <ul style="list-style-type: none"> • QB Rescue, Scooter Handball • Battleship, Titanic • Star Wars, Bamboozle, Old School, Soccer • Wordles • Scooter Handball, Scooter Basketball • Capture the Flag/Treasure Hunt/Keeper of the Castle • Kids Heart Challenge
6 weeks	<ul style="list-style-type: none"> • See Standards Listed above 	Same as above	<p>Topic:</p> <ul style="list-style-type: none"> • Manipulative Skills/Fitness <p>Materials/Resources:</p> <ul style="list-style-type: none"> • Flowing Movements • Tchoukball, Handball, Volleyball, Nukem, Heart Tag • Tchoukball, Handball, Volleyball,

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			<p>Nukem,</p> <ul style="list-style-type: none"> Soccer, Hockey, Scooter Basketball, Handball Spring Fitness Testing
8 Weeks	<ul style="list-style-type: none"> See Standards Listed above 	Same as above	<p>Topic:</p> <ul style="list-style-type: none"> Movement Concepts <p>Materials/Resources:</p> <ul style="list-style-type: none"> Brr.. I am Cold Keeper of the Castle, Alphabet Tag Capture the Flag, Scerbo Ball Scooter Tag, Scooter Races Fitness stations Spring Pacer Test Hungry Hungry Hippo, Color Guard Bamboozle, Jail

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)