Moonachie School District

Physical Education Curriculum:

Grades 3-5

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022

Pending Re-Adoption: January 23, 2023

| **CHPE: PHYSICAL EDUCATION** |
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| **Grades 3-5** |
| **2.2 Physical Wellness** |
| **DISCIPLINARY CONCEPT: MOVEMENT SKILLS AND CONCEPTS** |
| Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).  |
| **Core Ideas** | **Performance Expectation Standards** |
| Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities. | * 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).
* 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
* 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).
* 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
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| Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety. | * 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.
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| Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities. | * 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.
* 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
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| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
| --- | --- | --- | --- |
| **Activity 1: 2.5.MSC.1**Personal SpaceGeneral SpaceCoordinationBalanceFlexibilityAgility Cooperation TeamworkSportsmanship | **Activity 1*** Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.
 | **Activity 1****Grade 3:** * Circuit/Station: Students rotate through various stations where students work on various skills connected with the current unit
* Relay Races (ex: crab walk, bear crawl, walk backwards, etc.)
* Jump Rope
* Obstacle Courses

**Grade 4:** * Jump roping skills (long ropes, jump rope tricks, personalized ropes)
* Chasing and Fleeing

**Grade 5:** * Paired Partner Skills:
* Teacher modeling of skill positions (can be reinforced and supplemented with video)
* Yoga
* Evasion Games
* Double Dutch
* Gymnastics
 | **Activity 1*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 2: 2.2.5.MSC.2**Unison PartnersPathwaysPersonal space CultureTempo Balance Agility Muscle memoryPlanning CommunicationCoordination | **Activity 2*** Students will be able to explain and demonstrate dance and gymnastic movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
 | **Activity 2****Grade 3:** * Students are exposed to different types of line dances (Cotton Eye Joe, Electric Slide, etc).
* Rolls / Walks

**Grade 4:*** Students will follow along the drum fit videos.
* Cultural Dances
* Basic tumbling routines

**Grade 5:*** Students create their own line dance movements and pick their own music
* Students record and present their own line dance.
* Creating Gymnastic Routines.
 | **Activity 2*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
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| **Activity 3: 2.2.5.MSC.3**BalanceTrapOffenseDefenseFollow-throughDominantNon-dominantVisionPeripheral visionCollaborationCommunicationTeamworkSportsmanship | **Activity 3*** Students will be able to begin to demonstrate and perform movement skills with developmentally appropriate control in isolated settings and applied settings including skill practice, games, sports, recreational activities, and/or dance.
 | **Activity 3****Grade 3:*** Keep Away Games
* Keep It Up Games
* Kickball Games
* Wiffle Ball Games
* Sport-Specific (Skills)

**Grade 4:*** Team-Building Games
* Ultimate Frisbee
* Team Handball
* Sport-Specific (lead -up games)

**Grade 5:*** Capture the Flag
* Invasion Games
* Floor Hockey
* Volleying skills
* Badminton
* Sport-Specific (lead-up games/sport -specific activities)
 | **Activity 3*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Cognitive Skill-Cue Review
* Quizzes
 |
| **Activity 4: 2.2.5.MSC.4**StabilityBalanceCoordinationAgilityBody Control | **Activity 4*** Students will be able to begin to develop the necessary body control to improve stability and balance during movement and physical activity.
 | **Activity 4****Grade 3:** * Circuit/Station: Students rotate through various stations where students work on various skills connected with the current unit
* Relay Races (ex: crab walk, bear crawl, walk backwards, etc.)
* Jump Rope
* Obstacle Courses

**Grade 4:** * Jump roping skills (long ropes, jump rope tricks, personalized ropes)
* Chasing and Fleeing

**Grade 5:** * Paired Partner Skills:
* Teacher modeling of skill positions (can be reinforced and supplemented with video)
* Yoga
* Evasion Games
* Double Dutch
* Gymnastics
 | **Activity 4*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 5: 2.2.5.MSC.5**Successfulness Constructive criticism * positive and negative feedback

ImprovementSelf acceptance  | **Activity 5*** Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
 | **Activity 5****Grade 3:*** Locomotor Activities (Relay races, Tag games, etc.)

**Grade 4:** * Skill-related Activities

**Grade 5:*** Paired Partner Skills
 | **Activity 5*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 6: 2.2.5.MSC.6**Behaviors Etiquette SportsmanshipRespect Teamwork Safety  | **Activity 6*** Students will be able to execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributing to a safe environment.
 | **Activity 6****Grade 3:*** Back to school lessons
* Team Building/Cooperative Games
* Sportsmanship lessons

**Grade 4:*** Back to school lessons
* Team Building/Cooperative Games
* Sportsmanship lessons

**Grade 5:*** Back to school lessons
* Team Building/Cooperative Games
* Sportsmanship lessons
 | **Activity 6*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 7: 2.2.5.MSC.7**RulesStrategySportsmanshipTeamworkBody AwarenessSpatial Awareness   | **Activity 7*** Students will be able to apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
 | **Activity 7****Grade 3:*** Keep Away Games
* Keep It Up Games
* Kickball Games
* Wiffle Ball Games
* Sport-Specific (Skills)

**Grade 4:*** Team-Building Games
* Ultimate Frisbee
* Team Handball
* Sport-Specific (lead -up games)

**Grade 5:*** Capture the Flag
* Invasion Games
* Floor Hockey
* Volleying skills
* Badminton
* Sport-Specific (lead-up games/sport -specific activities)
 | **Activity 7*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Resources/Materials** | **Resources:**<https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://thephysicaleducator.com/><https://www.pecentral.org/><https://www.youtube.com/watch?v=X655B4ISakg><https://cosmickids.com/>[www.thepeproject.com](http://www.thepeproject.com)<https://kirawilley.com/album/840172/mindful-moments-for-kids-free><https://peuniverse.com/><https://fairviewpe.blogspot.com/><https://teachphysed.weebly.com/>[https://fitnessgram.net/](https://fitnessgram.net/pacertest/)**Materials:**Pedometers, Heart Rate monitors, Fitness Apps (Myfitnesspal, Mapmyrun, Strava, Future, Apple Health, Google Fit, Nike Run), Videos of specific exercises/movements, worksheets and handouts, mats, bands, jump ropes, Balance boards, medicine balls, Various balls, Hula-Hoops, Jump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Music, Frisbee, Spikeball, Can Jam, Cornhole, Ladder ball, Horseshoes, Table Tennis, flags |
| **Interdisciplinary Connections** | Grade 3 PS2.A: Forces and MotionEach force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces, are used at this level.) (3-PS2-1)Grade 4 **PS3.B: Conservation of Energy and Energy Transfer**  Energy is present whenever there are moving objects, sound, light or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. Light also transfers energy from place to place. Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. Grade 5 **S2.B: Types of Interactions**The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.  |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| **Computer Science and Design Thinking** | 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. |

| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Repeated instructionsSame language partnersTranslated notes/rulesUse of technologyVideos in other languages | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed | Teacher modelingPeer modelingStudy guidesMultiple OpportunitiesExtended timeParent communicationModified assignmentsProvide choicesCreate instructional objectives with realistic connectionsProvide additional opportunities for support and instruction | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed |

| **CHPE: PHYSICAL EDUCATION** |
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| **Grades 3-5** |
| **2.2 Physical Wellness** |
| **DISCIPLINARY CONCEPT: PHYSICAL FITNESS** |
| Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.  |
| **Core Ideas** | **Performance Expectation Standards** |
| * The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
 | * 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
* 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
* 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).
* 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.
* 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).
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| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
| --- | --- | --- | --- |
| **Activity 1: 2.2.5.PF.1**Physical healthSocial healthEmotional healthSelf-AwarenessSelf-ReflectionMindfulnessWellnessSEL | **Activity 1**Students will be able to identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.  | **Activity 1****Grade 3:*** Basic Yoga Poses
* Breathing Exercises
* Exercise Stations (Flexibility, Core, Strength, Cardio)
* Intro to Fitnessgram

**Grade 4:*** Meditation
* ½ mile run

**Grade 5:*** Pacer Test
* Mile run
 | **Activity 1*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 2: 2.2.5.PF.2**RespectAbilitySelf-AcceptancePositive ReinforcementKindness Caring  | **Activity 2**Students will be able toaccept and respect others of all skill levels and abilities during participation.  | **Activity 2****Grade 3:*** Shaking hands
* Good Game
* Complimenting classmates
* Positive Reinforcement

**Grade 4:*** Shaking hands
* Good Game
* Complimenting classmates
* Positive Reinforcement

**Grade 5:*** Shaking hands
* Good Game
* Complimenting classmates
* Positive Reinforcement
 | **Activity 2*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 3: 2.5.PF.3**Skill Related FitnessHealth Related FitnessCardiovascular EnduranceMuscular StrengthFlexibilityCore StrengthHeart RateBlood Pressure | **Activity 3**Students will be able toparticipate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness | **Activity 3****Grade 3:*** Basic Yoga Poses
* Breathing Exercises
* Exercise Stations (Flexibility, Core, Strength, Cardio)
* Intro to Fitnessgram

**Grade 4:*** Meditation
* ½ mile run

**Grade 5:*** Pacer Test
* Mile run
 | **Activity 3*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 4: 2.2.5.PF.4**Goal-SettingInstant GratificationLong-Term GratificationSelf-Awareness | **Activity 4**Students will be able todevelop a short term and/or a long-term health-related fitness goal to evaluate personal health. | **Activity 4****Grade 3:*** Set class duration goal

**Grade 4:*** Set a long-term goal in a fitness related category

**Grade 5:*** Set a long-term goal in more than one fitness related category
 | **Activity 4*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 5: 2.2.5.PF.5**Sleep Nutrition Hydration Weight Physical Activity Influences Decision MakingRelationshipsBMI Pedometers PulseHeart Rate | **Activity 5**Students will be able todetermine how different factors influence personal fitness and other healthy lifestyle choices. | **Activity 5****Grade 3:*** Number of hours of sleep
* Proper food choices
* BMI
* Intro to Fitnessgram
* Pedometers

**Grade 4:*** Modified Fitnessgram
* Number of hours of sleep
* Proper food choices
* BMI
* Pedometers
* Pulse and Heart rate lessons

**Grade 5:*** Modified Fitnessgram
* Number of hours of sleep
* Proper food choices
* BMI
* Pedometers
* Pulse and Heart rate lessons
 | **Activity 5*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Resources/Materials** | **Resources:**<https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://thephysicaleducator.com/><https://www.pecentral.org/><https://www.youtube.com/watch?v=X655B4ISakg><https://cosmickids.com/>[www.thepeproject.com](http://www.thepeproject.com)<https://kirawilley.com/album/840172/mindful-moments-for-kids-free><https://peuniverse.com/><https://fairviewpe.blogspot.com/><https://teachphysed.weebly.com/>[https://fitnessgram.net/](https://fitnessgram.net/pacertest/)**Materials:**Pedometers, Heart Rate monitors, Fitness Apps (Myfitnesspal, Mapmyrun, Strava, Future, Apple Health, Google Fit, Nike Run), Videos of specific exercises/movements, worksheets and handouts, mats, bands, jump ropes, Balance boards, medicine balls, Various balls, Hula-Hoops, Jump Ropes, Poly Spots, Yoga Mats, Stop Watches, Cones, Dice, Bean Bags, Hurdles, Scooters, Pool Noodles, Gymnastic Mats, Music |
| **Interdisciplinary Connections** | Grade 3S.L.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration anddetail.Grade 4S.L.4.3. Identify the reasons and evidence a speaker provides to support particular points.Grade 5 S.L.5.3. Ask and answer questions about information from a speaker, offering appropriate elaboration anddetail. |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| **Computer Science and Design Thinking** | 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. |

| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Repeated instructionsSame language partnersTranslated notes/rulesUse of technologyVideos in other languages | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed | Teacher modelingPeer modelingStudy guidesMultiple OpportunitiesExtended timeParent communicationModified assignmentsProvide choicesCreate instructional objectives with realistic connectionsProvide additional opportunities for support and instruction | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed |

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| **Grades 3-5** |
| **2.2 Physical Wellness** |
| **DISCIPLINARY CONCEPT: LIFELONG FITNESS** |
| Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.  |
| **Core Ideas** | **Performance Expectation Standards** |
| * Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
 | * 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
* 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
* 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
* 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).
 |
| * Personal and community resources can support physical activity
 | * 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
 |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
| --- | --- | --- | --- |
| **Activity 1**Emotions, enjoyment, lifelong fitness, voluntary, exercise, mental health, breathing, rhythm, dance | **Activity 1**Students will be able to explain voluntary physical activity engagement for emotional and physical enjoyment.  | **Activity 1****Grade 3:**-Backyard Games (Corn Hole and Horse shoes)-Yoga-Dance**Grade 4:**-Yoga-Dance-Backyard Games (Corn Hole, Ladder Ball, Spike Ball)**Grade 5:**-Yoga-Dance-Backyard Games (Spike Ball, Table Tennis, Can Jam) | **Activity 1*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 2**Movement, adaptability, personal physical activity, wellness, physical fitness. | **Activity 2**Students will be able to develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | **Activity 2****Grade 3:**-Yoga-Dance-Stretching-Relay Races-Obstacle Courses**Grade 4:**-Yoga-Dance-Stretching-Relay Races-Obstacle Courses-Fitness Stations**Grade 5:**-Physical Fitness-Cardiovascular Exercises-Fitness Stations-Meditation | **Activity 2*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 3**Proactive, engagement, movement, physical activity, individually, group work, teamwork. | **Activity 3**Students will be able toproactively engage in movement and physical activity for enjoyment individually or with others. | **Activity 3****Grade 3:****-**Stations-Fleeing and chasing-Obstacle course -Relay Races-Tag Games**Grade 4:**-Skills work-Evasion games**Grade 5:**-Basketball-Wiffle ball -Soccer-Kickball-Football-Volleyball-Ultimate Frisbee-Team Handball | **Activity 3*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 4**Range of motion, flexibility, breathing, SEL, cool down, dynamic stretching, static stretching  | **Activity 4**Students will be able toperform and increase the range of motion in dynamic stretching and breathing exercises. | **Activity 4****Grade 3:**-yoga-breathing exercises-Warm-ups-Cool down-Fitness relays**Grade 4:**-yoga-breathing exercises-Warm-ups-Cool down-Fitness relays-Fitness Stations**-**Fitness Testing**Grade 5:**-yoga-breathing exercises-Warm-ups-Cool down-Fitness relays-Fitness Stations-Fitness Testing | **Activity 4*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Activity 5**Recreational sports, YMCA, boy scouts, girl scouts, AAU, after care, after school clubs, unified clubs, local police department, fire department, summer rec, summer camps, playground, local fields. | **Activity 5**Students will be able todescribe how community resources could be used to support participation in a variety of physical activities, sports and wellness.  | **Activity 5****3rd Grade**-Recreation sports-Boy and Girl Scouts-Summer Camp-Playgrounds-After School Clubs-Walking/Hiking-Swimming**4th Grade**-Recreation sports-Boy and Girl Scouts-Summer Camp-Playgrounds-After School Clubs-Bike Riding-Walking/Hiking-Swimming**5th Grade**-Basketball-Recreation sports-Boy and Girl Scouts-Summer Camp-Playgrounds-After School Clubs-Bike Riding-Walking/Hiking-Swimming | **Activity 5*** Self evaluation
* Peer evaluation
* Teacher evaluation
* Quizzes
 |
| **Resources/Materials** | **Resources:**<https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://www.youtube.com/watch?v=XxbXqVt-nNA><https://www.youtube.com/watch?v=fnO-lGEMOXk><https://thephysicaleducator.com/><https://www.pecentral.org/><https://www.youtube.com/watch?v=X655B4ISakg><https://cosmickids.com/>[www.thepeproject.com](http://www.thepeproject.com)<https://kirawilley.com/album/840172/mindful-moments-for-kids-free><https://peuniverse.com/><https://fairviewpe.blogspot.com/><https://teachphysed.weebly.com/>[https://fitnessgram.net/](https://fitnessgram.net/pacertest/)**Materials:**Pedometers, Heart Rate monitors, Fitness Apps (Myfitnesspal, Mapmyrun, Strava, Future, Apple Health, Google Fit, Nike Run), Videos of specific exercises/movements, worksheets and handouts, mats, bands, jump ropes, Balance boards, medicine balls, Various balls, Hula-Hoops, Jump Ropes, Pinnies, Poly Spots, Yoga Mats, Stop Watches, Bats, Cones, Goals, Basketball Hoops, Dice, Bean Bags, Hurdles, Rubber Chickens, Scooters, Balance Beams, Pool Noodles, Gymnastic Mats, Music, Frisbee, Spikeball, Can Jam, Cornhole, Ladder ball, Horseshoes, Table Tennis, flags |
| **Interdisciplinary Connections** | Grade 3 S.L.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.R.L.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).Grade 4 S.L.4.3. Identify the reasons and evidence a speaker provides to support particular points.Grade 5 S.L.5.3. Ask and answer questions about information from a speaker, offering appropriate elaboration anddetail. |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| **Computer Science and Design Thinking** | 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. |

| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Repeated instructionsSame language partnersTranslated notes/rulesUse of technologyVideos in other languages | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed | Teacher modelingPeer modelingStudy guidesMultiple OpportunitiesExtended timeParent communicationModified assignmentsProvide choicesCreate instructional objectives with realistic connectionsProvide additional opportunities for support and instruction | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Equipment: Larger/lighter batUse of velcroLarger goal/targetMark positions on playing fieldLower goal/targetScoops for catchingVary balls (size, weight, color, texture)Movements: Change locomotor patternsModify graspsModify body positionsReduce number of actionsUse different body partsRules, Cues:Demonstrate/model activityPartner assistedDisregard time limitsOral promptMore space between studentsEliminate outs/strike-outsAllow ball to remain stationaryAllow batter to sit in chairPlace student with disability near teacherTime:Vary the tempoSlow the activity paceLengthen the timeShorten the timeProvide frequent rest periodsPlaying Area:Decrease distanceUse well-defined boundariesSimplify patternsAdapt playing area (smaller, obstacles removed |