

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown K-3 Elementary Schools
Health and Physical Education**

**Physical Education
*Grade 3***

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Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	6
<u>Units Scope and Sequence</u>	7

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[Course Description and Fundamental Concepts](#)

Moorestown elementary physical education curriculum is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. This will enable the students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports. Specific aspects of the program will aid in the development fitness levels, thinking and problem solving, cooperation, sportsmanship, and decision making skills.

The main components of the elementary physical education program are:

- Body Awareness
- Manipulative skills
- Health related physical fitness
- Skills related to games and sports
- Rhythms and dance

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

[2020 Comprehensive Health and PE Standards](#)

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
All	2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
All	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).
5	2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
All	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).
All	2.2.5.MSC.4:	Develop the necessary body control to improve stability and balance during movement and physical activity.
All	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.

Unit Addressed	Standard #	Standard Description
All	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.

Unit Addressed	Standard #	Standard Description
3,4,6,7,8,9,10	2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
All	2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
All	2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
1,2	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).
1,2	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.
1,2	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).
All	2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
All	2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

Unit Addressed	Standard #	Standard Description
All	2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.

1,2	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)
All	2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness
1,2,5,6,7,8,9,10	2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.

21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Unit Addressed	Strand Letter	Standard Description
5	Strand A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
	Strand B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
	Strand C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
	Strand D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
	Strand E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
	Strand F	Critical thinking, problem-solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Standard 8.2 (K-5)		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>
	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Career Ready Practices (Standard 9)

List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
All	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
All	CRP2	<i>Apply appropriate academic and technical skills.</i>
All	CRP3	<i>Attend to personal health and financial well-being.</i>
All	CRP4	<i>Communicate clearly and effectively and with reason.</i>
All	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
1,2,5,10	CRP6	<i>Demonstrate creativity and innovation.</i>
10	CRP7	<i>Employ valid and reliable research strategies.</i>
10	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>

All	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
All	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
All	CRP11	<i>Use technology to enhance productivity.</i>
5,6,7,8,9,10	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Dance Standards Integration

List appropriate units below for which the following Dance standards may be addressed

NOTE: By the end of grade 3, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.

2	1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
2	1.1.5.A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure
2	1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
2	1.1.5.A.4	Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.

NOTE: By the end of grade 3, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE

2	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.
2	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.
2	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.

2	1.3.5.A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
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Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Standard #	Standard Description
3, 5, 6	4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Fitness Testing/ Chasing/Fleeing Games	September (~19 days)
Fitness Testing/ Chasing/Fleeing Games	October (~19 days)
Throwing /Target Sports	November (~16 days)
Throwing /Target Sports	December (~15 days)
Dance and Rhythmic Movements	January (~18 days)
Net and Wall Games	February (~18 days)
Net and Wall Games	March (~15-20 days)
Invasion Games	April (~15-20 days)
Relay Challenge and Teamwork activities	May (~18 days)
Invasion Games	June (~15 days)

[Units Scope and Sequences](#)

Unit: Throwing & Catching/Target Sports

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5.PGD.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.2.5.MSC.1 2.2.5.MSC.3 :2.2.5.MSC.42.2.5.MSC.5
2.2.5.MSC.6: 2.2.5.MSC.7 2.2.5.PF.12.2.5.PF.2 • 2.2.5.LF.1:

[NJSLs - Technology Integration Standards](#)

[NJSLs - College and Career Ready Practices](#) CRP1, CRP2,CRP3, CRP4, CRP9

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

In this unit the goal is to identify which is the students throwing hand. Students should be able to identify a throwing hand that they are comfortable with and this does not have to be the hand that they write or color with. Students must then be able to recognize which is their opposite foot in order to start throwing properly and progress into throwing games. Students at this grade level will be able to start to throw with some accuracy. Emphasis in games will be placed more on the accuracy of the throw rather than the form since at this grade level their throwing form has progressed.

Objectives

Students will be able to...

- Throw overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.
- Throws underhand to a partner or target with reasonable accuracy.
- Quickly identify their dominant hand from their non-dominant hand.
- Easily differentiate their opposite throwing hand from their stepping foot.
- Understand what it means to step and throw.
- Follow through to their targets.
- Throw balls for accuracy.
- Catch a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.

Unit Name: Dance

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5MSC.2 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6
2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1
2.3.5.PS5

NJSLS - Technology Integration Standards 8.1A

NJSLS - College and Career Ready Practices CRP2 CRP4 CRP6 CRP11 CRP12

NJSLS - Interdisciplinary Standards Dance - 1.1.5.A

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are beats and counts?
- What are the techniques of different dances?
- When would you do these types of dances?

Objectives

Students will be able to...

- Performs teacher selected and developmentally appropriate dance steps and movement patterns.
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.
- Identify beats, counts and tempo.
- Recognize the techniques of different dances.
- Maintain spatial awareness while learning different dances.
- Employs the concept of alignment in gymnastics and dance.
- Employs the concept of muscular tension with balance in gymnastics and dance.

Unit Name: Invasion Game - Soccer

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5
NJSLS - Technology Integration Standards8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9

NJSLS - Interdisciplinary Standards 4-PS3-1

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Objectives

Students will be able to...

- Dribble with the feet in general space at slow to moderate jogging speed with control of ball and body.
- Pass and receive a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.
- Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.
- Uses a continuous running approach and kicks a stationary ball for accuracy.
- Use a continuous running approach and kick a moving ball.
- Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments.
- Kick a ball forward while attempting to knock down bowling pins.
- Understand offense and defense to play sideline soccer.

Unit Name: Net Games and Wall Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1
2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5

NJSLS - Technology Integration Standards 8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9 CRP12

NJSLS - Interdisciplinary Standard.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Net and Wall games are games in which teams or individuals hit a ball into an opponent's court generally separated by a net. Net and wall games include setting up an attack, creating space on offence, reducing space on defence.

Objectives

Students will be able to...

- Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of mature pattern.
- Strikes an object with a short handled implement, sending it forward over a low net or to a wall.
- Strike an object with a short handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.
- Hit various types of balls over the net using different types of implements
- Properly throw a volley trainer ball over the net

Unit Name: Invasion Games- Hockey and Basketball

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5

NJSLS - Technology Integration Standards 8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CPR1 CPR2 CPR4 CPR5 CPR9 CPR12

NJSLS - Interdisciplinary Standards 4-PS3-1

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Objectives

Students will be able to...

- Hold a hockey stick properly.
- Strikes a ball with a long-handled implement (e.g., hockey stick) sending it forward, while using proper grip for the implement.
- Identify which goal they are defending.
- Identify which goal they will be scoring on.
- Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body
- Set up on the proper sides of the court without the teacher having to direct them.

Unit Name: Fitness and Fitness Testing

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6
2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5
2.3.5PS1

NJSLS - Technology Integration Standards 8.1B 8.2C 8.2E

NJSLS - College and Career Ready Practices CPR1 CPR2 CPR4 CPR6 CPR9 CPR12

NJSLS - Interdisciplinary Standards Science - 4-PS3-1

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What is physical fitness?
- What is the importance of physical fitness and activity?
- What skills must students learn to apply them into lifelong fitness and wellness?
- Why is it important to test fitness levels throughout the school year?.

Objectives

Students will be able to...

- Recall the importance of fitness.
- Describe the concept of fitness and provide examples of physical activity to enhance fitness.
- Explain the importance of warm-up and cool-down relative to vigorous physical activity.
- Performs intermediate jump-rope skills (e.g. variety of tricks, running in and out of long rope) for both long and short ropes.
- Name the key components of physical fitness.
- Participate in physical activities.
- Demonstrate proper skills for physical fitness
- Understand the importance of gaining strength, endurance and stamina throughout the school year.