

## Grade 3-5 Physical Education Curriculum

Grade 3-5 Physical Education Curriculum	
Course Title: Physical Education	
Philosophy	<a href="#">Quick Link</a>
Unit 1: Motor Skill Development > <a href="#">Lesson: Movement and Motor Skills</a> > <a href="#">Lesson: Strategy and Psychology</a> > <a href="#">Lesson: Sportsmanship, Rules, and Safety</a>	<a href="#">Quick Link</a>
Unit 2: Fitness > <a href="#">Lesson: Physical Activity</a> > <a href="#">Lesson 2: Training</a> > <a href="#">Lesson 3: Achieving and Assessing Fitness</a>	<a href="#">Quick Link</a>
Comprehensive Health and Physical Education Practices	<a href="#">Quick Link</a>

Grade 3-5 Physical Education Curriculum		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
	<b>Units</b>	<b>Instructional Days</b>
<b>3 Marking Periods</b>	Unit 1: Motor Skill Development	35 Instructional Days
<b>1 Marking Period</b>	Unit 2: Fitness	15 Instructional Days

### Philosophy

The philosophy of the Florham Park Physical Education program is to create a learning atmosphere that emphasizes wellness, physical fitness, social and emotional growth, and to encourage students to lead physically active lifestyles. Our focus is to help students become lifelong learners about wellness and have comprehensive movement experiences that focus on fun, involvement, character, self-esteem, fitness, and total well being for our students. The physical education program involves the “total child” and includes physical, mental, social, and emotional growth experiences.

Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the social and emotional well being of an individual. The Physical Education program provides an opportunity for the optimal physical and emotional development of an individual. It is an integral part of the educational program and provides another discipline in which a person can become fully educated. This discipline augments other disciplines in attempting to develop young people with integrated personalities capable of functioning at a high level of efficiency in work, recreation, and everyday activities.

The lesson structures are based on the best available scientific knowledge covering a broad range of relevant physical education concepts and are designed, selected, and conducted in accordance with the needs, interests, and maturity levels of the individual students and with the needs of the community at large. The Florham Park Physical Education program is a well-organized, sequential program that will allow the students to develop the skills necessary to build upon in subsequent years. Students will progress through a variety of units such as Fitness, Individual Sports, Team Sports, Project Adventure, Large Group Activities, and Dance. Emphasis is on the skills necessary to participate in team sports-including kinesthetic and traditional sports skills as well as learning the rules and regulations of the various sports' activities. These skills are presented through cooperative activities, which fosters all students' ability to be a positive member of a team or group.

Becoming physically educated is a developmental process that begins in early childhood and continues throughout life. A quality physical education program is needed for students to be physically active throughout their lifetime and reap the benefits of doing so. The Florham Park Physical Education program provides students with a multitude of important learning experiences that cannot be duplicated in other environments. We believe that a quality Physical Education program is fundamental for our students.

### Unit: Motor Skill Development

Grade: 3-5

**Unit Summary:** This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life.

**Unit Rationale:** Throughout this unit, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

#### Content Statements

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to the enjoyment of the event.

<b>NJ Student Learning Standards</b>	
<b>2.2 Physical Wellness</b>	
<p><b>Primary interdisciplinary connections:</b> math, music, health, science  <b>21<sup>st</sup> century themes:</b> Civic Literacy and Health Literacy</p>	
<b>Performance Expectations</b>	
<p>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.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.</p>	
<p>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.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p>	
<p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.                  2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p>	
<p><b>Career Ready Practices</b>                  Act as a responsible and contributing community member and employee.                  Demonstrate creativity and innovation.                  Utilize critical thinking to make sense of problems and persevere in solving them                  Model integrity, ethical leadership and effective management.                  Use technology to enhance productivity, increase collaboration and communicate effectively.                  Work productively in teams while using cultural/global competence.</p>	
<p><b>Standard 8 Computer Science</b>                  8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p>	
<p><b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b>                  9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p>	
<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>How does effective and appropriate movement affect wellness?</li> <li>Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>To what extent does strategy influence performance in competitive games and activities?</li> </ul>

<ul style="list-style-type: none"> <li>● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>● Sport psychology techniques prepare athletes to compete at the optimum level.</li> </ul> <p><b>Unit Learning Targets</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Understand how movement affects wellness</li> <li>● Explain why strategy effects competitive games</li> <li>● Demonstrate good sportsmanship</li> <li>● Explain how to mentally prepare for competition</li> </ul>	<ul style="list-style-type: none"> <li>● Why do I have to show good sportsmanship and follow the rules when others do not?</li> <li>● How can I become more mentally prepared for competition and sports performance?</li> </ul>
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Lesson	Teaching Points	
<p><b>Lesson 1:</b> Movement and Motor Skills (4-6 classes)</p>	<p><b>Goals/ Objectives</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● Perform movement skills</li> <li>● Demonstrate smooth transitions</li> <li>● Adapt movement skills in relation to body parts</li> <li>● Respond appropriately to visual and verbal cues in activity</li> <li>● Employ various rhythms, tempos, musical styles relationships, directions, pathways, speeds, and levels during movement.</li> <li>● Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.</li> </ul>	<p><b>Learning Activities/ Instructional Strategies</b></p> <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. This activity helps students learn to pace themselves when running. Make two lines 20 meters apart. Students line up along one of the lines. On signal, students jog across to the opposite line and then return to the starting line. Encourage students to pace themselves so they arrive at the start in exactly nine seconds. Use a whistle, prerecorded beep, or music as the signal. After three attempts, double the distance (students go back and forth twice). Sound a signal at nine-second intervals. Discuss the ways students were able to pace themselves during the exercise. Ask: “Where else might pacing be important? Do you use pacing in the classroom? How?”</li> <li>2. Write the four categories (rolling, step-like, flight and balance) on the chalkboard and brainstorm actions that fit into each area. Demonstrate variations of the skills. Allow time for students to practice the various skills</li> </ol>

		<p>before they combine them into a short routine. Students create a brief gymnastic routine using at least one element from each of the four categories and perform their routine with a partner or small group.</p> <ol style="list-style-type: none"><li>a. Variation: Students perform their routines to selected music and teach the routines to other group members.</li><li>b. Variation: Working alone or in a small group, students select a theme (e.g., a season, a sport) and combine dance and tumbling skills to portray the theme.</li><li>c. Variation: More advanced students may perform routines on a balance beam or other available gymnastic apparatus.</li><li>d. Divide the play area into five zones. The two end zones are the scoring zones. Divide the class into two groups, and assign each group a scoring zone. Some team members play in the scoring zone while the remaining team members play in the middle zones. The object of the game is to pass a ball from one zone to the next and ultimately to the scoring zone. Players may not pass over a zone. If the ball goes out of bounds, the other team gains possession. Players with the ball may not travel; however, pivoting is allowed. Defenders may intercept the ball but may not grab the ball out of another player's hands. The game can become more challenging using two or more balls of different types.</li></ol> <p>3. Students use their powers of observation to react to a series of movements performed by a leader. For this game, participants perform the designated movement skill when the leader moves to the second skill. Students are always one movement skill behind the leader. For example, the teacher begins this activity by performing</p>
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		<p>arm circles. When the teacher begins the second move (e.g., mountain climbers), students begin arm circles.</p> <ol style="list-style-type: none"> <li>4. For this activity, you need a wide, open space and several musical selections that clearly represent different styles, tempos, and moods. Students find self-space and sit on the floor. Begin by playing a very slow musical selection, and instruct students to move very slowly—as if they are just waking up in the morning. Then change the musical selection to a much faster, more chaotic selection. Tell students they are just “waking up,” but the alarm did not go off and they will be late to school. After discussing how their actions differed based on the situation, the mood, and the tempo, allow students to move into general space. Offer different music selections for students to pace their movement actions.</li> <li>5. This game is patterned after the popular video game “Super Mario Brothers.” Divide the class into groups of six to eight. Select two students from each group to be the dodgers while the rest of the group lines up opposite each other creating a seven to ten foot passage for the dodgers. The players on-line roll a ball back and forth across the passage, trying not to hit the dodgers as they move through the passage. One dodger starts at each end of the pathway. The dodgers simultaneously attempt to navigate the path without being hit by a ball. For each successful crossing, the team is awarded points. At the end of a pre-determined time period, rotate the players.</li> </ol>				
<p><b>Lesson 2:</b> Strategy and Psychology (4-6 weeks)</p>	<table border="1" style="width: 100%;"> <tr> <th data-bbox="485 1154 1192 1219">Goals/ Objectives</th> <th data-bbox="1192 1154 1890 1219">Learning Activities/ Instructional Strategies</th> </tr> <tr> <td data-bbox="485 1219 1192 1409"> <p>Students:</p> <ul style="list-style-type: none"> <li>● Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.</li> </ul> </td> <td data-bbox="1192 1219 1890 1409"> <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. MODIFIED TEAM HANDBALL - Divide the play area into mini-fields so all students can participate. You need one Nerf ball for each team. Divide the class into teams of three. Each team has a goalie and two scorers.</li> </ol> </td> </tr> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p>Students:</p> <ul style="list-style-type: none"> <li>● Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.</li> </ul>	<p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. MODIFIED TEAM HANDBALL - Divide the play area into mini-fields so all students can participate. You need one Nerf ball for each team. Divide the class into teams of three. Each team has a goalie and two scorers.</li> </ol>	
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	<ul style="list-style-type: none"><li>• Describe a variety of mental strategies used to prepare for physical activity</li></ul>	<p>People who score travel anywhere except the goal zone, which is a line 15 feet in front of the goal. The object of the game is to throw your team's ball into an opposing team's goal. When a player has a ball, he/she can only take three steps with the ball before it must be passed to a teammate or thrown at the goal. Defensive players try to intercept passes but they cannot steal the ball when an offensive player holds it. After a score, the other team gets the ball. After play is completed, discuss game strategies and the importance of teamwork</p> <ol style="list-style-type: none"><li>2. GAMES IN THE LANE - Divide the play area into long, 10-foot-wide lanes using cones, chalk, or rope. Form teams of four to five students, and have each team line up at the end of a lane. The first student in each line is a defensive player. He/she turns around to face the next player in line. The second player (an offensive player) tries to dribble a basketball from one end of the lane to the finish line without losing control. Players may not go outside their lane except to retrieve the ball, and no running is permitted. The defensive player tries to slow the dribbler by keeping his/her body between the dribbler and the finish line. The defensive player is not permitted to steal the ball from the dribbler or bump the offensive player. Upon completion, students return to the end of the line and switch roles</li><li>3. KEEP 'EM MOVING - This game is patterned after the popular video game "Super Mario Brothers." Divide the class into groups of six to eight. Select two students from each group to be the dodgers while the rest of the group lines up opposite each other creating a seven to ten foot passage for the dodgers. The players on-line roll a ball back and forth across the passage, trying not to hit the dodgers as they move through the passage. One dodger starts at each end of the pathway. The dodgers simultaneously attempt to navigate the path without being hit by a ball. For each successful crossing, the team is awarded points. At the end of a pre-determined time</li></ol>
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		<p>period, rotate the players. Strategies to include: soccer, football, basketball, volleyball, hockey, and football.</p> <p>4. Ask students to recall a time when they did not perform well (perhaps it was a spelling bee in third grade, a baseball game at age 11 or a dance recital at age 13). Each student describes, in writing, the situation and how he/she felt at the time. Students close their eyes and try to imagine the same event. This time, provide encouragement and promote positive self-talk while imaging the event. Ask: “Did the images become more positive? Why?” Discuss the merits of positive self-talk, refocusing, and visualization in achieving positive performance outcomes. Students describe several examples of each.</p>				
<p><b>Lesson 3:</b> Rules and Sportsmanship (2-4 classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="499 753 1192 815">Goals/ Objectives</th> <th data-bbox="1192 753 1898 815">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 815 1192 1240"> <p>Students:</p> <ul style="list-style-type: none"> <li>Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</li> </ul> </td> <td data-bbox="1192 815 1898 1240"> <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>Divide the class into three groups. Two groups play a previously taught game, such as soccer or volleyball. The third group observes play and notes evidence of positive and negative sports behavior. After five minutes of play, stop the action and discuss the observations. Groups change roles and repeat the process.</li> <li>Each student selects a sport or game and develops a book of rules. The book includes text, drawings, computer designs, and photos that show proper implementation of the rules. Students share the book with classmates and use it as a class reference during games.</li> </ol> </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p>Students:</p> <ul style="list-style-type: none"> <li>Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</li> </ul>	<p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>Divide the class into three groups. Two groups play a previously taught game, such as soccer or volleyball. The third group observes play and notes evidence of positive and negative sports behavior. After five minutes of play, stop the action and discuss the observations. Groups change roles and repeat the process.</li> <li>Each student selects a sport or game and develops a book of rules. The book includes text, drawings, computer designs, and photos that show proper implementation of the rules. Students share the book with classmates and use it as a class reference during games.</li> </ol>	
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<p><b>Skills (Students will be able to...)</b></p>						
<p>Students will be able to participate in activities to the best of their ability</p>						



Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Skills check</li> <li>• Preparedness</li> <li>• Sportsmanship</li> <li>• Cooperation</li> <li>• Rule quizzes</li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b> All games can be modified according to individual needs</p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• At the end of each lesson or unit as needed</li> <li>• <b>Equipment needed:</b> District provided physical education equipment (yarn balls, hoops, playground balls, etc.)</li> </ul>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Fitness gram testing</i></li> <li>• <i>Pacer challenge</i></li> </ul>	<p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Modified Skill Test</li> </ul>	<p><b>Gifted and Talented:</b></p>
<p><b>Reflective Questions</b></p> <p>How does physical activity increase our emotional enjoyment? What life factors play a role in someone’s pursuit to live a healthy and active lifestyle?</p>	

	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources:</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Lesson Plans for Dynamic Physical Education for Elementary School Children</i></li> <li>• <i>Standards-Based Physical Education Curriculum Development</i></li> <li>• <i>No Standing Around in My Gym</i></li> <li>• <a href="#">Education World</a></li> <li>• <a href="#">PE Central</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Consult with OT and PT</li> <li>• Meet with child study team</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district.</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking.</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Occupational Therapy Equipment</li> <li>• Physical Therapy Equipment</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLS</b></p>
<ul style="list-style-type: none"> <li>• Primary interdisciplinary connections: health, social studies, math</li> <li>• <i>This is where you make any connections that lend itself to the curriculum. See example.</i></li> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies</li> </ul>	<ul style="list-style-type: none"> <li>• Music on CDs</li> <li>• Videos of physical skills</li> <li>• Sportsmanship videos</li> </ul>

Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> <li>● Health Literacy</li> <li>● Critical Thinking and Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Communication and Collaboration</li> <li>● Initiative and Self Direction</li> <li>● Manage Goals and Time</li> <li>● Work Independently</li> <li>● Be Self-directed Learners</li> <li>● Life and Career Skills</li> <li>● Problem Solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Watch instructional video</li> <li>● Jump rope for Heart Web page</li> <li>● Listen to books on CDs, tapes, videos or podcasts if available</li> </ul>
Career Education	Global Perspective
<ul style="list-style-type: none"> <li>● Jump Rope for Heart Representative</li> <li>● Field Trip to NY Jet Stadium</li> <li>● Video clips of professional athletes</li> <li>● <a href="#">New Jersey Educational Field Trip</a></li> </ul>	<ul style="list-style-type: none"> <li>● National Hispanic-Latino Heritage Month</li> <li>● National Disability Employment Awareness Month</li> <li>● National American Indian Heritage Month</li> <li>● Black History Month</li> <li>● National Women’s History Month,</li> <li>● National Irish-American Heritage Month</li> <li>● National Italian American Heritage Month</li> <li>● Asian Pacific American Heritage</li> <li>● Older Americans’ Month</li> <li>● Jewish American Heritage Month</li> <li>● Week of Respect</li> <li>● Red Ribbon Week</li> <li>● International Dot Day (September 16)</li> </ul>

Unit: Fitness	Grade: 3-5
<p><b>Unit Summary:</b> This unit enables students to understand the components of health-related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).</p> <p><b>Unit Rationale:</b> In this unit students learn how each component of fitness is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p> <p><b>Content Statements</b> Each component of fitness contributes to personal health as well as motor skill performance.</p>	
<b>NJ Student Learning Standards</b>	

## 2.2 Physical Wellness

**Primary interdisciplinary connections: Math, Science, Language Arts**

**21<sup>st</sup> century themes: Health Literacy and Civic Literacy**

### Performance Expectations

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 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).
- 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.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).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
- 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.

### Career Ready Practices

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Standard 8 Computer Science

- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

### Standard 9 Career Readiness, Life Literacy, and Key Skills

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

### ELA

- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Enduring Understandings/Goals

- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.

### Essential Questions

- Why do I have to understand concepts of movement when I can already perform the movement?
- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

<ul style="list-style-type: none"> <li>• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</li> <li>• Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.</li> <li>• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.</li> </ul> <p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Understand how much exercise they need to stay healthy</li> <li>• Develop personal fitness program</li> <li>• Recognize age appropriate fitness</li> </ul>						
<b>Lesson</b>	<b>Teaching Points</b>					
<p><b>Lesson 1:</b> Physical Activity (4-6 classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="499 630 1184 691">Goals/ Objectives</th> <th data-bbox="1194 630 1896 691">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 691 1184 1414"> <p>Students:</p> <ul style="list-style-type: none"> <li>• Discuss the benefits of regular physical activity</li> <li>• Explain each component of health-related and skill-related fitness and explain how specific activities develop each component</li> <li>• Describe how the body responds to vigorous exercise</li> </ul> </td> <td data-bbox="1194 691 1896 1414"> <p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> <li>1. The purpose of this activity is to have everyone walk one mile. Use a specific walking course or the high school track. If you use the track, give each student a popsicle stick or chip to keep track of each lap. At the end of the mile, discuss the benefits of walking (e.g., better health, breathing fresh air, looking at nature).</li> <li>2. CHART THE HEART - Review how to take and record a radial or carotid pulse. Students take their pulse several times during the school day and at home and graph the results on a chart. (Provide students with graph paper or a simple chart.) Brainstorm a list of times to check the pulse (e.g., upon rising in the morning, while waiting for the bus, after a test, recess, before and after lunch, when watching TV). Students perform this activity for three days, complete the graph, and summarize the results. Discuss the process, the changes in pulse rates, and why the changes occurred.</li> <li>3. KEEP GOING - Show students the TV ad for the “Energizer Bunny.” Students describe the ad and the message (the bunny keeps going and going). Explain that students will become Energizer Bunnies — that is, they</li> </ol> </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p>Students:</p> <ul style="list-style-type: none"> <li>• Discuss the benefits of regular physical activity</li> <li>• Explain each component of health-related and skill-related fitness and explain how specific activities develop each component</li> <li>• Describe how the body responds to vigorous exercise</li> </ul>	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> <li>1. The purpose of this activity is to have everyone walk one mile. Use a specific walking course or the high school track. If you use the track, give each student a popsicle stick or chip to keep track of each lap. At the end of the mile, discuss the benefits of walking (e.g., better health, breathing fresh air, looking at nature).</li> <li>2. CHART THE HEART - Review how to take and record a radial or carotid pulse. Students take their pulse several times during the school day and at home and graph the results on a chart. (Provide students with graph paper or a simple chart.) Brainstorm a list of times to check the pulse (e.g., upon rising in the morning, while waiting for the bus, after a test, recess, before and after lunch, when watching TV). Students perform this activity for three days, complete the graph, and summarize the results. Discuss the process, the changes in pulse rates, and why the changes occurred.</li> <li>3. KEEP GOING - Show students the TV ad for the “Energizer Bunny.” Students describe the ad and the message (the bunny keeps going and going). Explain that students will become Energizer Bunnies — that is, they</li> </ol>	
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		<p>will develop endurance. Ask students to describe someone who is strong. Write their ideas on the board. Explain that it is important to have both strength and endurance. On one end of the board, write the word “Short” and on the other end of the board write the word “Long.” Connect the two words with a line. Next to the word “Short”, write the word strength and next to “Long” write endurance. Discuss the differences in activities that support each. Demonstrate several different exercises that work specific muscle groups (upper body, legs, abdominals). Students report to stations to perform exercises that work the various muscle groups. At each station, post signs that describe the activity and the muscles involved. After students have completed the circuit, reconvene the class and show pictures of various activities. Students indicate if the activity is one that requires strength or endurance (e.g., use a picture of marathon runners, an iron cross on rings, a bike race).</p> <ol style="list-style-type: none"><li>4. MUSCLE OF THE MONTH - Each month, select one major muscle or muscle group (e.g., quadriceps, biceps, abdominals). Describe the location and function of the muscle(s). Relate its function to specific activities, and draw attention to it during those activities. Students should be able to spell it, locate it on a diagram of the human body, and describe how it works.</li><li>5. FITNESS QUEST - For this activity, you need jump ropes, cones, a Nerf ball and several basketballs. Design a “Fitness Quest” Review the characteristics of cardiorespiratory fitness, flexibility, muscular strength, and endurance. Students perform activities listed on a sheet and name the fitness component measured by each activity. (This can be done in stations or the teacher can lead the entire class through each activity.) After all students have completed the quest, discuss the responses.</li></ol>
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<p><b>Lesson 2:</b> Training (2-4 classes)</p>	<p><b>Goals/ Objectives</b></p>	<p><b>Learning Activities/ Instructional Strategies</b></p>
	<p>Students:</p> <ul style="list-style-type: none"> <li>● Discuss the importance of regular physical activity.</li> <li>● Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.</li> </ul>	<ol style="list-style-type: none"> <li>1. LISTEN TO YOUR HEART - For this activity, you need one stethoscope for every two students and alcohol wipes to clean the eartips. Explain that the heart is about the size of a fist. As students open and close their fists to simulate the pumping motion of the heart, have them describe the location and function of the heart. Explain that the heart is really a very strong muscle and that it needs exercise to stay strong and healthy. Play an audiotape of heart sounds (available from the American Heart Association), and discuss the different sounds. Students chant the “lub-dub” sounds. Demonstrate the use of a stethoscope, then pair students to hear each other’s resting heartbeat. Next, students jog in place for one minute and then try to listen to their partner’s heartbeat again. Discuss the differences (e.g., heart beating faster, moving more blood to the muscles, pumping harder</li> <li>2. LET’S BE ACTIVE! - For this activity, create a number of movement skill stations. Ask students what it means to be in shape. Write the students’ responses on the board. Write the words Active and Inactive on the board and ask students to define them. Divide the class into small groups to list and/or illustrate three things they do to keep active and three inactive things they do. Reconvene the class and create a master list. Send each small group to a movement station to become active. Activities at each station are performed to a variety of musical selections. After each group has completed all the stations, reconvene the entire class. Show the class posters or pictures that illustrate activity and inactivity. Students classify the pictures and justify their answers (e.g., it makes your heart beat faster, you use your whole body). Students draw a picture of themselves being</li> </ol>

		<p>active. Post the pictures in the gym or on a bulletin board.</p> <p>3. <b>WHAT'S A WORKOUT?</b> - Brainstorm ways students can keep active. Ask students how many minutes they should be active every day in order to keep healthy. Write 30 minutes a day on the board, and explain that this recommendation comes from national experts. Explain that those experts also recommend safe and healthy ways to exercise and keep active. Write 5-20-5 on the board. Explain that each 30-minute workout session should have a beginning, middle, and end—just like a good story. Under the appropriate number, write the words warm-up, workout, and cool-down. Lead students through each segment of a workout, emphasizing the transition to the next segment and reinforcing why each part is important. Divide the class into three smaller groups. Each group designs an example of one aspect of the workout and shares it with the class.</p>				
<p><b>Lesson 3:</b> Achieving and Assessing Fitness (2-4 classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="485 873 1192 938"><b>Goals/ Objectives</b></th> <th data-bbox="1192 873 1890 938"><b>Learning Activities/ Instructional Strategies</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="485 938 1192 1416"> <p>Students:</p> <ul style="list-style-type: none"> <li>● Engage in moderate to vigorous physical activity that develops all components of fitness</li> <li>● Students will improve their cardiovascular endurance by participating in a relay game</li> <li>● demonstrate age and gender-specific progress towards improving each component of fitness.</li> </ul> </td> <td data-bbox="1192 938 1890 1416"> <p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> <li>1. <b>PACE YOURSELF</b> - Explain that students need to learn how to pace themselves, that is, to exercise at the right speed, so they can last the entire 30 minutes without quitting. To experience this concept, design a simple circular running area, about 200 yards in length. Students run continuously for a specific time around the course (four to five minutes). Students may run with friends. Every time a student passes the starting point, hand him/her a popsicle stick or poker chip. At the end of the designated time, each student counts the number of sticks or chips. Allow a rest period and then repeat the exercise. The goal is to receive the same amount of sticks or chips on the second run as on the first. After all</li> </ol> </td> </tr> </tbody> </table>	<b>Goals/ Objectives</b>	<b>Learning Activities/ Instructional Strategies</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>● Engage in moderate to vigorous physical activity that develops all components of fitness</li> <li>● Students will improve their cardiovascular endurance by participating in a relay game</li> <li>● demonstrate age and gender-specific progress towards improving each component of fitness.</li> </ul>	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> <li>1. <b>PACE YOURSELF</b> - Explain that students need to learn how to pace themselves, that is, to exercise at the right speed, so they can last the entire 30 minutes without quitting. To experience this concept, design a simple circular running area, about 200 yards in length. Students run continuously for a specific time around the course (four to five minutes). Students may run with friends. Every time a student passes the starting point, hand him/her a popsicle stick or poker chip. At the end of the designated time, each student counts the number of sticks or chips. Allow a rest period and then repeat the exercise. The goal is to receive the same amount of sticks or chips on the second run as on the first. After all</li> </ol>	
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		<p>students have completed the second run, discuss the results and emphasize pacing.</p> <ol style="list-style-type: none"><li>2. Divide the class into even groups. Groups should consist of 6-8 students. Each group will have a set of index cards that have a different fitness activity written on it along with a set of beanbags- on 7 of the beanbags, the word “RESPECT” is spelled out. Each group’s index cards and beanbags are placed faced down on the opposite end of the gym floor (do not arrange them in order- just line them up, with the index cards lines up in front of them).On the teacher’s signal, one team member runs down to the opposite side of the gym and picks up a beanbag. The object is for each team to spell “RESPECT” in correct order. Turning the beanbag over, if it is the 1<sup>st</sup>. letter of the word, the person runs back to the rest of the team and places the beanbag faced up on the floor. If the beanbag is either blank or not a letter in the correct order, that person must place the beanbag back and pick up an index card and return back to the line. All of the person’s teammate must perform the fitness activity listed on the index card. Once the activity is performed, the next person returns the index card and picks up a beanbag to find the next letter. Teammates will realize if they pay attention and work together they will make fewer mistakes. Once the whole word is spelled correctly and in order, the team is declared the winner. Lively background music can be played to get the kids moving.</li><li>3. <b>Teaching Suggestions:</b> Have the students suggest the exercises they would like to see on the index cards. Have charts with pictures of each exercise posted so students are reminded of the proper techniques.</li><li>4. For one week, students keep a physical activity log. Students enter information on the type of activity performed, how long it was performed, and the relative intensity of the activity (rated high, medium, or low). After collecting data for one week, students graph and</li></ol>
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		<p>summarize the results. For example, a student might play soccer each day for one hour at a medium level, play kickball twice at a low level, and run one time at a high level. Students share the results of their logs and discuss ways to improve their activity levels.</p>
<p><b>Skills (Students will be able to...)</b></p>		
<p>Students will be able to perform the Fitness gram test to the best of their abilities</p>		

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Skills check</li> <li>• Preparedness</li> <li>• Sportsmanship</li> <li>• Cooperation</li> <li>• Muscle Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• At the end of each lesson or unit as needed</li> <li>• <b>Equipment needed:</b> District provided physical education equipment (yarn balls, hoops, playground balls, etc.)</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Fitness gram testing</i></li> <li>• <i>Pacer challenge</i></li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b> All games can be modified according to individual needs</p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> </ul>

<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Modified Skill Test</li> </ul> <p><b>Reflective Questions</b></p> <p>How can we display appropriate behaviors during game play both as a participant and an observer? What are some measures that can be taken to ensure safe game play?</p>	<ul style="list-style-type: none"> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources:</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li><i>Lesson Plans for Dynamic Physical Education for Elementary School Children</i></li> <li><i>Standards-Based Physical Education Curriculum Development</i></li> <li><i>No Standing Around in My Gym</i></li> <li><a href="#">Education World</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district.</li> </ul> <p><b>Supplemental Resources:</b></p>

<ul style="list-style-type: none"> <li>• <a href="#">PE Central</a></li> <li>• <a href="#">Lesson Plans</a></li> <li>• <a href="#">Pitt School</a></li> <li>• <a href="#">Teacher Net</a></li> <li>• <a href="#">Awesome Library</a></li> <li>• <a href="#">Sports Media</a></li> <li>• <a href="#">My Fitness Pal</a></li> </ul>	<ul style="list-style-type: none"> <li>• modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking.</li> </ul>
<p><b>Supplemental Professional Resources:</b></p>	<p><b>Intervention Resources:</b></p>
<ul style="list-style-type: none"> <li>• Shape</li> <li>• Consult with OT and PT</li> <li>• Meet with child study team</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational Therapy Equipment</li> <li>• Physical Therapy Equipment</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	<p style="text-align: center;"><b>Integration of Technology through NJSLS</b></p>
<ul style="list-style-type: none"> <li>• Primary interdisciplinary connections: health, social studies, math</li> <li>• <i>This is where you make any connections that lend itself to the curriculum. See example.</i></li> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies</li> </ul>	<ul style="list-style-type: none"> <li>• Music on CDs</li> <li>• Videos of physical skills</li> <li>• Sportsmanship videos</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Themes and Skills</b></p>	<p style="text-align: center;"><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Critical Thinking and Problem Solving</li> <li>• Creativity and Innovation</li> <li>• Communication and Collaboration</li> <li>• Initiative and Self Direction</li> <li>• Manage Goals and Time</li> <li>• Work Independently</li> <li>• Be Self-directed Learners</li> <li>• Life and Career Skills</li> <li>• Problem Solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Watch instructional video</li> <li>• Jump rope for Heart Web page</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available</li> </ul>
<p style="text-align: center;"><b>Career Education</b></p>	<p style="text-align: center;"><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• Jump Rope for Heart Representative</li> <li>• Field Trip to NY Jet Stadium</li> <li>• Video clips of professional athletes</li> <li>• <a href="#">New Jersey Educational Field Trip</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> </ul>

## Grade 3-5 Physical Education Curriculum

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|  | <ul style="list-style-type: none"><li>• National Women’s History Month,</li><li>• National Irish-American Heritage Month</li><li>• National Italian American Heritage Month</li><li>• Asian Pacific American Heritage</li><li>• Older Americans’ Month</li><li>• Jewish American Heritage Month</li><li>• Week of Respect</li><li>• Red Ribbon Week</li><li>• International Dot Day (September 16)</li></ul> |
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### **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.

<b>Practice</b>	<b>Description</b>
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.

Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
<b>Practice Description</b>	
Attending to personal health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision- making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively.

Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.	
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.	
<b>Practice Description</b>		
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional <b>tasks</b> . They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.	