

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name:PE and Health</b>	<b>Grade Level(s)3</b>
<b>Department:PE/Health</b>	<b>Credits:</b>
<b>BOE Adoption Date:</b>	<b>Revision Date(s):</b>

## Course Description

In Third grade Physical Education, focus is on skill development through participation in drills, lead-up games and modified team sports play. They will continue to use offensive & defensive strategies. They will continue work on previously learned concepts of spatial awareness, teamwork, cooperation, and communication all while participating in a fun safe environment. Students will show the importance of physical fitness through drills, games, minute runs and exercises. They will set fitness goals that will help to reiterate the importance of healthy living through physical fitness.

In Third grade Health, focus is on Safety. They will have four 1 day lessons on: bike safety, fire safety, water safety, and playground safety. Students will learn how to identify *safety at home, work and school. They will learn how it affects the way we live our lives. Students will also learn how does following these safety rules affect others.*

### **Mission Statement**

*The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.*

### **Curriculum & Instruction Goals**

To ensure the District continues to work toward its mission of growing all learners both academically and personally, the following curriculum and instruction goals direct the conversation:

#### **Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum Pre-K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed.

### **Pacing Guide**

**Course Title:**

**Prerequisite(s):**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p><b>Unit 1: Fall Outdoor Games: Football, handball, soccer, Capture the Flag, exercises, Minute Runs</b></p>	<p><b>8 days</b></p>	<p>HPE.2.5.2.A.CS1 HPE.2.5.2.A.1 HPE.2.5.2.A.2 HPE.2.5.2.A.4 HPE.2.5.2.B.CS1 HPE.2.5.2.B.1 HPE.2.5.2.B.2 HPE.2.5.2.B.3 HPE.2.5.2.B.4 HPE.2.5.2.C.CS1 HPE.2.5.2.C.1 HPE.2.5.2.C.2 HPE.2.6.2.A.CS1 HPE.2.6.2.A.1 HPE.2.6.2.A.2 HPE.2.6.2.A.3</p>	<p><b>Gross motor skills, spatial awareness, sportsmanship, strategy, Physical fitness, pacing, fitness goals</b></p>	<p><b>Football:</b> -Students will demonstrate the ability to throw a spiral &amp; catch w/ a partner. -Students will be introduced to the offense positions of QB, Center &amp; Receiver in drills and game situations. -Students will be introduced to the job of the defensive. -Students will learn directions &amp; rules to the game.</p> <p><b>Handball:</b> -Students will be able to throw and catch(overhand, underhand &amp; soccer style). -Students will use defensive knowledge in drills/game play. -Students will review directions &amp; rules to the game.</p> <p><b>Soccer:</b> -Students will be able to dribble, trap &amp; kick pass a ball in drills and game situations. -Students will be able to do a proper “throw-in”. -Students will use defensive knowledge in drills/game play. -Students will learn directions &amp; rules to the game.</p>

				<p><b>Capture the flag:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to run, dodge, and use stragy to accomplish goals.</li> </ul> <p>Students will review directions &amp; rules to the game.</p> <ul style="list-style-type: none"> <li>-Students will use tagging as a defensive strategy.</li> <li>-Students will be able to properly utilize the space on the field in all of the outdoor drills/games.</li> <li>-Students will be able to show good sportsmanship through teamwork in drills and game play.</li> <li>-Students will learn how to use offensive &amp; defensive strategy.</li> <li>-Students will demonstrate physical fitness, pacing, setting fitness goals while preparing for Mile Run and warm-ups.(doing minute runs starting with 3 minutes and increasing each month by 1minute) and warm-ups.</li> </ul>
<p><b>Unit 2:</b>  <b>Indoor Games:</b>  <b> Scooter Ball,</b>  <b> Parachute,</b>  <b> Basketball, Matt</b>  <b> Ball, Floor Hockey,</b>  <b> Minute Runs &amp;</b>  <b> Exercise/Jump</b>  <b> roping</b></p>	<p><b>10 days</b></p>	<p>HPE.2.5.2.A.CS1  HPE.2.5.2.A.1  HPE.2.5.2.A.2  HPE.2.5.2.A.4  HPE.2.5.2.B.CS1  HPE.2.5.2.B.1  HPE.2.5.2.B.2  HPE.2.5.2.B.3  HPE.2.5.2.B.4  HPE.2.5.2.C.CS1  HPE.2.5.2.C.1  HPE.2.5.2.C.2  HPE.2.6.2.A.CS1</p>	<p><b>Gross motor skills, spatial awareness, sportsmanship, strategy, Physical fitness, pacing, fitness goals</b></p>	<p><b>Scooterball:</b></p> <ul style="list-style-type: none"> <li>-Students will use scooter and throwing/ catching skills in drills &amp; game play.</li> <li>-Students will use their understanding of defense in drills &amp; game play.</li> </ul> <p>Students will review directions &amp; rules to the game.</p> <p><b>Parachute:</b></p> <ul style="list-style-type: none"> <li>-Students will use exercises, walking, jogging &amp; running, ball skills, and teamwork/cooperation.</li> </ul>

		<p>HPE.2.6.2.A.1  HPE.2.6.2.A.2  HPE.2.6.2.A.3</p>		<p><b>Basketball:</b>  Students will use their passing, catching, shooting and rebounding skills in drills &amp; game play.  -Students will learn 2-1-2 zone defense for skills/game play.  -Students will be able to properly utilize the space on the court in all of the indoor drills/games.  <b>-Matt Ball:</b>  Students will show understanding using the skills, kicking, running bases, target throwing/catching in game play.  Students will review directions &amp; rules to game.  Students will review directions &amp; rules to the game.  <b>Floor Hockey:</b>  -Students will be introduced to proper grip of stick, dribble and trap and shooting skills in drills and game play.  -Students will learn directions &amp; rules to game.  <b>JRFH:</b>  -Students will use previously learned jumping roping skills.  -Students will review the importance of physical fitness on the body.  -Students will be able to show good sportsmanship through teamwork in drills and Indoor game play.  -Students will use knowledge of offensive &amp; defensive strategy.</p>
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				Students will demonstrate physical fitness, pacing, setting fitness goals while preparing for Mile Run and warm-ups.
Unit 3: Spring Outdoor Games: Ultimate Frisbee, Softball, Mile Run, Kickball, Exercises & Minute Runs	8 days	HPE.2.5.2.A.CS1 HPE.2.5.2.A.1 HPE.2.5.2.A.2 HPE.2.5.2.A.4 HPE.2.5.2.B.CS1 HPE.2.5.2.B.1 HPE.2.5.2.B.2 HPE.2.5.2.B.3 HPE.2.5.2.B.4 HPE.2.5.2.C.CS1 HPE.2.5.2.C.1 HPE.2.5.2.C.2 HPE.2.6.2.A.CS1 HPE.2.6.2.A.1 HPE.2.6.2.A.2 HPE.2.6.2.A.3	Gross motor skills, spatial awareness, sportsmanship, strategy, Physical fitness, pacing, fitness goals	<p><b>Ultimate Frisbee:</b></p> <ul style="list-style-type: none"> <li>-Students will show knowledge of throwing, and catching a frisbee in drill and game play.</li> <li>-Students will use knowledge of directions &amp; rules to game.</li> </ul> <p><b>Softball:</b></p> <ul style="list-style-type: none"> <li>-Students will learn throwing and catching with small ball.</li> <li>-Students will learn how to hit an underhand pitch and run the bases.</li> <li>-Students will learn how to field pop-ups &amp; ground balls in a game situation.</li> <li>-Students will use knowledge of directions &amp; rules to game.</li> <li>-Students will be able to properly utilize the space on the field in all of the Outdoor drills/games.</li> <li>-Students will be able to show good sportsmanship through teamwork in drills and game play.</li> <li>-Students will use knowledge of offensive &amp; defensive strategy.</li> <li>-Students will demonstrate physical fitness, pacing, achieving fitness goals when running the Mile and warm-ups.</li> </ul>

<b>Unit 4: Health 3 Safety</b>	<b>4 days</b>	HPE.2.1.4.D.CS1 HPE.2.1.4.D. HPE.2.1.4.D.3 HPE.2.2.4.A HPE.2.2.4.A.CS1 HPE.2.2.4.A.1	<b>Safety rules &amp; procedures for water, fire, bicycle &amp; playground safety</b>	-Identify bike safety rules/procedures. - Identify water safety rules & procedures. - Identify fire safety rules & procedures. -Identify playground safety rules & procedures.

<b>Instructional Unit Map</b>			
<b>Course Title:PE third Grade</b>			
<b>Unit Title</b>	<b>Outdoor Fall Games: Football, Handball, Soccer, Capture the Flag &amp; Minute Runs</b>	<b>Start Date:</b>	Sept
		<b>Length of Unit:</b>	10 days

<p><b>Content Standards</b>  <i>What do we want them to know, understand, &amp; do?</i></p>	<p><b>HPE.2.5.4.A.CS1 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</b>  <b>HPE.2.5.4.A.1</b> Explain and perform essential elements of movement skills in both isolated settings and applied settings  <b>HPE.2.5.4.A.2</b> Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.  <b>HPE.2.5.4.A.CS2</b> - Ongoing feedback impacts improvement and effectiveness of movement actions.  <b>HPE.2.5.4.A.4</b> Correct movement errors in response to feedback and explain how the change improves performance.  <b>HPE.2.5.4.B.CS1</b> Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.  <b>HPE.2.5.4.B.1</b> - Explain and demonstrate the use of basic offensive and defensive strategies  <b>HPE.2.5.4.B.2</b> Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate</p>	<p><b>Learning Goals</b></p>	<p><i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i>  <i>-Students will understand and implement offensive and defensive strategy during game play.</i>  <i>-Students will understand physical fitness and implement fitness goals.</i>  <i>--Students will understand and be able to demonstrate good Sportsmanship, strategy, teamwork and cooperation.</i></p>



	<p>accomplishments</p> <p><b>HPE.2.5.4.C.CS1</b> - Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p><b>HPE.2.5.4.C.1</b> Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p><b>HPE.2.5.4.C.2</b> Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p><b>HPE.2.6.2.A.CS1</b> Appropriate types and amounts of physical activity enhance personal health.</p> <p><b>HPE.2.6.2.A.1</b> Explain the role of regular physical activity in relation to personal health.</p> <p><b>HPE.2.6.2.A.3</b> Develop a fitness goal and monitor progress towards achievement of the goal.</p>												
<p><b>Essential Questions</b></p>	<p><i>1. What is the importance of movement skills during individual or team activities? 2. What is the importance of offensive and defensive strategies in any team sport? 3. Why is understanding sportsmanship, rules and safety relatable to everyday life? 4. How can team sports &amp; exercise help to improve lifelong physical fitness? 5. How can team sports relate to life skills?</i></p>												
<p><b>Assessments</b></p> <p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="562 1112 982 1198">Formative</th> <th colspan="2" data-bbox="982 1112 1514 1198">Summative</th> <th data-bbox="1514 1112 1932 1198">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="562 1198 982 1299"> <p><b>Teacher observation</b></p> <p><b>Student discussion</b></p> </td> <td colspan="2" data-bbox="982 1198 1514 1299"> <p><b>Teacher observation of skills during drills and game play</b></p> </td> <td data-bbox="1514 1198 1932 1299"></td> </tr> </tbody> </table>				Formative		Summative		Alternative	<p><b>Teacher observation</b></p> <p><b>Student discussion</b></p>	<p><b>Teacher observation of skills during drills and game play</b></p>		
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<p><b>Teacher observation</b></p> <p><b>Student discussion</b></p>	<p><b>Teacher observation of skills during drills and game play</b></p>												

<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>-Teacher led Q &amp; A</li> <li>-Student demonstrations</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>-Teacher review previous lessons.</li> <li>-Teacher explanation of warm-up &amp; skills for games...minute runs, exercises,football, handball, soccer and capture the flag.</li> <li>-Teacher/student led demonstration of skills</li> <li>-Student performance of skills in drill</li> <li>-Explain/demo set-up &amp; game rules</li> <li>- Q &amp; A</li> <li>-Student performance and understanding of skills, game rules,safety &amp; sportsmanship through game play</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partners for help/encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partner help &amp; encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>-Extra time</li> <li>-Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>- Modify equipment</li> <li>- Provide extra time</li> <li>- “One on one” instruction</li> <li>-Modification to rules &amp; game</li> <li>-Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>- Allow students to be group leaders</li> <li>- Allow students to help with group and “one on one” instruction</li> <li>-Independent work</li> <li>-Skill challenge</li> </ul>

<b>Differentiated Instructional Methods:</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
<i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<ul style="list-style-type: none"> <li>-Modification of equipment if necessary</li> <li>-Allow students to borrow sneakers so to participate</li> <li>-Incentives for participation...Sneaker Award</li> <li>-Students choose their partners and teams</li> <li>-Time outs</li> </ul>	<ul style="list-style-type: none"> <li>-Small group presentation of skills</li> <li>-Extra drills to help skill work</li> <li>-Individual help with skills or game play</li> </ul>
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II : dodge, strategy, spatial awareness,skills, goals, drills, score, positions, cooperation, teamwork, exercise, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges, squats</p> <p>Tier III: gross motor skills,offense,defense,pass, receive, snap, line of scrimmage, QB, center,spiral throw, receiver, in-bounds, out-of bounds,end zone, touch down, penalty, offside, kick, dribble, throw-ins, trap, shoot, handball, goal line,sideline</p>	
<b>Integration of Technology</b> <a href="#">SAMR</a>	<ul style="list-style-type: none"> <li>-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating.</li> <li>-Use pedometers during minute runs to track steps.</li> </ul>	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<p><b>LA.SL.3.1</b> - <i>[Progress Indicator]</i> - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CRP1 CPR3 CPR4 CPR6</p>	

	CPR8 CPR9 CPR12	
21 <sup>st</sup> Century Themes/Skills <a href="#">P21 Framework</a>	Themes	
	Themes	Skills
	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking -Leadership & Responsibility
Resources/Materials	PE central-drills & games You-tube videos on: football -positions, soccer - "throw-ins " Students feedback PE Convention-seminars on drills & games SHAPE Go Noodle	

Instructional Unit Map	
Course Title:PE Third Grade	

<b>Unit Title</b>	Indoor Games: Scooterball, Basketball, Parachute, Floor Hockey, Holiday Games, Matt Ball, Minute Runs, Exercises/Jump Rope	<b>Start Date:</b>	Nov
			<b>Length of Unit:</b>
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p><b>HPE.2.5.2.A.CS1</b> Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p><b>HPE.2.5.2.A.1</b> Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings</p> <p><b>HPE.2.5.2.A.2</b> Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p><b>HPE.2.5.2.A.4</b> Correct movement errors in response to feedback.</p> <p><b>HPE.2.5.2.B.CS1</b> Teamwork consists of effective communication and other interactions between team members.</p> <p><b>HPE.2.5.2.B.1</b> Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p><b>HPE.2.5.2.B.2</b> Explain the difference between offense and defense.</p>	<b>Learning Goals</b>	<p><i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i></p> <p><i>-Students will understand and implement offensive and defensive strategy during game play.</i></p> <p><i>-Students will understand physical fitness and implement fitness goals.</i></p> <p><i>--Students will understand and be able to demonstrate good sportsmanship, teamwork and cooperation.</i></p>

	<p><b>HPE.2.5.2.B.3</b> Determine how attitude impacts physical performance.</p> <p><b>HPE.2.5.2.B.4</b> Demonstrate strategies that enable team and group members to achieve goals</p> <p><b>HPE.2.5.2.C.CS1</b>- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p><b>HPE.2.5.2.C.1</b> Explain what it means to demonstrate good sportsmanship.</p> <p><b>HPE.2.5.2.C.2</b> Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities</p> <p><b>HPE.2.6.2.A.CS1</b> Appropriate types and amounts of physical activity enhance personal health.</p> <p><b>HPE.2.6.2.A.1</b> Explain the role of regular physical activity in relation to personal health.</p> <p><b>HPE.2.6.2.A.2</b> Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p><b>HPE.2.6.2.A.3</b> Develop a fitness goal and monitor progress towards achievement of the goal.</p>		
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<b>Essential Questions</b>	1. What is the importance of movement skills during individual or team activities? 2. What is the importance of offensive and defensive strategies in any team sport? 3. Why is understanding sportsmanship, rules and safety relatable to everyday life? 4. How can team sports & exercise help to improve lifelong physical fitness? 5. How can team sports relate to life skills?				
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		<b>Summative</b>	<b>Alternative</b>	
	Teacher observation Student discussion	Teacher observation of skills during drills and game play			
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	-Teacher led Q & A -Student demonstrations				
<b>Instructional Strategies/Student Activities</b>	-Teacher review previous lessons. -Teacher explanation of warm-up & skills for games...minute runs, exercises,football, handball, soccer and capture the flag. -Teacher/student led demonstration of skills -Student performance of skills in drill -Explain/demo set-up & game rules - Q & A -Student performance and understanding of skills, game rules,safety & sportsmanship through game play				
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>		<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	-Word/picture wall -Exp/demo activities (preferred seating if needed) -Partners for	-Word/picture wall -Exp/demo activities (preferred seating if needed)	-Word/picture wall - Modify equipment - Provide extra time - “One on one” instruction -Modification to rules & game	- Allow students to be group leaders - Allow students to help with group and “one on one”	

	<ul style="list-style-type: none"> <li>help/encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Partner help &amp; encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>-Extra time</li> <li>-Q &amp; A</li> </ul>	-Q & A	<ul style="list-style-type: none"> <li>instruction</li> <li>-Independent work</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>-Modification of equipment if necessary</li> <li>-Allow students to borrow sneakers so to participate</li> <li>-Incentives for participation...Sneaker Award</li> <li>-Students choose their partners and teams</li> <li>-Time outs</li> </ul>		<ul style="list-style-type: none"> <li>-Small group presentation of skills</li> <li>-Extra drills to help skill work</li> <li>-Individual help with skills or game play</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II : dodge, strategy, skills, goals, drills, score, positions, cooperation, teamwork, in-bounds, out-of bounds, exercise, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges, squats, jump roping, skip-its, jumping sticks</p> <p>Tier III: gross motor skills, basketball, foul, traveling, double dribble, court, rebound, scooter ball, throwing, catching, tagging, balance, serve, rotate, spatial awareness, offense, defense, eye- hand coordination, floor hockey, hockey stick, dribble, , sportsmanship, physical fitness, exercise,</p>			



	warm-ups, In-bound & out-of bounds	
<b>Integration of Technology</b> <a href="#">SAMR</a>	-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating. -Use pedometers during minute runs to track steps.	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>LA.SL.3.1</b> - [ <i>Progress Indicator</i> ] - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CRP1 CPR3 CPR4 CPR6 CPR8 CPR9 CPR12	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>
	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking -Leadership & Responsibility
<b>Resources/Materials</b>	PE central-drills & games You-tube videos on: basketball- 2-1-2 zone defense Students feedback	

	PE Convention-seminars on drills & games SHAPE Go Noodle AHA website-jumping roping skills
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Instructional Unit Map			
Course Title:			
<b>Unit Title</b>	Outdoor Spring Games: Ultimate Frisbee, Wiffle Ball, Kickball, Mile Run, Minute Runs/Exercises	<b>Start Date:</b>	April
		<b>Length of Unit:</b>	10 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>HPE.2.5.2.A.CS1</b> Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. <b>HPE.2.5.2.A.1</b> Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings <b>HPE.2.5.2.A.2</b> Demonstrate changes in time, force, and flow while moving in personal and	<b>Learning Goals</b>	<i>-Students will understand and be able to use movement skills, pacing and spatial awareness in various drills and game play.</i> <i>-Students will understand and implement offensive and defensive strategy during game play.</i> <i>-Students will understand physical fitness and implement fitness goals.</i> <i>--Students will understand and be able to demonstrate good sportsmanship, teamwork and cooperation.</i>

	<p>general space at different levels, directions, ranges, and pathways.</p> <p><b>HPE.2.5.2.A.4</b> Correct movement errors in response to feedback.</p> <p><b>HPE.2.5.2.B.CS1</b> Teamwork consists of effective communication and other interactions between team members.</p> <p><b>HPE.2.5.2.B.1</b> Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p><b>HPE.2.5.2.B.2</b> Explain the difference between offense and defense.</p> <p><b>HPE.2.5.2.B.3</b> Determine how attitude impacts physical performance.</p> <p><b>HPE.2.5.2.B.4</b> Demonstrate strategies that enable team and group members to achieve goals</p> <p><b>HPE.2.5.2.C.CS1</b>- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p><b>HPE.2.5.2.C.1</b> Explain what it means to demonstrate good sportsmanship.</p> <p><b>HPE.2.5.2.C.2</b> Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely</p>		
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	<p>during basic activities</p> <p><b>HPE.2.6.2.A.CS1</b> Appropriate types and amounts of physical activity enhance personal health.</p> <p><b>HPE.2.6.2.A.1</b> Explain the role of regular physical activity in relation to personal health.</p> <p><b>HPE.2.6.2.A.2</b> Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p><b>HPE.2.6.2.A.3</b> Develop a fitness goal and monitor progress towards achievement of the goal.</p>								
<b>Essential Questions</b>	<p>1. What is the importance of movement skills during individual or team activities? 2. What is the importance of offensive and defensive strategies in any team sport? 3. Why is understanding sportsmanship, rules and safety relatable to everyday life? 4. How can team sports &amp; exercise help to improve lifelong physical fitness? 5. How can team sports relate to life skills?</p>								
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<table border="1"> <thead> <tr> <th>Formative</th> <th>Summative</th> <th>Alternative</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Student discussion</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>-Teacher observation of skills during drills and game play</li> <li>-Daily rubric</li> </ul> </td> <td></td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Student discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of skills during drills and game play</li> <li>-Daily rubric</li> </ul>	
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<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>-Teacher led Q &amp; A</li> <li>-Student demonstrations</li> </ul>								
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>-Teacher review previous lessons.</li> <li>-Teacher explanation of warm-up &amp; skills for games...minute runs, exercises,football, handball, soccer and capture the flag.</li> <li>-Teacher/student led demonstration of skills</li> <li>-Student performance of skills in drill</li> </ul>								

	<ul style="list-style-type: none"> <li>-Explain/demo set-up &amp; game rules</li> <li>- Q &amp; A</li> <li>-Student performance and understanding of skills, game rules,safety &amp; sportsmanship through game play</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partners for help/encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>-Exp/demo activities (preferred seating if needed)</li> <li>-Partner help &amp; encouragement</li> <li>-Immediate feedback</li> <li>-Individual exp/demo</li> <li>-Extra time</li> <li>-Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>-Word/picture wall</li> <li>- Modify equipment</li> <li>- Provide extra time</li> <li>- “One on one” instruction</li> <li>-Modification to rules &amp; game</li> <li>-Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>- Allow students to be group leaders</li> <li>- Allow students to help with group and “one on one” instruction</li> <li>-Independent work</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>-Modification of equipment if necessary</li> <li>-Allow students to borrow sneakers so to participate</li> <li>-Incentives for participation...Sneaker Award</li> <li>-Students choose their partners and teams</li> <li>-Time outs</li> </ul>		<ul style="list-style-type: none"> <li>-Small group presentation of skills</li> <li>-Extra drills to help skill work</li> <li>-Individual help with skills or game play</li> </ul>	

<p><b>Vocabulary</b>  <i>Highlight key vocabulary  (both Tier II and Tier III words)</i></p>	<p>Tier II : dodge, strategy, skills, goals, drills, score, positions, cooperation, teamwork, in-bounds, out-of bounds, exercise, jumping jacks, toe touches, sit-ups, push-ups, mountain climbers, lunges, squats</p> <p>Tier III: Tier III: gross motor skills,innings, pitching,hitting, infield,outfield,catching, fielding,foul ball, kickball, ground balls, frisbee, inbound, out of bounds,spatial awareness, offense, defense, eye- hand coordination, pacing, sportsmanship, physical fitness, exercise, warm-ups</p>	
<p><b>Integration of Technology</b>  <a href="#">SAMR</a></p>	<p>-Use computer,LCD projector,Smart Boards to allow students to view the game/activity/skill before they begin participating.  -Use pedometers during minute runs to track steps.</p>	
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p>- Comprehension and Collaboration</p> <p><b>LA.SL.3.1</b> - [<i>Progress Indicator</i>] - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CRP1  CPR3  CPR4  CPR6  CPR8  CPR9  CPR12</p>	

21 <sup>st</sup> Century Themes/Skills <a href="#">P21 Framework</a>	Themes		Skills
	-Health Literacy	-Creativity -Social & Cross Cultural Skills -Flexibility & Adaptability -Critical thinking -Leadership & Responsibility	
Resources/Materials	PE central-drills & games You-tube videos on: softball-fielding ball Students feedback PE Convention-seminars on drills & games SHAPE Go Noodle		

Instructional Unit Map			
Course Title:Health Third Grade			
Unit Title	Safety: bike safety, fire safety, water safety and playground safety	Start Date:	January
		Length of Unit:	4 days





<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<p><b>-Worksheets</b> <b>-Q &amp; A</b></p>	<p><b>-Post test</b> <b>-Daily grading rubric</b> <b>-Verbal quiz</b> <b>-Class participation</b></p>		
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<p>Pe-test on Safety issues...bike, fire,water and playground</p>			
<p><b>Instructional Strategies/Student Activities</b></p>	<p><b>-Teacher led explanation of unit</b> <b>-Watch video on safety issues..bike, fire,water and playground</b> <b>-Note taking on safety issues</b> <b>-Teacher led discussion of safety videos</b> <b>-Q &amp; A</b> <b>-Worksheets pertaining to safety issues</b></p>			
<p><b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p><b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b></p>			
	<p>-Word/picture wall -Exp/demo activities (preferred seating if needed) -Partners for help/encouragement -Immediate feedback -Individual exp/demo -Q &amp; A -Read allowed as group</p>	<p>-Word/picture wall -Exp/demo activities (preferred seating if needed) -Partner help &amp; encouragement -Immediate feedback -Individual exp/demo -Extra time</p>	<p>-Word/picture wall - Modify lesson - Provide extra time - “One on one” instruction -Q &amp; A -Read allowed as group</p>	<p>- Allow students to help with groups or “one on one” instruction -Independent work</p>

		-Q & A -Read allowed as group		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	-Explanation of overall unit, expectations and how 4 lessons will relate. -Show videos -Class discussions of content -Q & A		- Worksheets -Whiteboard -Group work	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: safety, helmet, signs, signals, roadway, directions,  Tier III: decisions, situations, prevention,			
<b>Integration of Technology</b> <a href="#">SAMR</a>	-Computer Technology -Use of LCD projector or Smart Boards -Use of TV & VCR -			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	Integration of Knowledge and Ideas <b>LA.RI.3.7</b> - <i>[Progress Indicator]</i> - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <b>LA.SL.3.1</b> - <i>[Progress Indicator]</i> - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CPR1 CPR3 CPR4 CPR6 CPR8 CPR12			

<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>Skills</b></span>	
	-Health Literacy	-Creativity - Critical thinking
<b>Resources/Materials</b>	-Videos: NHTSA Bike Safe-Bike, NHTSA Bike Safe-Bike- Smart -Worksheets -Video: Longfellow Whale Tales Water Safety -Longfellow Worksheets -Video: Fire Safety Worksheets Video: Play Smart-Playground Safety	