

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-4

Content Area: Physical Education

Introduction

Students in 3-4 Physical Education will complete five units that promote developmentally appropriate fitness in both individual tasks as well as collaborative group activities. Units of study will include movement/rhythm, wellness, motor skill development, throwing, rolling kicking, catching and cooperative games. Improvement of strength, flexibility, and endurance will be encouraged throughout the units. Understanding of game rules, movement techniques, and strategies to play organized sports will be covered throughout the school year. All Physical Education units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018
Created By: C. McBride, C. Sheplin
Revised On: March 18, 2019, July 24, 2019, J. Oldham

Recommended Pacing Guide	
Unit 1: Movement Education/ Rhythm	20 days
Unit 2: Wellness	20 days
Unit 3: Motor Skill Development: Locomotor/ Non- Locomotor Skills	10 days
Unit 4: Throwing, Rolling, Kicking, Catching	15 days
Unit 5: Cooperative Games/Individual and Dual Activities	15 days

Unit 1: Movement Education/ Rhythm	Duration: 20 days
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Standards/Learning Targets

<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ● 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
<p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 2.5- Motor Skill Development ● A. Movement skills and concepts Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. ● 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated

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settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Ongoing feedback impacts improvement and effectiveness of movement actions.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
- **C. Sportsmanship, Rules, Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment
- **2.6- Fitness**
- **A. Fitness and Physical Activity** Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity. 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 3 and 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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D. Explain their own ideas and understanding in light of the discussion.

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

21st Century Themes/Career Readiness:

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation

Alternative Assessments:

- End of unit project

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<ul style="list-style-type: none"> ● Teacher Checklist ● Verbal question & answer ● Self-evaluation of performance and progress 	
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Summative Assessments: <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Fitnessgram ● Performance Test 	Benchmark Assessments: <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO
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Knowledge & Skills

Enduring Understandings: <ul style="list-style-type: none"> ● Developing competence in locomotor skills is important for efficient and enjoyable play. ● Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities. ● Understand that repetitive practice of new skills learned will enhance one's ability to play. ● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. ● Dance helps improve agility, balance and coordination needed in other sports. 	Essential Questions: <ul style="list-style-type: none"> ● Why is learning different ways to move important for participation in physical activity? ● What are the different locomotor skills that one needs during a physical activity? ● How can understanding movement concepts improve my performance? ● How does my use of movement influence that of others? ● How does dance improve our physical fitness? ● Why is it important to keep a safe space while we move?
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Core Instructional & Supplemental Materials
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Suggested Activities/Resources: <ul style="list-style-type: none"> ● Warming Up Movement Song- Students will follow along with the movements described on the CD. Teacher will model movements in front of the class. ● RPS- The Students will perform various locomotor movements while playing 	Varied Levels of Text: <ul style="list-style-type: none"> ● Physical Education for Young Children: Movement ABC's for the Little One ● http://www.pecentral.org/ ● http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html
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“Rock, Paper, Scissor” Activity.

- Move Slow/Move Fast: Students will respond to varied tempos of music being played. Teacher will prompt and suggest movements for students in need of support.
- Go Noodle- <https://www.gonoodle.com/>
- Demonstrate developmentally appropriate gross motor skills (e.g. crawl, walk, jog, run, skip, hop, jump, leap, gallop, side-step, and animal movements).
- Demonstrate understanding of directional words (e.g. on, off, over, forward, backward, side-to-side)
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond to changes in tempo, beat, rhythm, or music style through their movement.
- Correct a movement error in response to feedback.
- Develop and improve motor skills and performance through practice.
- Practice dance steps/skills to increase eye-hand, eye-foot coordination.
- Demonstrate basic social, line and contra dance steps.
- Dance independently and cooperatively with a partner or small group.
- Utilize developmentally appropriate cooperative strategies in games and activities.
- Make appropriate choices when engaged in independent and group activities.
- Engage and practice in strategy concepts during activities.

- <http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

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- Demonstrate basics of relay running.
- Demonstrate the difference between jogging, running, and sprinting.

Accommodations/Modifications

English Language Learners:

- Pair ELL student with student who speaks English and is able to communicate with student's native language
- Break down directions into one-step tasks
- Use Google Translator
- Provide extended time
- Speak clearly and slowly
- Avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide student with cool off location
- Amplification system as needed

Students at Risk of Failure:

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment
- Give student leadership positions if possible

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed resources (paper, pencils, computer time, Physical Education attire)
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals when possible

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Unit 2: Wellness

Duration: 20 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- **2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- **2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

New Jersey Student Learning Supporting Standards:

- **2.5- Motor Skill Development**
- **A. Movement skills and concepts** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Ongoing feedback impacts improvement and effectiveness of movement actions.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
- **C. Sportsmanship, Rules, Safety** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment
- **2.6- Fitness**
- **A. Fitness and Physical Activity** Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

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- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 3 and 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **F: Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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21st Century Themes/Career Readiness:

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score
- Performance Test

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- I will protect others and myself from germs.

Essential Questions:

- How do I understand myself so that I can communicate with others?

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| <ul style="list-style-type: none">● I can make choices to keep myself safe.● I can share my concerns and fears with trusted adults.● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.● I can make informed decisions about taking care of myself.● I understand the basic concept of hygiene, disease prevention, and good health habits● I will protect others and myself from germs.● I can be a friend to students with Asthma and Allergies● Being aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.● We have body parts inside and out that must work together to keep us alive and healthy.● There are many short and long term health benefits and risks associated with nutritional choices● It is my responsibility to make healthy food choices.● The foods I eat can affect my growth and development.● There are numerous health and fitness programs available that provide a variety of services.● Developing self-esteem, resiliency, | <ul style="list-style-type: none">● How can I understand and communicate my feelings appropriately?● How do I recognize and communicate my needs effectively?● How do I recognize the feelings and needs of others?● How do I understand myself so that I can communicate with others?● How can I understand and communicate my feelings appropriately?● How do I recognize and communicate my needs effectively?● How do I recognize the feelings and needs of others?● What causes optimal growth and development?● To what extent can we keep ourselves disease free?● What's inside our body?● What roles do body systems have in keeping us alive?● What makes a food healthy?● Why do I choose to eat what I do?● Can children make their own healthy choices?● How can you learn to like yourself? |
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tolerance and coping skills, support social and emotional health.	
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none">● Introduction of Fitnessgram Tests- Students will be assessed on Curl Ups, Push Ups, Sit and Reach, Pacer, Shoulder Stretch● Four Corner Fitness- Students will be performing a locomotor movement around the perimeter of the gym until signaled to stop. Upon stopping the students will go to the closest cone. Teacher rolls a die to see which group of students will get to perform an exercise activity.● Healthy Heart- Students will find/ take their pulse. And, explain the difference between moderate and vigorous activity.	<p>Varied Levels of Text:</p> <ul style="list-style-type: none">● Physical Education for Young Children: Movement ABC's for the Little One● http://www.pecentral.org/● http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html● http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html
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Accommodations/Modifications

<p>English Language Learners:</p> <ul style="list-style-type: none">● Pair ELL student with student who speaks English and is able to communicate with student's native language● Break down directions into one-step tasks● Use Google Translator● Provide extended time● Speak clearly and slowly● Avoid slang and idiomatic expressions <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none">● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan● Provide student with cool off location● Amplification system as needed
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<p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Students Motivation <ul style="list-style-type: none"> ○ Interest ○ Build confidence ○ Independence ○ Enjoyment ● Give student leadership positions if possible <p>Economically Disadvantaged:</p> <ul style="list-style-type: none"> ● Build a safe and nurturing atmosphere ● Providing needed resources (paper, pencils, computer time, Physical Education attire) ● Be flexible with assignments <p>Culturally Diverse:</p> <ul style="list-style-type: none"> ● Involve families in student learning ● Provide immediate praise and feedback ● Respect cultural traditions ● Provided students with necessary academic resources and materials ● Provide visuals when possible
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Unit 3: Motor Skill Development: Locomotor/ Non- Locomotor Skills	Duration: 10 days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ● 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle 	
<p>New Jersey Student Learning Supporting Standards: 2.5- Motor Skill Development A. Movement skills and concepts Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and</p>	

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recreational activities.

- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
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C. Sportsmanship, Rules, Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.

- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment

2.6- Fitness

A. Fitness and Physical Activity Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Primary Interdisciplinary Connections:

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floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

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Technology Standards:

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- **C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

21st Century Themes/Career Readiness:

- **CRP3.** Attend to personal health and financial well-being.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP12.** Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

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<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Self-evaluation of performance and progress 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of unit project
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Fitnessgram ● Performance Test 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Developing competence in locomotor skills is important for efficient and enjoyable play. ● Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities. ● Understand that repetitive practice of new skills learned will enhance one's ability to play. ● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. ● Dance helps improve agility, balance and coordination needed in other sports. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is learning different ways to move important for participation in physical activity? ● What are the different locomotor skills that one needs during a physical activity? ● How can understanding movement concepts improve my performance? ● How does my use of movement influence that of others? ● How does dance improve our physical fitness? ● Why is it important to keep a safe space while we move?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Locomotor Relay Races- Students 	<p>Varied Levels of Text:</p>
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will be split into six teams and will practice performing locomotor skills through relay races.

- **Follow the Leader:** Students will demonstrate changes in time, force, and flow while safely moving in self-space. Teacher will lead the class in “Follow the Leader”. Students will mirror their teacher as they are led through a series of stationary movements in self-space. Teachers may use movements like static stretching, jumping jacks, high jumps, low jumps, marching in place, running in place, etc. to assess the students’ abilities to demonstrate the changes in time, force, and flow. Teacher will also assess for the students ability to demonstrate or explain how safety should play a role in these types of movements and activities.
- **Teacher Says:** Students will develop and refine fine and gross motor skills while stationary. “Simon Says”. The teacher will align students so they are all facing forward and have appropriate room to perform in self-space. The teacher will ask the students to first mirror the movements that the teachers is performing while also describing them orally. Movements like bending, twisting, jogging or marching in self-space will be performed. The teacher will then ask the students to only perform the movements that describe if they are prefaced by the term “Simon Says”. As the activity progresses the teacher may use different types of equipment (yarn balls, scarves, etc.) to integrate

- Physical Education for Young Children: Movement ABC’s for the Little One
- <http://www.pecentral.org/>
- <http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html>
- <http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

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fine motor skills. Teachers will observe students for the ability to perform the different fine and gross motor skills. Teachers will also observe the students' ability to demonstrate appropriate activity and safety rules while performing the non-locomotor movements in self-space. Teachers may use a checklist to record their observations.

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Accommodations/Modifications

English Language Learners:

- Pair ELL student with student who speaks English and is able to communicate with student's native language
- Break down directions into one-step tasks
- Use Google Translator
- Provide extended time
- Speak clearly and slowly
- Avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide student with cool off location
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Students at Risk of Failure:

- Students Motivation
 - Interest
 - Build confidence
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Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed resources (paper, pencils, computer time, Physical Education attire)
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals when possible

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Unit 4: Throwing, Rolling, Kicking, Catching

Duration: 15 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- **2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

New Jersey Student Learning Supporting Standards:

2.5- Motor Skill Development

A. Movement skills and concepts Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Ongoing feedback impacts improvement and effectiveness of movement actions.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

C. Sportsmanship, Rules, Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment

2.6- Fitness

A. Fitness and Physical Activity Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular

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physical activity.

- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 3 and 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.

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- CRP3. Attend to personal health and financial well-being.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Learning how to kick, bounce, hit, throw and catch a ball allows us to play different games.
- Being active can help us gain muscular strength, flexibility, balance and endurance.
- Participating in sports, games and other activities exercises our heart and other muscles.

Essential Questions:

- How do games and activities improve our fitness?
- How do skills and strategies improve our fitness?
- What skills and strategies are needed to achieve success while participating in various games and activities?

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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Demonstrate developmentally appropriate ways to kick/dribble a soccer or nerf ball.
- Demonstrate the passing of a soccer ball using the inside of students' foot.
- Kick a ball at a stationary target.
- Practice kicking a ball using a one-step approach.
- Demonstrate a simple ball trap.
- Demonstrate passing, catching, and shooting using developmentally appropriate techniques.
- Share a ball with a partner while moving it in an open space.
- Demonstrate the ability to pass a ball while maintaining control.
- Demonstrate developmentally appropriate underhand and overhand throwing techniques using various balls, objects and targets.
- Demonstrate changes in time, force and flow while moving in different directions and pathways in personal and general space while carrying a ball.
- Practice hitting a stationary and moving target (through kicking, throwing, rolling).
- Develop eye-hand coordination with tossing, catching, bouncing and volleying activities.
- Develop foot-eye coordination with kicking activities, and during movement.
- Develop and improve their skills and performance through practice.
- Practice proper release of a ball (low to ground rolling).

Varied Levels of Text:

- Physical Education for Young Children: Movement ABC's for the Little One
- <http://www.pecentral.org/>
- <http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html>
- <http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

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- Demonstrate proper hand positioning on a variety of balls.
- Understand (with support) how to keep score traditionally and using modified methods.
- Demonstrate basic offensive and defense skills.
- Analyze developmentally appropriate throwing, catching and fielding skills.
- Demonstrate the fundamentals of batting/hitting and base running.
- Develop and increase students' reaction time.

Accommodations/Modifications

English Language Learners:

- Pair ELL student with student who speaks English and is able to communicate with student's native language
- Break down directions into one-step tasks
- Use Google Translator
- Provide extended time
- Speak clearly and slowly
- Avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide student with cool off location
- Amplification system as needed

Students at Risk of Failure:

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment
- Give student leadership positions if possible

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed resources (paper, pencils, computer time, Physical Education attire)

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- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals when possible

Unit 5: Cooperative Games/Individual and Dual Activities

Duration: 15 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle
- **2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

New Jersey Student Learning Supporting Standards:

2.5- Motor Skill Development

A. Movement skills and concepts Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Ongoing feedback impacts improvement and effectiveness of movement actions.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change

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improves performance.

B. Strategy

- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments

C. Sportsmanship, Rules, Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event.

- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment

2.6- Fitness

A. Fitness and Physical Activity Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 3 and 4 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

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- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP11. Use technology to enhance productivity.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Fitnessgram ● Performance Test 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Learning how to kick, bounce, hit, throw and catch a ball allows us to play different games. ● Being active can help us gain muscular strength, flexibility, balance and endurance. ● Learning how to play offense and defense will help team effort and result. ● Participating in sports, games and other activities exercises our heart and other muscles. ● Good sportsmanship rewards everyone-no matter whether the game is won or lost. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do games and activities improve our fitness? ● How do skills and strategies improve our fitness? ● Why is it important to learn the offensive and defensive strategies of a game? ● What skills and strategies are needed to achieve success while participating in various games and activities? ● How does good sportsmanship add to the enjoyment of a game?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Capture the Flag: Students will be divided into two teams using offensive and defensive strategies to travel into the opposite team’s territory and retrieve their flag. ● Flying Fish: In teams, students need to transport an oversized inflatable fish by using small parachutes to throw and catch. ● Cross the River: As a group, students work together to get from point a to point b using specific equipment. Students may not touch the floor and 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Physical Education for Young Children: Movement ABC’s for the Little One ● http://www.pecentral.org/ ● http://www.nea.org/tools/lessons/promoting-physical-fitness-K-5.html ● http://www.ultimatecampresource.com/site/camp-activities/cooperative-games-page-1.html
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- can only travel on given equipment.
- **Run for your money:** Students are paired with a partner. One partner starts as the runner, the other partner is the ‘banker’ and coach. The ‘banker’ hands out one dollar for each lap their partner runs in specific time. ‘Banker’ is encouraged to motivate partner as they run.
- **Warming Up Movement Song-** Students will follow along with the movements described on the CD. Teacher will model movements in front of the class.
- **RPS-** The Students will perform various locomotor movements while playing “Rock, Paper, Scissor” Activity.
- **Move Slow/Move Fast:** Students will respond to varied tempos of music being played. Teacher will prompt and suggest movements for students in need of support.
- Go Noodle
- Demonstrate developmentally appropriate gross motor skills (e.g. crawl, walk, jog, run, skip, hop, jump, leap, gallop, side-step, and animal movements).
- Demonstrate understanding of directional words (e.g. on, off, over, forward, backward, side-to-side)
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond to changes in tempo, beat, rhythm, or music style through their movement.
- Correct a movement error in response

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<p>to feedback.</p> <ul style="list-style-type: none">● Develop and improve motor skills and performance through practice.● Practice dance steps/skills to increase eye-hand, eye-foot coordination.● Demonstrate basic social, line and contra dance steps.● Dance independently and cooperatively with a partner or small group.● Utilize developmentally appropriate cooperative strategies in games and activities.● Make appropriate choices when engaged in independent and group activities.● Engage and practice in strategy concepts during activities.● Demonstrate basics of relay running.● Demonstrate the difference between jogging, running, and sprinting.	
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Accommodations/Modifications

English Language Learners:

- Pair ELL student with student who speaks English and is able to communicate with student's native language
- Break down directions into one-step tasks
- Use Google Translator
- Provide extended time
- Speak clearly and slowly
- Avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide student with cool off location
- Amplification system as needed

Students at Risk of Failure:

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- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment
- Give student leadership positions if possible

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed resources (paper, pencils, computer time, Physical Education attire)
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Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals when possible