

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 3 Physical Education Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Physical Education

Curriculum Scope and Sequence

Content Area	Physical Education	Course Title/Grade Level:	Third Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Intro to PE Environment/Fitness Warm up/Cooperative Activities	6 days
<u>Topic/Unit #2</u>	Recreation Outdoor and Field Games: Jump rope, 4 square, BB shooting, funnel ball, GaGa	16 days
<u>Topic/Unit #3</u>	Manipulative Skills (throwing, catching, striking, dribbling, kicking, passing, volleying)	36 days
<u>Topic/Unit #4</u>	Dance Rhythmic Movement	8 days
<u>Topic/Unit #5</u>	Jump rope	8 days

Topic/Unit 1 Title	Intro to PE Environment/Fitness Warm up/Cooperative Activities	Approximate Pacing	6
STANDARDS			
NJSLS PE			
<p>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).</p> <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).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>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).</p> <p>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</p> <p>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.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>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)</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Health</p> <p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>Ex. Students will start the year with social and emotional learning games. They will work together conquering physical and mental barriers.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Ex. Students will start their project adventure activity unit where they will learn to problem solve through a variety of tools, which could be used in the future.</p>	

Technology Standards:	Career Ready Practices:
<p>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>Ex. Students will choose a digital tool while participating in the fitness warm up. Tools include the ipad, HR monitor, stopwatch, pedometers, etc.</p>	<p>CRP3. Attend to personal health and financial well-being.</p> <p>Ex. Students will assess their health in pre-assessment recorded data and develop a plan to enhance their health for their post assessment. Personal health check ins will happen throughout the year.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>What is our responsibility in the gym? How do we practice safety in the gym? Why is physical education, health and fitness important in our life? What are the rules and routines of the gym?</p>	
STUDENT LEARNING OBJECTIVES (Unit 1)	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Classroom rules and expectations All safety drills Warm-up components Benefits of exercise How to problem solve</p>	<p>Students will be able to: Perform the entire warm-up through a series of whistles Correctly and quickly perform all safety drills Locate squad spots Line up appropriately at the end of class Participate fairly in group activities Problem solve on their own</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>-Plickers test given at the end of the unit</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>-Teacher observation of students practicing skills and procedures that are being taught. Example: Teacher says to class, "please line up for the fire drill..... please line up for the lockdown, please line up according to squads (to signal end of class) -Teacher Assessment on google sheet</p>

	-Ongoing rubric notes on google sheet
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Student self assesses at the end of the period. -Pair share to partner -Exit slip -Recorded data in folders
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Teacher ongoing google checklist for each class to assess the material covered during the unit. (Example: Squad lines, fire drills notes, lockdown notes, skill notes for assessments)
RESOURCES	
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Adventure Curriculum for Physical Education, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.	
Supplemental materials: -Social Media	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Recreational outdoor and field games	Approximate Pacing	16 days
STANDARDS			
NJSLS PE			
<p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>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).</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p>Ex. Students will participate in a game of 4 square while striking the ball. Each box is given a value of 10. Students must add the total amount of hits per box. Students will also use multiplication when asked.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. Students will discuss appropriate exercise at certain ages. Example as you age your exercise routine and age appropriate activities will vary.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data</p> <p>Ex. Students will use an ipad to teach a game. They will record themselves playing and teaching the game to their classmates.</p>		<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Ex. Students will come up with their own obstacle course and build it together in small groups.</p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- Explain three rules in GaGa.
- Name the appropriate manipulative skills used in 4 square.
- Which sport skills are used in funnel ball?
- How does jumping rope increase your level of fitness?
- How do you work together in open space?
- What are problems you may encounter and how do you solve them?
- Could you point out the offense and defense?
- How do you show good sportsmanship?
- What are physical and mental benefits of playing outside games?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> -how to play recreational games with peers -how to properly execute skills in recreational games -how to problem solve 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -explain the rules for various recreation outdoor games -properly apply skills in recreational games -show sportsmanship

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> -plickers test to assess students knowledge -thumbs up or down at the end of period -exit slip
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> -Students will perform skills and teacher will record data in ongoing database.
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> -Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and self assessment data
<p>Benchmark Assessments (used to establish baseline achievement data and</p>	<ul style="list-style-type: none"> -ongoing teacher and student assessment in google sheets

measure progress towards grade level standards; given 2-3 X per year)

RESOURCES

Core instructional materials:

- Children Moving, A Reflective Approach to Teaching Physical Education, George Graham
- Achieving Fitness: An Adventure Activity Guide, Project Adventure
- Adventure Curriculum for Physical Education, Project Adventure
- Responsive Classroom for Music, Art, PE, and Other Specials Areas.

Supplemental materials:

- Social media

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Manipulative Skills (e.g., throwing, catching, striking, dribbling, kicking, passing, volleying)	Approximate Pacing	36
STANDARDS			
NJSLS PE			
<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).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation</p> <p>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).</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>Ex. Students will make predictions while throwing towards a target, how many throws before they hit the target? Students will discuss the mass of different objects and the outcome based on the mass.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. Students discuss different manipulative skill games played in elementary school and how they could make these games more challenging when playing with an adult.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>Ex. Students will input data in google sheets, tracking their progress each class. Students will mark how many times they hit the targets or how fast they were able to run. Students could compare data according to dates.</p>		<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>Ex. Students will teach sport skills and explain how to execute skills from start to finish.</p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Explain and perform the rolling skill
 Explain and perform underhand throwing
 Explain and perform overhand throwing
 Explain and perform catching (various objects)
 Explain how to catch using an object
 Which part of the foot is used for dribbling/ trapping/ passing?
 Explain and demonstrate shooting a soccer ball into a goal
 Where do I follow through after striking an object?
 Explain how to dribble a basketball
 Explain how to bounce and chest pass a basketball
 Explain how to receive a chest and bounce pass
 Explain and demonstrate shooting a basketball
 Perform a variety of basketball skills
 Explain and perform how to volley an object with the wall or partner
 How to throw a frisbee
 How to catch a frisbee

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i> Rolling underhand Throwing underhand Throwing overhand Catching (over/under) Catching using an object Kicking/ Trapping/ Passing Striking with body part Striking using short implement Striking using long implement Dribbling using hands Dribbling using feet Volleying implement Passing (chest/bounce) Frisbee throw/catch</p>	<p><i>Students will be able to:</i> Roll/ underhand /overhand toss to a stationary target Catch a thrown ball Foot strike (kick) to a stationary target Dribble using foot (soccer) Trap a ball under their foot (soccer) Pass using the inside of their foot Strike an object using short and long implement Dribble a ball (basketball) using hands Chest/ bounce pass a ball (basketball) Volley back and forth to a partner or wall</p>

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> -plickers test to assess students knowledge -google form test at the end of the unit -thumbs up or down at the end of period -exit slip
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> -Students will perform skills and teacher will record data in ongoing google sheet
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> -Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessments
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> -ongoing teacher assessment sheet to record progress from start of the year to the end.
RESOURCES	
Core instructional materials:	
<ul style="list-style-type: none"> -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Adventure Curriculum for Physical Education, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas. 	
Supplemental materials:	
<ul style="list-style-type: none"> -Social media 	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Dance Rhythmic Movement	Approximate Pacing	8 days
STANDARDS			
NJSLS PE			
<p>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).</p> <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).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).</p> <p>Ex. Students will work in small groups to develop a dance following a rubric. Students will develop a dance using different patterns and utilizing different space.</p>		<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a personal achieve personal and professional goals.</p> <p>Ex. Students discuss different types of jobs that involve dancing. Jobs such as entertainment, theatre, dance instructors or fitness. Students will discuss the similarities and differences in the jobs.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>Ex. Students will use different tools when developing their dance routine. Students may choose different backgrounds, music, or even search for dance movements.</p>		<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>Ex. Students must create an original dance with their peers. Students will work collaboratively to complete the dance routine.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>-What is a 4 wall dance? -What is a line dance? -Can you clap out a 4 beat tempo?</p>			

- Can you design a 4 beat dance with a group?
- Can you use different levels of space?
- Can you utilize different planes while creating your dance?
- Can you be in sync with one another?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> -what a 4 beat tempo is -what a 4 wall dance is -what a line dance is 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -how to move to a 4 beat tempo -how to perform a 4 wall dance -how to perform a line dance -create an original dance

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> -Students work in small groups to come up with a 4 count dance -pickers test to assess students knowledge -google form to assess students -exit slip
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> -Students will perform skills and teacher will record data in ongoing database.
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> -Students will be asked to perform skills and teacher will make appropriate recommendations or modifications to assist students -Teacher and student self assessment
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> -ongoing teacher assessment sheet to record baseline and ongoing achievements

RESOURCES

Core instructional materials:

-Children Moving, A Reflective Approach to Teaching Physical Education, George Graham
-Achieving Fitness: An Adventure Activity Guide, Project Adventure
-Responsive Classroom for Music, Art, PE, and Other Specials Areas.

Supplemental materials:

-Social media

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	Jump rope	Approximate Pacing	8 days
STANDARDS			
NJSLS PE			
<p>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).</p> <p>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).</p> <p>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</p> <p>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.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Health</p> <p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>Ex. Students will discuss the choices they make and how they could affect their body. If we take care of ourselves our body systems will run efficiently.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success</p> <p>Ex. Students will make up a jump rope routine according to a rubric. This activity will help students come up with their very own ideas and creativity while following guidelines.</p>	
Technology Standards:		Career Ready Practices:	
<ul style="list-style-type: none"> 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>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>Ex. Students will communicate why they chose certain jumps for their routine. Students will also demonstrate their creativity while</p>	

<p>Ex. Students may use background tools when performing their jump rope routine. They may add music or an image to a projected background.</p>	<p>designing and performing their routine.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<ul style="list-style-type: none"> -How does jumping rope benefit your cardiovascular system? -Which muscles are getting stronger while jumping rope? -Figure out your maximum heart rate -Discuss ways to slow heart rate down, but still reap the benefits of cardiovascular exercise -Design an original jump rope routine consisting of at least 3 jumps. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> -how to jump over a single rope -how to jump over a long rope -perform various jump rope tricks -how jumping rope benefits the cardiovascular and muscular systems -how to take their HR 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -turn a short jump rope -turn a long jump rope -jump over both a short and long rope -jump over a turning long rope -design, perform and record a jump rope routine including at least 3 jumps -take their HR
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> -design a jump rope routine -pickers test to assess students knowledge -google form assessment -exit slip
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> -Students will perform skills and teacher will record data in ongoing database. -Track their jump rope progress using a rubric.
<p>Alternative Assessments (Any learning activity or assessment)</p>	<ul style="list-style-type: none"> -Students will be asked to perform skill and teacher will make appropriate recommendations or modifications to assist students

that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	-Teacher and student self assessment
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	-ongoing teacher assessment sheet to record baseline and progressions
RESOURCES	
Core instructional materials: -Children Moving, A Reflective Approach to Teaching Physical Education, George Graham -Achieving Fitness: An Adventure Activity Guide, Project Adventure -Responsive Classroom for Music, Art, PE, and Other Specials Areas.	
Supplemental materials: -Social media	
Modifications for Learners	
See appendix	