

# Pemberton Township School District

## Grades 3-5 Physical Education

Unit Title: Movement Skills

### Stage 1: Desired Results

Standards & Indicators:

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.

Central Idea / Enduring Understanding:

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

Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.

Essential/Guiding Question:

- How do I perform movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles?
- How can I apply skills in games?
- What is the difference between agility, coordination, balance, speed, power, and reaction time?

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Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.

Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

### Content:

1. Locomotor movement occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
2. Nonlocomotor movement occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. Manipulative movement occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

### Skills(Objectives):

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. Agility is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. Balance is the ability to maintain equilibrium while stationary or moving.
3. Coordination is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. Power is the amount of force a muscle can exert over time.
5. Reaction time is the ability to respond quickly to stimuli.
6. Speed is the amount of time it takes the body to perform specific tasks while moving.

### Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Self Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games

### Other Evidence:

- Teacher Observation
- Student/Teacher Conference

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## Grades 3-5 Physical Education

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Session 1

- **Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop (activities) animal walk, relay races, walking for fitness club, jumping jacks

##### Session 2

- **Manipulative movement** occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

##### Session 3

- **Nonlocomotor movement** occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, yoga).

##### Sessions 4 and 5

- **Skill-related fitness** refers to components of physical fitness that contribute to the ability to successfully participate in sports:

##### Session 6

- **Intra/Interpersonal spatial awareness** through games.

#### Resources:

##### Session 1

- Reference Books
- Internet
- Music Selections
- PE Equipment

##### Session 2

- Reference Books
- Internet
- Music Selections
- PE Equipment

##### Session 3

- Reference Books
- Internet
- Music Selections
- PE Equipment

##### Sessions 4 and 5

- Reference Books
- Internet
- Music Selections
- PE Equipment

##### Session 6

- Reference Books
- Internet
- Music Selections
- PE Equipment

#### Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Lesson/Skill Extension</li> <li>● Peer Assistant</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Assistant</li> <li>● Instructional Aides</li> <li>● Rewording of Directions</li> <li>● Varying sizes and type of equipment</li> </ul>	<ul style="list-style-type: none"> <li>● IEP's</li> <li>● 504's</li> <li>● Instructional Aides</li> <li>● Peer Assistant</li> <li>● Rewording of Directions</li> </ul>

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			<ul style="list-style-type: none"> <li>Varying sizes and type of equipment</li> </ul>
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Unit Title: Fitness

### Stage 1: Desired Results

Standards & Indicators:

2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.

Central Idea / Enduring Understanding:

Each component of fitness contributes to personal health as well as motor skill performance.

Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.

Personal and community resources can support physical activity.

Essential/Guiding Question:

- What are the physical, social, emotional, and intellectual benefits of regular physical activity?
- What factors influence personal fitness?
- What goals can I set to track my fitness progress?

Content:

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program. The FITT acronym represents:

Skills(Objectives):

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

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1. Frequency – How often a person exercises
2. Intensity – How hard a person exercises
3. Time – How long a person exercises
4. Type – What type of activity a person does when exercising

1. Agility is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. Balance is the ability to maintain equilibrium while stationary or moving.
3. Coordination is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. Power is the amount of force a muscle can exert over time.
5. Reaction time is the ability to respond quickly to stimuli.
6. Speed is the amount of time it takes the body to perform specific tasks while moving.

### Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Self Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games

### Other Evidence:

- Teacher Observation
- Student/Teacher Conference

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Session 1

- **Muscular Strength**  
This is the "power" that helps you to lift and carry heavy objects.

#### Session 2

- **Muscular Endurance**  
Endurance is the ability of your muscles to perform contractions for extended periods of time.

### Resources:

#### Session 1

- Reference Books
- Internet
- Music Selections
- PE Equipment

#### Session 2

- Reference Books
- Internet
- Music Selections
- PE Equipment

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## Grades 3-5 Physical Education

### Session 3

- **Cardiovascular Endurance**  
Cardiovascular endurance is your body's ability to keep up with exercise like running, jogging, swimming, cycling, and anything that forces your cardiovascular system (lungs, heart, blood vessels) to work for extended periods of time.

### Sessions 4 and 5

- **Flexibility**  
The ability of your body to move through its entire range of motion without pain or stiffness.

### Session 6

- **Body Composition**  
What makes up your body. (Muscle, fat, bone, etc.)

### Session 3

- Reference Books
- Internet
- Music Selections
- PE Equipment

### Sessions 4 and 5

- Reference Books
- Internet
- Music Selections
- PE Equipment

### Session 6

- Reference Books
- Internet
- Music Selections
- PE Equipment

### Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Lesson/Skill Extension</li> <li>• Peer Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Assistant</li> <li>• Instructional Aides</li> <li>• Rewording of Directions</li> <li>• Varying sizes and type of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• IEP's</li> <li>• 504's</li> <li>• Instructional Aides</li> <li>• Peer Assistant</li> <li>• Rewording of Directions</li> <li>• Varying sizes and type of equipment</li> </ul>

Unit Title: Strategy

### Stage 1: Desired Results

#### Standards & Indicators:

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

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).

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2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.

#### Central Idea / Enduring Understanding:

Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.

The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

#### Essential/Guiding Question:

- What are common offensive concepts in sports?
- Why is it important to change strategies?
- How can I motivate and celebrate team accomplishments?

#### Content:

Teamwork and strategy consists of effective communication and other interactions between team members.

#### Skills(Objectives):

Player positioning  
Faking  
Dodging  
Creating open areas  
Defending space individually/cooperatively

#### Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Self Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games

#### Other Evidence:

- Teacher Observation
- Student/Teacher Conference

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### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Session 1

- **Player positioning**  
Where/How different positions perform as teammates.

##### Session 2

- **Faking**  
Performing proper fakes to create personal space.

##### Session 3

- **Dodging**  
Avoiding defenders/ obstacles in set space.

##### Sessions 4 and 5

- **Creating open areas**  
Spatial awareness pertaining to players, referees, and goals.

##### Session 6

- **Defending space individually/cooperatively**  
Man to man defense vs. Zone Defense

#### Resources:

##### Session 1

- Reference Books
- Internet
- Music Selections
- PE Equipment

##### Session 2

- Reference Books
- Internet
- Music Selections
- PE Equipment

##### Session 3

- Reference Books
- Internet
- Music Selections
- PE Equipment

##### Sessions 4 and 5

- Reference Books
- Internet
- Music Selections
- PE Equipment

##### Session 6

- Reference Books
- Internet
- Music Selections
- PE Equipment

#### Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Lesson/Skill Extension</li> <li>• Peer Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Assistant</li> <li>• Instructional Aides</li> <li>• Rewording of Directions</li> </ul>	<ul style="list-style-type: none"> <li>• IEP's</li> <li>• 504's</li> <li>• Instructional Aides</li> <li>• Peer Assistant</li> <li>• Rewording of Directions</li> </ul>



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		<ul style="list-style-type: none"> <li>• Varying sizes and type of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Varying sizes and type of equipment</li> </ul>
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Unit Title: Sportsmanship, Rules, and Safety

### Stage 1: Desired Results

Standards & Indicators:

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.

Central Idea / Enduring Understanding:

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

Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

Essential/Guiding Question:

- How do I show good sportsmanship towards my opponent?
- How do I show good sportsmanship towards my teammates?
- What rules make our activities safe?
- Why is it important to respect your opponent?

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<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	
<p><u>Content:</u></p> <p>Vocal Support Physical Gestures Respect Teammate/Opponent Support Rules Understanding</p>	<p><u>Skills(Objectives):</u></p> <p>Vocal Support Physical Gestures Respect Teammate/Opponent Support Rules Understanding</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.</p>	
<h3 style="text-align: center;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> <li>• Student demonstrations during activities</li> <li>• Class discussion of Essential Questions</li> <li>• Question of the day</li> <li>• Action/Movement of the Day</li> <li>• Self Assessments</li> <li>• Peer Assessments</li> <li>• Turn and Talk</li> <li>• Various Class Activities and Games</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student/Teacher Conference</li> </ul>
<h3 style="text-align: center;">Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><b><u>Session 1</u></b></p> <ul style="list-style-type: none"> <li>• <b>Vocal Support</b> How we speak and what we say to teammates, opponents, referees, observers.</li> </ul> <p><b><u>Session 2</u></b></p> <ul style="list-style-type: none"> <li>• <b>Physical Gestures</b> Physically how we show respect to teammates, opponents, referees, observers.</li> </ul> <p><b><u>Session 3</u></b></p> <ul style="list-style-type: none"> <li>• <b>Respect</b> The importance of respecting teammates, opponents, referees, observers.</li> </ul>	<p><u>Resources:</u></p> <p><b><u>Session 1</u></b></p> <ul style="list-style-type: none"> <li>• Reference Books</li> <li>• Internet</li> <li>• Music Selections</li> <li>• PE Equipment</li> </ul> <p><b><u>Session 2</u></b></p> <ul style="list-style-type: none"> <li>• Reference Books</li> <li>• Internet</li> <li>• Music Selections</li> <li>• PE Equipment</li> </ul> <p><b><u>Session 3</u></b></p> <ul style="list-style-type: none"> <li>• Reference Books</li> </ul>

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## Grades 3-5 Physical Education

### Sessions 4 and 5

- **Teammate/Opponent Support**

The similarities and differences between showing sportsmanship to opponents and teammates.

### Session 6

- **Rules Understanding**

Understanding why rules are implemented and how they create a safe active environment.

- Internet
- Music Selections
- PE Equipment

### Sessions 4 and 5

- Reference Books
- Internet
- Music Selections
- PE Equipment

### Session 6

- Reference Books
- Internet
- Music Selections
- PE Equipment

### Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Lesson/Skill Extension</li> <li>• Peer Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Assistant</li> <li>• Instructional Aides</li> <li>• Rewording of Directions</li> <li>• Varying sizes and type of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• IEP's</li> <li>• 504's</li> <li>• Instructional Aides</li> <li>• Peer Assistant</li> <li>• Rewording of Directions</li> <li>• Varying sizes and type of equipment</li> </ul>

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## Grades 3-5 Physical Education

### Pacing Guide

Course Name	Resource	Standards
Unit 1		
Movement Skills 20-25 Days	Unit Online Assessment: Edpuzzle/Google Classroom/Class Dojo	2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6
Unit 2		
Fitness 20-25 days	Unit Online Assessment: Edpuzzle/Google Classroom/Class Dojo	2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5
Unit 3		
Strategy 20-25 Days	Unit Online Assessment:	2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5
Unit 4		
Sportsmanship, Rules, and Safety 20-25 Days	Unit Online Assessment:	2.2.5.MSC.6 2.2.5.MSC.7 2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5