

Third Grade Comprehensive PE Curriculum Map 2022

<b>Pacing Guide</b>	<b>Standard Code &amp; Indicator</b>	<b>Learning Activities</b>	<b>Assessments</b>	<b>Additional Standards</b>
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<p><b>August - November</b></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 &amp; 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.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.</p> <p>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.</p> <p>2.2.5.MSC.7: Apply specific rules,</p>	<p>Cooperative games, lead up games for individual and team sports.</p> <p>Warm up activities, fitness activities, cooperative games-hula hoop pass, team juggling</p> <p>Fitness gram Activities</p> <p>Have students evaluate current fitness levels and then have them create goals and utilize a fitness log to document progress.</p> <p>Participate in any physical activity skill game and discuss how different factors can affect the outcome of their performance.</p> <p>Complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric.</p> <p>Show a video that shows students participating in appropriate and inappropriate behavior and have the class discuss the outcome of each and how they can relate that to class activities.</p> <p>Implement lead-up games for various activities that</p>	<p><b>Formative Assessments:</b>  Teacher Observation  Student Feedback  Exit tickets  Classwork/Homework  Teacher/peer conferences  Small group/large group discussions  Small group work stations</p> <p><b>Summative Assessments:</b>  Quizzes  Unit Test</p> <p><b>Benchmark Assessments:</b>  BOY Benchmark</p> <p><b>Alternative Assessments:</b>  Open book exams  Take home exams  Collaborative testing  Student portfolios  Performance Tests  Retake option</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard: Art</b>  1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p><b>Technology Standard:</b>  8.2.5.ED.2  Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions during team sports.</p>
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<p><b>December - March</b></p>	<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.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</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.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.</p> <p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a</p>	<p>Individual and collaborative activities/games. Locomotor movements in space, as well as tagging games.</p> <p>Traditional and Folk Dances including: Chicken Dance, Limbo, Alley Cat, Twist, Bunny Hop, Square Dancing, Zumba, Macarena, Hokey Pokey, Conga Line</p> <p>Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills</p> <p>Locomotor Skills/ Health Related Fitness/Agility Balance and Coordination Skills.</p> <p>Complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric</p> <p>Have students brainstorm a variety of ways to demonstrate proper etiquette and behavior in gameplay (and institute those behaviors while participating).</p> <p>Have students create a list</p>	<p><b>Formative Assessments:</b>  Teacher Observation  Completed Graphic Organizers  Exit tickets  Classwork/Homework</p> <p><b>Summative Assessments:</b>  Test  Quiz</p> <p><b>Benchmark Assessments:</b></p> <p><b>Alternative Assessments:</b>  Open book exams  Take home exams  Collaborative testing  Student portfolios  Performance Tests  Retake option</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively during team games.</p> <p><b>Technology Standard:</b>  8.2.5.ED.2  Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions during team sports.</p>
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<p><b>March - June</b></p>	<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.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</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.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.</p> <p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during</p>	<p>Individual and collaborative activities/games. Locomotor movements in space, as well as tagging games.</p> <p>Have students mimic beats and rhythm patterns using hands and feet or materials such as pool noodles.</p> <p>Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills</p> <p>Have students utilize materials such as balance boards/balance beams to build body control and stability.</p> <p>Have students create a video of themselves performing a skill and evaluate their own performance via teacher provided rubric.</p> <p>Show a video that shows students participating in appropriate and inappropriate behavior and have the class discuss the outcome of each and how they can relate that to class activities.</p> <p>Have students create a list of class rules that all students must abide by to</p>	<p><b>Formative Assessments:</b> Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations Reading aloud</p> <p><b>Summative Assessments:</b> Unit tests Quiz Written responses Quizzes</p> <p><b>Benchmark:</b></p> <p><b>Alternative Assessments:</b> Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:</b> NJLSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively during team games.</p> <p><b>Technology Standard:</b> 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions during team sports.</p>
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**Instructional/Supplemental Materials:** Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org

**21st Century Standards:** 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**21st Century Skills:** Collaboration, communication, information literacy, media literacy, technology literacy

**Career Ready Practices:** CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.