

Winslow Township School District

Grade 3

Unit 2: Fitness

Overview: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Overview	Standards for Motor Skill Development Content	Unit Focus	Essential Questions
Unit 2: Motor Skill Development	<ul style="list-style-type: none"> • 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 • 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 • WIDA1 	<ul style="list-style-type: none"> • Students will be able to complete the exact same skill in the beginning of the year as the end • Students will be tested on sprinting speed, throwing distance, long distance speed, and muscular endurance (push up test) • Students will be able to see if they progressed or digressed throughout the year. 	<ul style="list-style-type: none"> • Why is it so difficult to become healthy and physically fit? • Why is it even harder to stay healthy and physically fit? • How can I set challenging fitness goals that help me stay committed to wellness?
Unit 2: Enduring Understandings	<ul style="list-style-type: none"> • Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy lifestyle. 		

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Curriculum Unit 2	Standards		Pacing	
			Week	Unit Weeks
	2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health	2	22
	2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.	2	
	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	
	2.2.5.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	
	2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).	2	
	2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.	2	
	2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.	2	
	2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.	2	
	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	
	2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	2	
	Assessment, Re-teach and Extension		2	

Physical Education Curriculum – Grade 3 –
Unit 2 Fitness

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Core Idea	Indicator #	Performance Expectations
The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	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. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
	2.2.5.PF.5	
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.	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).
Personal and community resources can support physical activity.	2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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Assessment Plan	
<p>Performance Tasks:</p> <p>Ability to follow rules, classroom activities, individual, partner and group activities.</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> Teacher observation, participation, skill grade, teacher critique, peer evaluations, individual reflection, think-pair-share
Resources	Activities
<ul style="list-style-type: none"> http://www.fitnessgram.net/ https://www.presidentschallenge.org/index.shtml http://kidshealth.org/kid/stay_healthy/index.html Mr.Gym.com SparkPE.org Children Moving PE 4 ME Team Building for Physical Challenges Personal Best Activity Guide <p>Suggested Activities</p> <ul style="list-style-type: none"> Fitness Obstacle Course or Fitness Stations Exercise Tag Yoga Fitness Testing 	<p>2.2.5.PF.1</p> <ul style="list-style-type: none"> SW determine the physical, social, emotional, and intellectual benefits of regular physical activity. <p>Activity: Mission Possible Fitness</p> <ul style="list-style-type: none"> This activity allows students to work together to complete a list of exercises simultaneously. Divide class into six groups. Have each group set up at one of the designated cones (marked 1-6). Each cone will have a Mission Card beside it. <p>Example of a Mission Card</p> <p>Mission #1: Complete The Following...</p> <ul style="list-style-type: none"> Gallop One Lap 15 Star Jumps 10 Jumping Jacks 10 Curl Ups Grapevine One Lap 10 High Jumps 20 Mountain Climbers

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<p><u>Additional Activities:</u></p> <p>Various exercises:</p> <ul style="list-style-type: none">• jumping jacks,• sit-ups,• toe-touches,• push-up,• upper body strength activities,• jump rope,• high energy warm-up activities to raise heart rate, <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none">• V-sit stretch Left-Right-Middle (Hold for 10 sec. at each)• Your Mission Is Complete!• Students can start when they hear the music. You may want to give them a minute to figure out how they are going to do all the tasks together before starting the music. For the Mission to be completed each person in the group must do the activities simultaneously. <p>2.2.5.PF.3</p> <ul style="list-style-type: none">• SW participate in appropriate activities that address each component of health-related and skill-related fitness. <p>Activity: Fitness Obstacle Course:</p> <ul style="list-style-type: none">• An obstacle course designated with health/sport related fitness activities will be set up throughout the gym. Each station of the course will be specific to a health /sport related fitness component. <p>2.2.5.PF.4</p> <ul style="list-style-type: none">• SW develop a health-related fitness goal. LW track progress using health/fitness indicators. <p>Activity: Fitness Testing</p> <ul style="list-style-type: none">• Participate in a health-related fitness assessment such as
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Fitness Gram or the President’s Challenge. LW be tested at least twice a year. Upon the completion of the first test, LW choose an area they want to improve, and develop a fitness goal to be implemented throughout the year.

2.2.5.PF.5

- SW determine factors that influence personal fitness.

Activity: Partner Fitness Fun

- Before class, set up a number of tasks around the gym. Provide enough equipment at each station so that at least two to three students can be working at that task at one time. A variety of fitness and skill tasks can be set up.
- Divide students, and provide each person with a worksheet and pencil (and clipboard); the different tasks are listed on the worksheet with a space to write in scores. Partners read over the worksheet and decide which of two tasks they will do first. The partners perform the task together and then sign off the scores on each other's worksheet. After they perform the two tasks, they go to a designated area to find a new partner. New partners repeat the process with two new tasks, until all tasks are completed.
- Students then discuss the results of their performance. As a group go over the factors that ultimately determined their outcome, such as heredity, fitness level, etc.

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Instructional Best Practices and Exemplars

- | | |
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| 1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations | 6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.RMI.1: Identify risks that individuals and households face.
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Physical Education curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
 - Teachers may modify instructions by modeling what the student is expected to do
 - Oral prompts can be given.
 - Using visual demonstrations, illustrations, and models
 - Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grade 3 WIDA Can Do Descriptors:

Listening Speaking

Reading Writing

Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in Phys Ed practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

ELA - NJSLS/ELA:

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.