



# Nutley Public Schools

## Physical Education Grade 3

Unit 1: Locomotor Skills	
Summary and Rationale	
<p>Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. During this unit third grade students will concentrate on performing a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. . Building the foundational ability to transfer learning into a variety of fitness and cooperative based activities/games takes place during this time in a child’s movement development.</p>	
Recommended Pacing	
8 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
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.
Sportsmanship, Rules, and Safety	
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.
Fitness and Physical Activity	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Physical activity involves using movement and motor skills throughout a lifetime.  Efficient movement improves performance.  To achieve a healthy lifestyle, you must value physical activity.  Repetition of proper technique leads to improvement.</p>	
<b>Essential Question</b>	
<p>How does using proper form improve my skill level?  How does using proper form increase my enjoyment of the activity?  What are the key elements of a given skill?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Skill tests  Peer Assessment  Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)  Rubrics –  <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p><b>COMPETENCY II: COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Apply different pathways, tempo, and directionality to locomotive and non-locomotor skills.</li> <li>• Incorporate locomotor and non-locomotor movements into low organized games and activities.</li> <li>• Understand the effects of activity on the body and the risks associated with inactivity.</li> <li>• Identify body parts and demonstrate safe movement to personal and general space.</li> </ul> <p>Students will be able to:</p>	

- Demonstrate locomotor and non-locomotor skills using different pathways, directionality, levels and tempo.
- Apply locomotor and non-locomotor movements to low organized games and activities
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

## Integration

### Technology Integration

### Writing Integration

### Competencies

#### COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

#### COMPETENCY II: COMMUNICATION

- Expression of oneself

#### COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

## Suggested Resources

#### Materials:

- Poly spots
- Hoops
- Ropes
- Movement cubes
- “Soft “ balls
- Bean bags
- Scarves

#### Activities:

- Relay
- Locomotor Skills, Levels
- In the Middle
- Snakes and Lizards
- Everybody’s It Tag
- Junk Food Tag
- Gathering Coconuts
- Switcheroo
- Here Come the Fox
- Snow Shoeing
- Musical Hoop Challenge
- Math Magic



# Nutley Public Schools

## Physical Education

Grade: 3

Unit 2: Movement Concepts	
Summary and Rationale	
<p>Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:</p> <ul style="list-style-type: none"> <li>• Effort awareness – the muscular effort to produce, sustain, stop and regulate a movement</li> <li>• Space awareness – an understanding of personal space and general space and to move safely within space</li> <li>• Body awareness – deals with the relationship created between the mover and other movers, and between mover and objects</li> </ul> <p>Third grade students will be introduced to activities that will combine movement concepts (direction, levels, force, and time) and skills specific to a wide variety of physical activities.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
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.
Sportsmanship, Rules, and Safety	
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.

<b>Fitness and Physical Activity</b>	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Different skill can be combined to create new movements.  Skills have important components that are necessary for success  Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  To achieve a healthy lifestyle, you must value physical activity.</p>	
<b>Essential Question</b>	
<p>What skills make up a complex movement?  How can movement skills and concepts help you become a better mover?  Can students move their body in a variety of ways in open space with control?  What can I do to be physically active and why is this important?  Why is it important to be physically fit and how can I stay fit?  How will physical activity help me now and in the future?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Skill tests  Peer Assessment  Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)  Rubrics –  <b>COMPETENCY I: COLLABORATION</b>  • Working Cooperatively  • Building Relationships  <b>COMPETENCY II: COMMUNICATION</b>  • Expression of oneself</p>	

<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Body awareness concepts by identifying large and small body parts</li> <li>• Space concepts by identifying personal and general space</li> <li>• Safety and age-appropriate classroom and playground rules and procedures</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to combine skills to achieve a higher level or more complex movement pattern</li> <li>• Travel in general space with different speeds</li> <li>• Adjust performance of skill as a result of monitoring or assessing previous performance</li> <li>• Participate in physical activities that develop physical fitness skills.</li> <li>• Participate in a variety of modified games, developmentally appropriate tasks, and activities.</li> </ul>
<b>Integration</b>
<b>Technology Integration</b>
<b>Writing Integration</b>
Picture Prompts
<b>Competencies</b>
<p><b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p><b>COMPETENCY II: COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul> <p><b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></p> <ul style="list-style-type: none"> <li>• Determination</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• CD player/music</li> <li>• 1 portable chalk/white board</li> <li>• long rope</li> <li>• agility ladder</li> <li>• scooters</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Limbo</li> <li>• Crawling Through Tunnels</li> <li>• Hurdles</li> <li>• Jump the Creek</li> <li>• Agility Ladder</li> </ul>



# Nutley Public Schools

## Physical Education

Grade: 3

Unit 3: Rhythm and Dance	
Summary and Rationale	
<p>The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for third grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
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.
Sportsmanship, Rules, and Safety	
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.
Fitness and Physical Activity	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Physical movement can be creative, enjoyable and individually rewarding  Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  To achieve a healthy lifestyle, you must value physical activity.</p>	
<b>Essential Question</b>	
<p>What are the connections between Dance and Health?  What is rhythm?  How does rhythmic movement benefit the body?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Skill tests  Peer Assessment  Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)  Rubrics –  <b>COMPETENCY I: COLLABORATION</b>  • Working Cooperatively  • Building Relationships  <b>COMPETENCY II: COMMUNICATION</b>  • Expression of oneself</p>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• How to apply movements to music</li> <li>• How to express self through movement</li> <li>• The importance of cooperation while working with others</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of movement in relation to body, space, and time.</li> </ul>	



- Perform dance sequences to music.
- Produce multiple dance steps.
- Identify connections between dance and healthy living.
- Design expressive movement sequences with and without a defined rhythm.

## Integration

### Technology Integration

### Writing Integration

### Competencies

#### COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

#### COMPETENCY II: COMMUNICATION

- Expression of oneself

#### COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

## Suggested Resources

- CD player/music
- 1 portable chalk/white board

#### Activities:

Simple Dances, Patterns  
 Bunny Hop  
 Mexican Hat Dance  
 Hokey Pokey  
 Conga  
 Hokey Pokey Ball Routine  
 Seven Jumps  
 Muffin Man  
 Shoemaker's Dance  
 Tarantella  
 Mayonesa  
 Alley Cat  
 Hully Gully  
 Cha Cha Slide  
 Create a Dance



# Nutley Public Schools

## Physical Education

Grade: 3

<b>Unit 4: Manipulative Skills Throwing and Catching</b>	
<b>Summary and Rationale</b>	
<p>Third grade students will continue to develop manipulative skills building on the previous year. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space.</p> <p>Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Students during this unit will demonstrate the critical elements of a mature pattern to throwing and catching.</p> <p>Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.</p>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
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.
<b>Sportsmanship, Rules, and Safety</b>	
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.
<b>Fitness and Physical Activity</b>	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>To achieve a healthy lifestyle, you must value physical activity.</p> <p>Repetition of proper technique leads to improvement.</p>	
<b>Essential Questions</b>	
<p>What is the concept used when throwing?</p> <p>What are the key elements you should remember when catching?</p> <p>What is the difference between rolling the ball and the underhand throw?</p> <p>What is similar between rolling the ball and the underhand throw?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation</p> <p>Participation</p> <p>Skill tests</p> <p>Peer Assessment</p> <p>Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)</p>	

- Rubrics –
- COMPETENCY I: COLLABORATION**
- Working Cooperatively
  - Building Relationships
- COMPETENCY II: COMMUNICATION**
- Expression of oneself

**Objectives**

- Students will know or learn:
- Learn and improve manipulative skills of throwing a ball underhand and overhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point a target.
  - How to throw and catch a ball.
- Students will be able to:
- Demonstrate how to throw overhand with various manipulatives using proper form.
  - Demonstrate how to throw underhand with various manipulatives using proper form.
  - Show how to catch various types of manipulative.

**Integration**

**Technology Integration**

**Writing Integration**

**Picture Prompts**

**Competencies**

**Suggested Resources**

- portable chalk/white board
  - balloons
  - bean bags
  - foam balls
  - rubber balls – various sizes
  - bowling pins
- Activities:
- Self- toss and Catch
  - Partner Throw and Catch
  - Overhand/Underhand



# Nutley Public Schools

## Physical Education

Grade: 3

<b>Unit 5: Manipulative Skills Kicking and Trapping</b>	
<b>Summary and Rationale</b>	
<p>During this unit third grade students will continue to develop the manipulative skills of kicking, dribbling and trapping. Maintaining body and ball control in general space will be a focus of this unit. Foot-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.</p>	
<b>Recommended Pacing</b>	
6 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
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.
<b>Sportsmanship, Rules, and Safety</b>	
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.
<b>Fitness and Physical Activity</b>	

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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.	
<b>Essential Questions</b>	
What steps are used when passing with your feet? What are the trapping techniques using your feet? Why is it important to keep the ball close to you when dribbling?	
<b>Evidence of Learning (Assessments)</b>	
Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself	
<b>Objectives</b>	
Students will know or learn: • Kicking and trapping skills. • How to incorporate kicking and trapping skills into low organized games and activities. Students will be able to:	

- Demonstrate the proper techniques of kicking.
- Apply skill knowledge when performing games and activities.
- Perform proper techniques when passing and trapping.
- Adjust performance of skill as a result of monitoring or assessing previous performance.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

## Integration

### Technology Integration

### Writing Integration

### Competencies

## Suggested Resources

- portable chalk/white board
- balloons
- foam balls
- rubber balls – various sizes

### Activities:

#### Dribbling Soccer Style”

Indy 500

Control Dribble

Around Obstacles

Sharks and Minnows

What’s My Line

Dribbling Dinos

Pass and Trap

Partner Step Back

Shadow Dribble Threesomes

Tunnel Dribble

Close The Tunnels

Shot on Goal

Passing on the Move

Soccer Golf

Hoop Course

Wall Pass

3 Player Kick and Score

Keep Away



# Nutley Public Schools

## Physical Education

Grade: 3

Unit 6: Manipulative Skills Dribbling, Volleying, Striking	
Summary and Rationale	
<p>During this unit third grade students will continue to develop the manipulative skills of dribbling, volleying and striking. Maintaining body and ball control will be a focus of this unit. Hand-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
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.
Sportsmanship, Rules, and Safety	
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.
Fitness and Physical Activity	



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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Efficient movement improves performance.  Physical movement can be creative, enjoyable and individually rewarding.  Repetition of proper technique leads to improvement.</p>	
<b>Essential Questions</b>	
What are the steps and techniques used when dribbling, volleying, and striking?	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Skill tests  Peer Assessment  Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)  Rubrics –  COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Develop competency and confidence in performing manipulative skills</li> <li>• Steps to dribbling</li> <li>• Steps to volleying</li> <li>• Striking technique</li> </ul>	

Students will be able to:

- Demonstrate the proper dribbling, volleying, and striking techniques.
- Apply skill knowledge when performing games and activities.

## Integration

Technology Integration

Writing Integration

Competencies

## Suggested Resources

- Playground balls
- Fluff balls
- Hoops
- Cones
- Foam balls
- Balloons
- Spot markers
- Bonker ball
- Lollipop paddles
- Batting tees -
- Beach balls

Activities:

Dribbling, Volleying, Striking

- Ball Handling Challenges
- Bounce and Catch
- Wall Bounce
- Dribbling Introduction
- Count on Me
- Dash and Dribble
- Squirrels and Acorns
- Dribble Keep Away
- Volleying Challenges/Striking
- Volleying on the Move
- Double Trouble
- Keep It Up



# Nutley Public Schools

## Physical Education

Grade: 3

Unit 7: Jumping Rope/Fitness	
Summary and Rationale	
<p>The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Third grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. Third grade student will continue with the activity of rope jumping which helps improve muscular coordination, balance, and rhythm.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
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.
Sportsmanship, Rules, and Safety	
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.
Fitness and Physical Activity	
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.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<p>Positive decision making about fitness contributes to a healthy lifestyle.  Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.  To achieve a healthy lifestyle, you must value physical activity.  Repetition of proper technique leads to improvement.</p>	
<b>Essential Questions</b>	
<p>Why is physical activity important?  What are the components of fitness?  What are two exercises that can improve each component of fitness?  What can I do to be physically active and why is this important?  Why is it important to be physically fit and how can I stay fit?  How will physical activity help me now and in the future?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Skill tests  Peer Assessment  Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)  Rubrics –  COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> <li>• Building Relationships</li> </ul> <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Expression of oneself</li> </ul>	
<b>Objectives</b>	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Components of fitness</li> </ul>	

- What contributes to cardiovascular fitness
- Effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Participate in activities to increase muscular strength and endurance.
- Define cardiovascular endurance.
- Participate in activities to increase aerobic exercise.
- Demonstrate basic jump rope skills.  
Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

## Integration

### Technology Integration

### Writing Integration

### Competencies

#### COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

#### COMPETENCY II: COMMUNICATION

#### COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

## Suggested Resources

- portable chalk/white board
- jump ropes
- poly spots
- Drum

Activities:

Aerobic Games:

- Builders and Bulldozers
- Aerobic Bowling
- Aerobic Golf
- Hearty Hoopla

Chasing and Fleeing:

- Basic Tag
- Safe Tag
- Re-Entry Tag
- Tunnel Tag
- Side by Side Tag

- Hospital Tag

Fitness Circuits:

- Aerobic Capacity Circuit
- Muscular Strength
- Flexibility Circuit
- Mixed Fitness Circuit

Group Fitness:

- Fitness in the Middle
- Aerobic Dance
- Walk Jog
- Snake
- Pass the Hat
- Figure 8 Walk Jog

Jump Rope

- Intro to Jump Rope
- Jump the Circuit
- Long Rope Turning in Paris
- Long Rope Jumping I
- Long Rope Jumping II
- Jump Rope Chants



# Nutley Public Schools

## Physical Education

Grade: 3

<b>Unit: 8</b>	
<b>Low Organized Games / Cooperative Games</b>	
<b>Summary and Rationale</b>	
<p>This unit continues for third grade students building upon previous participation. The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
<b>Recommended Pacing</b>	
12 sessions	
<b>Standards</b>	
<b>Character Development</b>	
2.2.4.C.1	Determine how an individual’s character develops over time and impacts personal health.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
<b>Motor Skills and Concepts</b>	
2.5.4.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.4.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.4.A.4	Correct movement errors in response to feedback.
<b>Strategy</b>	
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.
<b>Sportsmanship, Rules, and Safety</b>	
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.
Fitness and Physical Activity	
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.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
Enduring Understandings	
<p>Behaving well is as important as playing well.</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p> <p>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>To achieve a healthy lifestyle, you must value physical activity.</p> <p>Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is cooperation important?</p> <p>Why is it important to be in control of your body and understand spatial awareness?</p> <p>How can Fun games contribute to the development of cardiovascular endurance and muscular strength and endurance?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p> <p>Skill tests</p> <p>Peer Assessment</p> <p>Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)</p> <p>Rubrics –</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Working Cooperatively</li> </ul>	



- Building Relationships
- COMPETENCY II: COMMUNICATION**
- Expression of oneself

**Objectives**

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Apply concepts of body and spatial awareness in general space.
- Demonstrate cooperation and teamwork while participating in games and cooperative activities.
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

**Integration**

**Technology Integration**

**Writing Integration**

**Reflection**

**Competencies**

**COMPETENCY I: COLLABORATION**

- Working Cooperatively
- Building Relationships

**COMPETENCY II: COMMUNICATION**

- Expression of oneself

**COMPETENCY V: SELF AWARENESS and DIRECTION**

- Personal Management
- Social Responsibility
- Determination

**Suggested Resources**

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey  
 Project Adventure Curriculum  
 Competency Framework

Activities:

Tag Games, Cooperative Games, Relays

1. Hill Dill
2. Midnight
3. Freeze Tag
4. Pound Puppies
5. Moon Monster
6. The Blob
7. Frogger
8. Marching Ponies
9. Animal Tag
10. Clean Up Your Backyard
11. Pin Ball
12. Popper Tag

Parachute Games

- Chute Shapes
- Surfing the Wave
- Move and Groove
- Routine
- Show Time
- Catch the Orb
- Oxygen Boogie
- Frog Crossing
- Pond Pathways