



Physical Education Curriculum Guide - Third Grade

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards (NJSLS) at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Physical Education Domains:

Motor Skill Development

- Movement Skills and Concepts.

- Strategy.
- Sportsmanship, Rules and Safety
- Fitness
- Physical Activity.

Practices:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

PACING CHART

Unit	Time Frame
Unit 1: Skills Development Traveling and Locomotor Patterns Chasing, Fleeing, Dodging Jumping, Leaping, Landing Balancing Weight Transfer, Rolling Kicking and Punting Throwing and Catching Volley and Dribbling	40-45 days
Unit 2: Fitness Cooperative and Team Games Body Awareness Spatial Awareness Fitness Components Safe Movements Game Strategies	35-40 days
Total	75-85 days

Educational Technology

Indicators: 8.1.5.D.3, 8.1.5.D.4

- Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. **(Unit 1)**
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **(Unit 2)**

21st Century Life and Careers Skills

Indicators: 9.2.4.A.2, 9.2.4.A.4

- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 2)**
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. **(Unit 1)**

Career Ready Practices

Indicators: CRP3, CRP4

- Attend to personal health and well-being. **(Unit 2)**
- Communicate clearly and effectively and with reason. **(Unit 1, Unit 2)**

Grade: 3	Content: Physical Education	Unit 1: Skills Development
Topics: Traveling and Locomotor Patterns, Chasing, Fleeing, Dodging, Jumping, Leaping, Landing, Balancing, Weight Transfer, Rolling, Kicking, Punting, Throwing, Catching, Volley, Dribbling		Time Frame: 40-45 days
<p>New Jersey Student Learning Standards:</p> <p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e. skills practice) and applied setting (i.e. games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● How does movement affect overall wellness? ● How does exercise affect your heart? ● How does strategy improve personal/team performance? ● What is the difference between offense and defense? ● How does jumping, leaping, and landing affect your health? Why is it important to learn how to take off and land properly? ● When do you use balance in your life? ● What part of your foot do you use to strike/punt the ball? Where do you put your plant foot while kicking/punting the ball? ● What should you focus on while kicking/punting? ● How should you dribble/volley? ● Which equipment is used for dribbling activities? Which equipment is used for 		<ul style="list-style-type: none"> □ Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. □ Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skill in a variety of sports and activities. □ Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. □ Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. □ Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.

<p>volleying activities? Which hand do you use when you throw? What foot should you step when throwing?</p>	
<p><input type="checkbox"/> Where should you step when throwing?</p> <p><input type="checkbox"/> Where does the power of your throw come from?</p>	

Skills
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop and apply the skills associated with locomotion: climbing, walking, running, hopping, jumping, skipping, sliding, leaping, galloping, traverse walls. • Demonstrate and apply skills associated with volley and dribbling: forearm pass, set, serve, catching, dribbling. • Demonstrate and apply the skills associated with throwing and catching: overhand throw, one-hand throw, two-hand throw, two-hand catch, static, dynamic. • Demonstrate and apply the skills associated with kicking and punting: partner passing, wall passing, target, striking for distance, striking for accuracy. • Develop and apply the skills associated with gross motor development: jumping rope, hurdles, vaulting, dismounts, plyometric. • Develop and apply the skills for fine and gross motor skills: tag games, modified games, grid work, small-sided games, cooperative games.

Vocabulary		Resources	Assessment/Project
Traverse Walk Hop Skip Leap Left Up Forward Sideways Straight Zig Zag Counter Clockwise Set Catch Underhand Pitch Strike Aim Accuracy Strategy Hurdle Balance Coordination Tempo Freeze Flee Tag	Climb Run Jump Slide Gallop Right Down Backward Diagonal Curve Clockwise Bump Serve Overhand Toss Pass Punt Target Instep Vault Dismount Agility Rhythm Landing Chase Dodge Fake	PE Central www.pecentral.com <input type="checkbox"/> AAHPERD http://www.aahperd.com/ <input type="checkbox"/> SHAPE America <input type="checkbox"/> http://www.shapeamerica.org/	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written Test • Performance Test • Peer Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	
<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Reteach/peer teaching activities <input type="checkbox"/> Repeat, clarify, or reword directions <input type="checkbox"/> Restricted warm-up activities • <input type="checkbox"/> Fewer skills spread out over a longer period of time <input type="checkbox"/> Lead-up games only <input type="checkbox"/> Assign students a Bilingual or Englishspeaking study buddy <input type="checkbox"/> Modifications in group size during practice <input type="checkbox"/> Modifications to equipment or playing area <input type="checkbox"/> Addition of special game rules for medical or other limitations 	<ul style="list-style-type: none"> • Independent student options • Open-ended activities • Cross-curricular activities • Discuss/present current sports events • Compare, contrast, and analyze sports statistics • Teach and demonstrate skills to other students 	<ul style="list-style-type: none"> <input type="checkbox"/> Dance: Create dance moves that incorporate the movement skills that have been learned. (1.3.5.A.1, 1.3.5.A.2)

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> □ Use a whistle to demonstrate start and stop times. □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. □ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Demonstrate/model the activity for the students. □ Ask students to categorize objects. □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Label objects around the room and around the school in English and other languages. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Develop non-verbal cues, such as holding up a hand to say “stop.” □ Ask literal questions-who, when, where, what. • □ □ Ask questions with 1-3 word answers. • □ Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.
Expanding	Bridging	Reaching
<ul style="list-style-type: none"> □ Mark/Label positions on playing space using pictures or symbols. • □ Ask how and why questions. Check for understanding by asking students to tell you what something means. □ Students can paraphrase the assignment to you. □ Ask student to tell about, describe, explain. • □ Encourage students to use full sentences. Provide sentence frames showing use of transition words. 	<ul style="list-style-type: none"> □ Use sentence frames to teach discipline specific vocabulary. Support the context with videos of activities students may not have background knowledge with. □ Ask how and why questions. □ Ask student to tell “what would happen if questions, Tell me as much as you can about....” □ Check for understanding of academic vocabulary. □ Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> □ Collaborate with peers and use academic vocabulary while executing a movement skill. □ Ask student to tell about, describe, or explain. □ Ask student to explain similarities and differences. □ As student to tell “Why do you think....?” or “What would you recommend?” □ Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <input type="checkbox"/> Use well defined boundaries and reduce the playing area. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Decrease the distance and provide oral prompts to skill directions. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: 3	Content: Physical Education	Unit 2: Fitness
Topics: Body Awareness, Spatial Awareness, Fitness Components, Safe Movements, Game Strategies, Cooperative and Team Games		Time Frame: 35-40 days
New Jersey Student Learning Standards: 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. 2.5.4.B.2 Explain the difference between offense and defense. 2.5.4.C.1 Explain what it means to demonstrate good sportsmanship. 2.6.4.A.1 Explain the role of regular physical activity in relation to personal health. 2.6.4.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.4.A.3 Develop a fitness goal and monitor progress towards achievement of the goal. 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> • How does body awareness affect exercise? • Why do you need to be aware of how your body moves? • How does strategy influence performance in competitive games and activities? • How do responsible decisions help to keep you safe? • Why is it important to look before moving? • How many minutes should you exercise per day? • What does the word fitness mean? • Why does your heart rate increase during exercise? • How does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules? • How does a positive attitude affect game play? • How do I judge the amount of space around me? 		<ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. • Understanding spatial awareness can help to keep everyone safe. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
		<input type="checkbox"/> Decision-making can be affected by a variety of influences that may not be in a person’s best interest. <input type="checkbox"/> Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise. <input type="checkbox"/> Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Skills

Students will be able to:

Develop and apply the skills associated with weight transfer: cartwheel, vaulting, log roll, forward roll, backward roll, tumbling.

- Demonstrate and apply the skills associated with several team games: tag, partner games, cooperative, challenges.
- Understand, display and apply spatial awareness skills: relationships to objects, relationships to people, relationships to self.
- Demonstrate and apply the skills associated with game strategies: offensive strategies, defensive strategies, player positioning, faking, dodging, defensive space, mental strategies.
- Demonstrate and apply the skills associated with safely moving during sports or fitness activities: verbal cues, non-verbal cues, directions, use of vocabulary, safety rules, sportsmanship, positive behaviors, performance, modifying and adapting movement skills, analyzing movements for efficiency and patterns.
- Develop and apply the skills associated with fitness activities: cardiovascular endurance, muscular strength, muscular endurance, flexibility, speed, balance, core stability, quickness, wellness, fitness goals.

Vocabulary		Resources	Assessment/Project
Cartwheel	Vaulting	PE Central www.pecentral.com	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations (Pair-Share, Q and A) • Visual skills checklist • Teacher rubric • Open Ended Questions • Lesson Check • Classroom Discussion <p>Summative Assessments:</p> <p>Written Test</p> <p>Performance Test</p> <p>Peer Assessment</p> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan.
Log Roll	Forward Roll	AAHPERD	
Backward Roll	Tumbling	http://www.aahperd.com/	
Sportsmanship	Team	SHAPE America	
Cooperation	Strategy	http://www.shapeamerica.org/	
Partners	Challenges		
Attitude	Safety		
Recovery	Communication		
Space	Awareness		
Over	Under		
On	Off		
Top	Bottom		
Around	Through		
Between	Next To		
Behind	Cues		
Forward	Backward		
Power	Muscular Strength		
Balance	Flexibility		
Wellness	Speed		
Defense	Core Stability		
Dodge	Offense		
Man to Man	Fake		

<p>Give and Go Roads Fair Plan Cardiovascular Endurance Front Body Formation</p>	<p>Space Zone Overloading Regulations</p>		<ul style="list-style-type: none">• ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
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Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted and Talented	<ul style="list-style-type: none"> □ In sports activities, discuss the relationship to fractions. For example, $\frac{1}{2}$ of the players on the court, $\frac{3}{4}$ of the way to the goal, etc. (3.NF.A.1)
<ul style="list-style-type: none"> • □ □ Reteach/peer teaching activities □ Repeat, clarify, or reword directions □ Restricted warm-up activities Fewer skills spread out over a longer period of time • □ Lead-up games only □ Assign students a Bilingual or English-speaking study buddy □ Modifications in group size during practice □ Modifications to equipment or playing area □ Addition of special game rules for medical or other limitations 	<ul style="list-style-type: none"> • Enrichment Activities • Independent student options • Open-ended activities • Cross-curricular activities • Discuss/present current sports events • Compare, contrast, and analyze sports statistics • Teach and demonstrate skills to other students 	
Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> □ Use visuals to support students with activities. □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Teach basic survival English, such as “bathroom”, “lunch”, “home”. Help the student to learn the classroom and school routines. Use visuals such as pictures, gestures, and pointing. □ Create “I need” cards for student to hold up when he or she needs something. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> □ Present information using modeling and videos to demonstrate expected execution of skills. □ Ask students to categorize objects. Provide books and audiobooks with patterned sentence structure and pictures. □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Label objects around the room and around the school in English and other languages. □ Use a student buddy, if possible someone with the same language. □ □ 	<ul style="list-style-type: none"> □ Utilize a total physical response approach to demonstrate skills. • □ □ □ Ask literal questions-who, when, where, what. □ Ask questions with 1-3 word answers. □ Ask questions with an either/or option. • □ Ask students to list, name, tell, which, categorize, draw, label, or create. □ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.

Expanding	Bridging	Reaching
<input type="checkbox"/> Have students use songs and games that require following along with a model to facilitate language. Ask how and why questions. Check for understanding by asking students to tell you what something means. <input type="checkbox"/> Students can paraphrase the	<input type="checkbox"/> Use picture cards with labels to explain fitness moves (i.e. high kneeling, etc.). <input type="checkbox"/> Ask how and why questions. <input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” <input type="checkbox"/> Check for understanding of academic vocabulary.	<input type="checkbox"/> Ask students to explain their fitness goal using vocabulary that was previously taught. <input type="checkbox"/> Ask student to tell about, describe, or explain. Ask student to explain similarities and differences. <input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” <input type="checkbox"/> Make modifications to assignments and tests as
<input type="checkbox"/> assignment to you. Ask student to tell about, describe, explain. <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed. <input type="checkbox"/> Provide sentence frames showing use of transition words.	<input type="checkbox"/> Give the student a list of target words for each unit of study. <input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)	<input type="checkbox"/> necessary. Students should have a list of target words for each unit of study. <input type="checkbox"/> Help with writing skills as they will continue to need assistance with self-editing, especially syntax and word usage.

Differentiated Instruction	
Special Education	504
<input type="checkbox"/> Slow the pace of the activity or lengthen the time needed to complete a fitness activity. Extra time for assigned tasks <input type="checkbox"/> Communication system between home and school <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders	<ul style="list-style-type: none"> • Give continuous verbal and/or visual cues when executing fitness activities. • Adjust length of assignment • Communication system between home and school • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers