

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

*“The game is never more important than the people you play with.”
~Anonymous*

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**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Table of Contents

Section	
Mission Statement.....	3
Affirmative Action Statement.....	3
EDUCATIONAL GOALS	4
Introduction.....	5
Curriculum Pacing Chart	6
Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games	7
Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games	13
Unit III: Rhythmics, Fitness, and Locomotor/Non-locomotor Activities.....	20
Unit IV: Cooperative Activities	26
APPENDIX A.....	31

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum

Introduction

The physical education curricula is aligned with the 2020 New Jersey Student Learning Standards, as Comprehension Health and Physical Education, focusing on one's overall health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Physical education is a tool by which our students can realize the benefits of further education, productive exercise, responsible leadership, and personal fulfillment.

Traditionally physical education has been taught predominantly through sports. This curriculum focuses on the skills each child needs in order to meet the standards and ultimately become a physical literate individual. Physical education develops the individual through deliberate practice of well-designed learning tasks that allow for skill development in an instructional climate focused on mastery.

To that end, this course will provide students with skill-based educational experiences that enable them to acquire knowledge and the ability to apply these necessary skills and to experience the benefits of learning and the values of wellness. We will guide all students in discovering, valuing, and developing their unique talents to realize their potential, while being focused on a lifetime of wellness as a physically literate individual. These goals will also be achieved by ensuring students are scheduled to meet or exceed New Jersey's mandate of at least 150 minutes of health, safety and physical education per week in grades 3-5.

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT	CONTENT - UNIT OF STUDY FOR WELLNESS PHYSICAL EDUCATION COMPONENT THROUGHOUT ENTIRE YEAR
7 weeks	I	Manipulative Skills- Throwing, Catching, and Target Activities and Games
7 weeks	II	Manipulative Skills- Striking, Kicking, and Target Activities and Games
8 weeks	III	Rhythmic, Fitness, and Locomotor/Non-Locomotor Activities
5 weeks	IV	Cooperative Activities

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

TRANSFER: The physically literate individual will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

STANDARDS / GOALS: <u>Personal Growth and Development:</u>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	<ul style="list-style-type: none"> How do follow-through and force affect the speed and distance an object travels. How do we improve accuracy?
<u>Movement Skills and Concepts:</u> 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).	Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	<ul style="list-style-type: none"> Why is it important to be able to give feedback to yourself and others?
2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	<ul style="list-style-type: none"> Why are proper behaviors and successful participation important during games, sports, and activities?
2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.		
2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events,		

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

<p>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><u>Physical Fitness:</u></p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p><u>Lifelong Skills:</u></p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p><u>Personal Safety:</u></p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p>	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Warming up and cooling down helps prevent injury.	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (3-5)
	Throwing involves proper technique.	Throw under and/or overhand to a partner or a target with reasonable accuracy. (3/4)
	Proper throwing mechanics increasing accuracy.	Throw under and/or overhand to a partner or a target with reasonable accuracy with a mature pattern. (5)
	Catching involves proper technique.	Catch a thrown ball utilizing only hands above the head, at chest or waist level, and below the waist using a mature pattern. (3/4)
	Catching requires dynamic movement.	Catch with reasonable accuracy in dynamic, small-sided practice tasks. (5)
	Dribbling an object requires control and dexterity.	Dribble, in self and general space with dominant/non-dominant hands, with control of the ball and body, and while increasing and decreasing speed. (3/4)

Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum

Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

	Small-sided task environments require traveling in space while manipulating a ball or object.	Combine traveling with the manipulative skills of throwing, catching and dribbling. (3/4)
	Mature dribbling under pressure is necessary in small sided practice.	Dribble, with hands/feet, in self and general space with dominant/non-dominant hands using a mature pattern. (5)
	Self-evaluation is important for successful movement/skill.	Evaluate (self/peer) and adjust manipulative and rhythmic skills to improve movement in games/activities. (3-5)
	Safety is essential with manipulatives.	Demonstrate manipulative skills while moving safely in general space in a variety of games and activities. (3-5)
	Effective game play requires strategic planning.	Recognizes the role of rules and etiquette in physical activity with peers. (3/4) Exhibits and critiques the etiquette

Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum

Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

		involved in rules of various game activities. (5)
	Exercise helps social, intellectual, physical, and emotional health.	Describes the social, intellectual, physical, and emotional benefits gained from participating in physical activity. (3-5)
	Strengths and weaknesses differ between individuals.	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (3-5)
	Correct terminology when identifying equipment and movement patterns.	Uses appropriate key terms when identifying equipment, discussing strategy, and giving feedback (3-5)
	Class rules reduce risk of injuries.	Works safely with peers and equipment in physical activity settings. (3-5)
	KEY TERMS: catch, throw, sprint, dodge, flee, roll, strike, pass, set, accuracy, dominant/non-dominant, weight transfer, coordination, reaction time, boundary lines, game rules, offense, defense, off-ball movement, spatial awareness, rally scoring,	

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

	kick, set, defensive positioning, base running, grip, volley, target, implement, cradle, aim, follow-through, snap	
<p>ASSESSMENT EVIDENCE: <i>Students will show their learning by the following techniques, including but not limited to:</i></p> <ul style="list-style-type: none"> • Skill-specific rubrics • Self/peer reflection to correct movement errors • Authentic skill assessment in game play • Teacher/Peer/Self Skill Assessment Checklist • Formative/Summative Assessment (exit ticket, question of the day) <p>KEY LEARNING EVENTS AND INSTRUCTION: <i>Students will demonstrate the skills through the following activities, including but not limited to:</i></p> <ul style="list-style-type: none"> • Catching/Throwing Activities: Capture the Ball (bouncing ball), Messy Backyard, Juggling, Miachi, Bucket Head, Gatorball, Jedi, Lacrosse Skill Activities and Lead-Up Games, Hula Huts • Target Activities: Castle Ball, Backyard games, Baseball Basketball, Shoot for a Spot, Champion Ball, NBA stations, Popcorn Basketball, Pin Knockdown Activities (Pin ball), Bowling activities (Progressive Bowling), Bowler Ball, Bombardment 		
SUGGESTED TIME ALLOTMENT	7 Weeks	
SUPPLEMENTAL UNIT RESOURCES	SHAPE America - https://www.shapeamerica.org The PE Shed - https://www.thepeshed.com The Physical Educator - https://www.thephysicaleducator.com	

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit I: Manipulative Skills- Throwing, Catching, and Target Activities and Games

	<p>Phys Ed Games - https://physedgames.com PE Games - https://www.pegames.org The PE Geek - https://thepegeek.com PHE America - http://www.pheamerica.org PE Universe - https://peuniverse.com PE Central - https://www.pecentral.org OPEN (Online Physical Education Network) - https://openphysed.org Spark PE - https://sparkpe.org</p>
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Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum

Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games

TRANSFER: The physically literate individual will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<u>Personal Growth and Development:</u>		
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	<ul style="list-style-type: none"> How do the fundamental concepts of games and sports lead to success?
<u>Movement Skills and Concepts:</u>		
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).	Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	<ul style="list-style-type: none"> Why is it important to be able to give feedback to yourself and others?
2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	<ul style="list-style-type: none"> Why are proper behaviors and successful participation important during games, sports, and activities?
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.		
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum

Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games

<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><u>Physical Fitness:</u></p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p><u>Lifelong Skills:</u></p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p><u>Personal Safety:</u></p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p>	Warming up and cooling down help prevent injury.	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (3-5)
	Proper striking, with or without an implement, requires appropriate force to improve gameplay.	<p>Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, in a mature pattern. (3/4)</p> <p>Volley a ball with a two-hand overhead pattern, sending it upward in a mature pattern. (3/4)</p> <p>Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner. (5)</p> <p>Volley a ball with a two-hand overhead pattern, sending it upward to a target. (5)</p>
	Proper striking mechanics, with or without an implement, involve follow-through.	Strike an object with a short-handled implement, sending it forward over a

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games

		<p>low net or to a wall, while demonstrating a mature pattern. (3/4)</p> <p>Strike an object with a long-handled implement while demonstrating a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (3/4)</p> <p>Strike an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in a cooperative/competitive environment. (5)</p> <p>Combine striking with a long implement with receiving and traveling skills in a small-sided game. (5)</p>
	There are different techniques to kick a ball during activity.	Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (5)

Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum

Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games

	Dribbling an object requires control.	Dribble, in self and general space with dominant/non-dominant foot, with control of the ball and body, while increasing and decreasing speed. (3/4)
	Control is necessary to dribble under pressure.	<p>Dribble, with hands/feet, in self and general space with dominant/non-dominant hands using a mature pattern with control of ball and body while increasing and decreasing speed during small-sided practice tasks. (5)</p> <p>Combine traveling with the manipulative skills for execution to a target. (5)</p>
	In order to trap and pass an object from a moving target, you must maintain balance and control.	<p>Pass and receive a ball with the inside/outside of the feet to a moving partner in a non-dynamic environment (closed skills). (3/4)</p> <p>Pass and receive a ball with the inside/outside of the feet as both partners travel in space. (5)</p>

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games

	Self-evaluation is important to successful movement/skill.	Evaluate (self/peer) and correct manipulative and rhythmic skills to improve movement in games/activities. (3-5)
	Safe practices are an important part of any game or activity.	Demonstrate manipulative skills while moving safely in general space in a variety of games and activities. (3-5)
	Effective game play requires strategic planning.	Recognizes the role of rules and etiquette in physical activity with peers. (3/4) Exhibits and critiques the etiquette involved in rules of various game activities. (5)
	Exercise helps social, intellectual, physical, and emotional health.	Describes the social, intellectual, physical, and emotional benefits gained from participating in physical activity. (3-5)
	Physical Activity promotes healthy emotional and physical health.	Examines the health benefits of participating in physical activity (3-5)

Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum

Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games

	Strengths and weaknesses differ between individuals.	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (3-5)
	Physical Activity promotes healthy emotional and physical health.	Examines the health benefits of participating in physical activity (3-5)
	Self-Expression and Enjoyment of physical activity can be enjoyed individually or with others.	describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (3-5)
	Class rules reduce risk of injuries.	Works safely with peers and equipment in physical activity settings. (3-5)
KEY LEARNING EVENTS AND INSTRUCTION: ASSESSMENT EVIDENCE: <i>Students will show their learning by the following techniques, including but not limited to:</i> <ul style="list-style-type: none"> • Skill-specific rubrics • Self/peer reflection to correct movement errors • Authentic skill assessment in game play • Peer coaching • Teacher/Peer/Self Skill Assessment Checklist • Formative/Summative Assessment (exit ticket, question of the day) 		

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit II: Manipulative Skills- Striking, Kicking, and Target Activities and Games

KEY LEARNING EVENTS AND INSTRUCTION: *Students will demonstrate the skills through the following activities, including but not limited to:*

- Kicking Activities: Soccer Skill Activities and Lead-up Games (Steal the Treasure), Battle Ball, Soccer Progressive Bowling, Soccer Golf, Steal the Bacon, Squirrels in a Tree, Ghostbusters, Ultimate Kickball
- Striking Activities: Badminton skill and lead-up activities, Volleyball Skill and Lead-up Activities, Modified Newcomb, Volleyball Messy Backyard, Mini Golf Course, Treasure Hunt (Hockey), Sideline Hockey, Hockey Mania, Straight Line Baseball
- Target Activities: Castle Ball, Backyard games, Baseball Basketball, Shoot for a Spot, Champion Ball, NBA stations, Popcorn Basketball, Pin Knockdown Activities (Pin ball), Bowling activities (Progressive Bowling), Bowler Ball, Bombardment

SUGGESTED TIME ALLOTMENT	7 Weeks
SUPPLEMENTAL UNIT RESOURCES	SHAPE America - https://www.shapeamerica.org The PE Shed - https://www.thepeshed.com The Physical Educator - https://www.thephysicaleducator.com Phys Ed Games - https://physedgames.com PE Games - https://www.pegames.org The PE Geek - https://thepegeek.com PHE America - http://www.pheamerica.org PE Universe - https://peuniverse.com PE Central - https://www.pecentral.org OPEN (Online Physical Education Network) - https://openphysed.org Spark PE - https://sparkpe.org

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit III: Rhythmics, Fitness, and Locomotor/Non-locomotor Activities

TRANSFER: The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>Personal Growth and Development:</u></p> <p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p><u>Movement Skills and Concepts:</u></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</p>	The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	<ul style="list-style-type: none"> Why is it important to know the components of physical fitness?
	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.	<ul style="list-style-type: none"> How does participation in Physical activity over a prolonged period of time affect time/energy exerted during activity?
	Understanding of fundamental skills related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	<ul style="list-style-type: none"> How do the fundamentals of execution lead to proper skill application?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit III: Rhythmics, Fitness, and Locomotor/Non-locomotor Activities

<p>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><u>Physical Fitness:</u></p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect 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 & lungs', muscular strength, muscular endurance,</p>	Warming up and cooling down help prevent injury.	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (3-5)
	There are various locomotor skills.	<p>Use various locomotor skills (hop, gallop, skip, etc.) in a variety of small-sided practice tasks, and dance. (3/4)</p> <p>Use various locomotor skills (hop, gallop, skip, etc.) in a variety of small-sided activities, and dance, while demonstrating mature patterns. (5)</p>
	Sequence and rhythm influence the fundamentals of dance.	<p>Perform developmentally appropriate dance steps and movement patterns. (3/4)</p> <p>Create and perform developmentally appropriate dance steps and movement patterns. (5)</p>
	Sequence, rhythm, and creativity are needed to choreograph a dance.	Combine balance and transferring weight in a gymnastics sequence or dance with a partner. (5)

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit III: Rhythmics, Fitness, and Locomotor/Non-locomotor Activities

<p>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><u>Lifelong Skills:</u></p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>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).</p> <p><u>Personal Safety:</u></p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p>	Rhythm and coordination are necessary when jumping rope.	Perform jump rope skills for both long and short ropes. (3/4)
	Jumping and landing patterns impact games/activities.	Combine jumping and landing patterns with locomotor skills in dance, gymnastics and small- sided games. (5)
	Muscles are important when maintaining balance.	Balance on different bases of support, demonstrating muscular tension and extensions of free body parts. (3/4)
	Speed and extension affect balance.	Transfer weight from hands to feet for momentary weight support, utilizing various speeds and large extensions. (5)
	Self-evaluation is important to successful movement/skill.	Evaluate (self/peer) and correct locomotor, non- locomotor and rhythmic skills to improve movement in games/activities. (3-5)
	Exercise helps social, intellectual, physical, and emotional health.	Describes the social, intellectual, physical, and emotional benefits gained from participating in physical activity. (3-5)

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit III: Rhythmics, Fitness, and Locomotor/Non-locomotor Activities

	Strengths and weaknesses differ between individuals.	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (3-5)
	Components of Health related fitness include: endurance, strength, speed, agility, flexibility, balance.	Identifies the components of health-related fitness. (3-5)
	Short term and long term goals help us reach health related objectives.	Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (5)
	Our lifestyle choices influence our physical fitness.	Discusses the importance of hydration and hydration choices relative to physical activities. (3-5) Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (5)
	Physical Activity promotes healthy emotional and physical health.	Examines the health benefits of participating in physical activity (3-5)

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit III: Rhythmics, Fitness, and Locomotor/Non-locomotor Activities

	Correct terminology when identifying equipment and movement patterns.	Uses appropriate vocabulary and key terms when identifying equipment, discussing strategy, and giving feedback (3-5)
	Self-Expression and Enjoyment of physical activity can be enjoyed individually or with others.	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (3-5)
	Dynamic Stretching increases motion	Performs dynamic stretches to improve range of motion of the body (3-5)
	Class rules reduce risk of injuries.	Works safely with peers and equipment in physical activity settings. (3-5)
<p>ASSESSMENT EVIDENCE: <i>Students will show their learning by the following techniques, including but not limited to:</i></p> <ul style="list-style-type: none"> • Locomotor skills (hop, skip, jump, slide, gallop) rubric • Fitness skill rubrics (Push Up, Jump Rope, 60 yard dash, Sit and Reach) • Self/peer reflection to correct movement errors • Authentic skill assessment in game play • Peer coaching • Teacher/Peer/Self Skill Assessment Checklist • Formative/Summative Assessment (exit ticket, question of the day) 		

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit III: Rhythmics, Fitness, and Locomotor/Non-locomotor Activities

KEY LEARNING EVENTS AND INSTRUCTION: *Students will demonstrate the skills through the following activities, including but not limited to:*

- Tag Games: Grinch, Star Wars, Turtle, Zombie, PacMan, Flag, Superman, Elbow, Catch a Dragon's Tail
- Yoga: Tree Pose, Dolphin Pose, Bridge Pose, Warrior Pose, Cobra Pose, Child Pose, Cat Pose
- Dance: Chicken Dance, Line Dance, Dance Tag
- Movement Activities: Scooter activities, Supermarket Sweep, Scooch and Crawl, Winter Olympics, Rock Wall, Yoga activities

SUGGESTED TIME ALLOTMENT	8 Weeks
SUPPLEMENTAL UNIT RESOURCES	SHAPE America - https://www.shapeamerica.org The PE Shed - https://www.thepeshed.com The Physical Educator - https://www.thephysicaleducator.com Phys Ed Games - https://physedgames.com PE Games - https://www.pegames.org The PE Geek - https://thepegeek.com PHE America - http://www.pheamerica.org PE Universe - https://peuniverse.com PE Central - https://www.pecentral.org OPEN (Online Physical Education Network) - https://openphysed.org Spark PE - https://sparkpe.org

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit IV: Cooperative Activities

TRANSFER: The physically literate individual will exhibit responsible personal and social behavior that respects self and others.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><u>Emotional Health:</u></p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p><u>Movement Skills and Concepts:</u></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.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</p>	Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	<ul style="list-style-type: none"> How does good communication affect the strategies of a group?
	Personal and community resources can support physical activity.	<ul style="list-style-type: none"> Where can you seek resources to help prepare or enhance performance for physical activity?
	Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	<ul style="list-style-type: none"> What might make you think that some participants are not enjoying themselves?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Working with others to complete a task can increase negative emotion in some situations.	<p>Accepts players of all skill levels into the physical activity. (3/4)</p> <p>Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (5)</p>

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit IV: Cooperative Activities

<p>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><u>Physical Fitness:</u></p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p><u>Lifelong Skills:</u></p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p> <p><u>Personal Safety:</u></p>		
	Positive communication increases success.	Describe how team members may motivate each other for success during cooperative games and activities. (3-5)
	Accuracy and cooperation are necessary when working with others.	<p>Demonstrate passing and receiving an object while moving cooperatively with a partner or in small groups. (3/4)</p> <p>Demonstrate passing and receiving an object while moving in a competitive or cooperative setting. (5)</p>
	Self-evaluation is important for successful movement/skill.	Evaluate (self/peer) and adjust manipulative and rhythmic skills to improve movement in games/activities. (3-5)
	Safety is essential with manipulatives.	Demonstrate manipulative skills while moving safely in general space in a variety of games and activities. (3-5)
	Effective game play requires strategic planning.	Recognizes the role of rules and etiquette in physical activity with peers. (3/4)

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit IV: Cooperative Activities

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.		Exhibits and critiques the etiquette involved in rules of various game activities. (5)
	Sportsmanship can be applied to cooperative and competitive activities.	Apply appropriate sportsmanship behaviors and specific rules during competitive games, sports, and other cooperative activities. (3-5)
	Exercise helps social, intellectual, physical, and emotional health.	Describes the social, intellectual, physical, and emotional benefits gained from participating in physical activity. (3-5)
	Strengths and weaknesses differ between individuals.	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (3-5)
	Physical Activity promotes healthy emotional and physical health.	Examines the health benefits of participating in physical activity (3-5)

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit IV: Cooperative Activities

	Dynamic Stretching increases motion	Performs dynamic stretches to improve range of motion of the body (3-5)
	Our community can increase access to different types of physical activity or sport.	Identifies active play opportunities outside physical education class. (3/4) Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (5)
	Class rules reduce risk of injuries.	Works safely with peers and equipment in physical activity settings. (3-5)
	KEY TERMS: cooperation, respect, teamwork, self-confidence, leadership, brainstorming, challenge, communication, listening, problem solving, decision-making, feedback, encouragement, honesty, kindness, responsibility, accountability	

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

Unit IV: Cooperative Activities

ASSESSMENT EVIDENCE: *Students will show their learning by the following techniques, including but not limited to:*

- Self/peer reflection to correct movement errors
- Task cards
- Peer coaching
- Teacher/Peer/Self Skill Assessment Checklist
- Formative/Summative Assessment (exit ticket, question of the day)

KEY LEARNING EVENTS AND INSTRUCTION: *Students will demonstrate the skills through the following activities, including but not limited to:*

- Team Activities: Rock Paper Scissors Baseball, Tug of War, Project Adventure, Omnikin, Field Day Activities, Elf Express
- Partner Activities: Warm Up, Hoop Activities, Counterbalance Activities
- Relay Races: Build a Snowman, Kinect4 Puzzle Mat, Scooters
- Problem Solving: Mission Impossible, Iceberg, Whistle Groups, Nutrition Games, Fifteen Shapes

SUGGESTED TIME ALLOTMENT

5 Weeks

SUPPLEMENTAL UNIT RESOURCES

SHAPE America - <https://www.shapeamerica.org>
The PE Shed - <https://www.thepeshed.com>
The Physical Educator - <https://www.thephysicaleducator.com>
Phys Ed Games - <https://physedgames.com>
PE Games - <https://www.pegames.org>
The PE Geek - <https://thepegeek.com>
PHE America - <http://www.pheamerica.org>
PE Universe - <https://peuniverse.com>
PE Central - <https://www.pecentral.org>
OPEN (Online Physical Education Network) - <https://openphysed.org>
Spark PE - <https://sparkpe.org>

**Randolph Township Schools
Randolph Elementary Schools
Physical Education Grades 3-5 Curriculum**

APPENDIX A

SHAPE America National PE Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

SHAPE America – Grade Level Outcomes - [SHAPE America Grade-Level Outcomes \(GLOs\) for K-12 Physical Education](#)