

<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Physical Education</b>	<b>GRADE: 3-5</b>	<b>UNIT #: 1</b>	<b>UNIT NAME: Movement Education/ Rhythm</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
<b>1</b>	Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities. 3	(2.5.4.A.1,2.5.4.A.3)
<b>2</b>	Perform essential elements of movement in a rhythmic activity. 3	(2.5.4.A.1,2.5.4.A.3,2.6.4.A.2)
<b>3</b>	Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings. 3	(2.5.4.A.2)
<b>4</b>	Explain how executing essential elements of movement may affect one’s personal health and fitness. 4	(2.5.4.A.1,2.5.4.A.3,2.6.4.A.2)
<b>5</b>	Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance. 4	( 2.5.4.A.4)
<b>6</b>	Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance. 4	(2.5.6.A.1,2.5.4.A.1)
<b>7</b>	Explain and engage in a games, activities,, or dance from a variety of different cultures and historical periods. (i.e. cricket, salsa, line dance) 5	(2.5.6.C.3)
<b>8</b>	Create and demonstrate a rhythmic routine/dance of smooth flowing sequential movement patterns. 5	(2.5.6.A.1)
<b>9</b>	Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity. 5	(2.5.6.A.1,2.5.6.A.2)

Code #	NJSLs
2.5- Motor Skill Development	
A. movement Skills and Concepts	4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
	2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	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.
	2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	4 Ongoing feedback impacts improvement and effectiveness of movement actions.
	2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
2.6- Fitness	6 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

<p>A. Fitness and Physical Activity</p>	<p>4 Each component of fitness contributes to personal health as well as motor skill performance.</p>
	<p>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.</p>

<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Physical Education</b>	<b>GRADE: 3-5</b>	<b>UNIT #: II</b>	<b>UNIT NAME: Wellness</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
<b>1</b>	Identify each health-related and skill-related fitness component of fitness. 3	(2.6.4.A.2)
<b>2</b>	Describe specific strategies that will maintain or improve each health-related and skill-related fitness component. 4	(2.6.4.A.2)
<b>3</b>	Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. 5	( 2.6.6.A.2)
<b>4</b>	Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity. 3	(2.6.4.A.1)
<b>5</b>	Develop health-related fitness goals based on the assessment of one’s personal fitness- level and track progress using health/fitness indicators. 4	(2.6.4.A.3 , 2.2.4.B.4)
<b>6</b>	Develop a personal fitness plan based on the assessment of one’s personal fitness levels and goals. 5	(2.6.6.A.3)
<b>7</b>	Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan. 5	(2.6.6.A.3)
<b>8</b>	Identify which factors (personal, hereditary, environmental) might play a role in determining one’s personal fitness level. 3	(2.6.4.A.4)

<p><b>9</b></p>	<p>Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects. 4</p>	<p>(2.6.4.A.4, 2.1.4.B.1, 2.2.4.B.3 , 2.1.4.A.2 , 2.1.4.B.1)</p>
<p><b>10</b></p>	<p>Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals. 5</p>	<p>(2.6.6.A.5, 2.2.6.B.1)</p>

Code #	NJSLs
2.6 Fitness	
A. Fitness and Physical Activity	<p>4 Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</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> <p>2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p> <p>6 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p> <p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p>
2.1-Wellness	
A. Personal Growth and	4 The dimensions of wellness are interrelated and impact overall personal well-being.

Development	2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual’s body systems.
B. Nutrition	4 Choosing a balanced variety of nutritious foods contributes to wellness.
	2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2- Integrated Skills	
B. Decision- Making and Goal Setting	4 Many health-related situations require the application of a thoughtful decision-making process.
	2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
	2.2.4.B.4 Develop a personal health goal and track progress.
	6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.6.B.1 Use effective decision-making strategies.

<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Physical Education</b>	<b>GRADE: 3-5</b>	<b>UNIT #: III</b>	<b>UNIT NAME: Manipulative Skills</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
<b>1</b>	Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.) 3	(2.5.4.A.1)
<b>2</b>	Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness. 4	(2.5.4.A.2)
<b>3</b>	Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner. 4	(2.5.4.A.2)
<b>4</b>	Explain and demonstrate throwing and catching using correct mechanical techniques in games, sports and activities. 5	( 2.5.6.A.1, 2.5.6.A.2)
<b>5</b>	Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities. 3	(2.5.4.A.1)
<b>6</b>	Explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and paddle/racquet). 4	(2.5.4.A.1, 2.6.6.A.2)
<b>7</b>	Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports and activities. 5	(2.5.6.A.1, 2.5.6.A.2, 2.6.6.A.2)
<b>8</b>	Explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities. 3	(2.5.4.A.1,)
<b>9</b>	Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities. 4	(2.5.4.A.2, 2.5.4.C.2)

<b>10</b>	Explain and demonstrate how to control a variety of objects within non-competitive , cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds. 5	(2.5.6.A.1, 2.6.6.A.2, 2.5.6.C.2)
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Code #	NJSL
2.5- Motor Skill Development	
A. Movement Skills and Concepts	4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
	2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 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.
	6 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
C. Sportsmanship, rules, and Safety	4 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
	2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
	6 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events

	contributes to enjoyment of the event.
	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.6- Fitness	
A. Fitness and Physical Activity	6 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Physical Education</b>	<b>GRADE: 3-5</b>	<b>UNIT #: IV</b>	<b>UNIT NAME: Movement Education- Locomotor/Nonlocomotor Skills</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
<b>1</b>	Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions, using different body parts. 3	(2.5.4.A.1, 2.5.4.A.2)
<b>2</b>	Demonstrate fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions. 4	(2.5.4.A.1, 2.5.4.A.2)
<b>3</b>	Demonstrate a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds. 3	(2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4)
<b>4</b>	Demonstrate a variety of ways to move in the air and land with control. (i.e. jumping, leaping, vaulting) 4	(2.5.4.A.1, 2.5.4.A.2, 2.5.4.A.4,)
<b>5</b>	Perform a self-designed gymnastics/movement sequence with the following 7 components: (1)A starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) a balance, (5) leap or jump, (6) turn, and (7) ending shape. 5	( 2.5.6.A.2)

Code #	NJSLS
2.5- Motor Skill Development	
A. Movement Skills and Concepts	<p>4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>4 Ongoing feedback impacts improvement and effectiveness of movement actions.</p>
	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (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>6 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>
	<p>2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p>
C. Sportsmanship Rules, and Safety	<p>6 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
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<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Physical Education</b>	<b>GRADE: 3-5</b>	<b>UNIT #: V</b>	<b>UNIT NAME: Cooperative Games</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
<b>1</b>	Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice). 3	(2.5.4.A.1, 2.5.4.B.1)
<b>2</b>	Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented. 4	(2.5.4.A.1, 2.5.4.B.1)
<b>3</b>	Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities. 4	(2.5.4.B.1, 2.5.4.B.2)
<b>4</b>	Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities). 5	(2.5.6.A.1, 2.5.6.B.1)
<b>5</b>	Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities. 5	( 2.5.6.B.1)
<b>6</b>	Describe how team members may motivate each other for success during cooperative games and activities. 3	(2.5.4.B.2)
<b>7</b>	Demonstrate effective team building skills in a variety of cooperative physical challenges and activities. 4	(2.5.6.B.1, 2.5.4.B.2)
<b>8</b>	Identify the characteristics of good sportsmanship that are displayed by both players and observers. 3	(2.5.4.C.1)
<b>9</b>	Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities. 4	(2.5.4.C.1, 2.5.4.C.2)

<b>10</b>	Compare and contrast the roles of players and observers in regard to proper sportsmanship and recommend strategies to improve these behaviors. 5	(2.5.6.C.1)
<b>11</b>	Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities. 5	(2.5.6.C.1)

Code #	NJSLS
2.5- Motor Skill Development	
A. Movement skills and concepts	<p>4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>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).</p> <p>6 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p>
B. Strategy	<p>4 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations</p> <p>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).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>6 There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p>
	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

C. Sportsmanship, Rules, Safety	4 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
	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.
	6 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
	2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.6- Fitness	
A. Fitness and Physical Activity	6 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

	<p>2.5.4.A.3 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.4 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>6 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>
	<p>2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p>
C. Sportsmanship Rules, and Safety	<p>6 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>
	<p>2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p>