



**Deptford Township Public Schools
Curriculum Template**

Subject: Lifelong Fitness	Grade: 3-5
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Range of Assessment Requirements

Quarter I	Quarter II
Tests - 2 - 3 Quizzes - 1 -3 Homework / Classwork / Misc - 14	Tests - 2 - 3 Quizzes - 1 -3 Homework / Classwork / Misc - 14
Quarter III	Quarter IV
Tests - 2 - 3 Quizzes - 1-3 Homework / Classwork / Misc - 7	Tests - 2 - 3 Quizzes - 1 -3 Homework / Classwork / Misc - 14

Deptford Township School District Grading Scale

Test (consistent in number and quality)	50%
Quiz	30%
Homework / Classwork / Misc.	20%



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	Unit/Marking Period I		
<u>Overarching Theme</u>	To become lifelong fitness participants		
<u>Power/Anchor Standards and Evidence of Learning</u> Non-negotiable Suggested	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	<ul style="list-style-type: none">• Explain how wellness is maintained and how growth occurs over time when setting goals for age appropriate physical activities• Identify how personal and community resources can support physical activity.• Identify specific feelings and emotions while participating in an activity that creates a positive behavior• Identify movement vocabulary that can be used for physical activity and wellness	<ul style="list-style-type: none">• Understand how physical activity can create positive feelings, emotions, and physical enjoyment• Students make sense of movement vocabulary to be able to adapt to personal use for physical activity and wellness• Understand how flexibility and breathing exercises increase the body's range of motion (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)	<ul style="list-style-type: none">• Participate in an activity that creates positive feelings, behavior or emotions• Use vocabulary specific to activities• Learners will be able to demonstrate a variety of circuit training activities• Participate in different sports/activities as an individual, with a partner/group• Participate in various exercises that increase the body's range of motion and flexibility (e.g., dynamic



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	<ul style="list-style-type: none">• Explain how range of motion is increased through dynamic stretching and breathing exercises• Identify physical activities that are available in the community <ul style="list-style-type: none">• To understand physical activities/sports can be individual, dual or in groups• To understand community resources could be used to support participation in a variety of physical activities, sports and wellness. <ul style="list-style-type: none">cardiovascular warm-up exercises, martial arts, aerobics, yoga)• Participate in physical activities that are available in the community
Standards	<p><u>Technology Standards (copy these to each unit/marketing period)</u></p> <p>8.1 Educational Technology – All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><u>21st Century Life and Career Standards (copy these to each unit/marketing period)</u></p> <p>9.1 Personal Financial Literacy - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of</p>



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	<p>a CTE Program of Study.</p> <p><u>Physical Education Standards</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>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>
<u>Enduring Understanding</u>	<p>Unit</p> <ul style="list-style-type: none">• 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.• Personal and community resources can support physical activity.
<u>Essential Questions</u>	<p>Unit</p> <ul style="list-style-type: none">• What are some physical benefits to lifelong fitness?• Why is it important to understand movement vocabulary for fitness and activities outside of school?• What are the five components of health-related fitness?• How can setting goals help me be healthy?• How can training and diet affect my personal fitness?• Why is it important to use conditioning exercises to warm-up and stretching to cool down?



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	<ul style="list-style-type: none">• To what extent does strategy influence performance in competitive games and activities?• How does effective and appropriate movement affect wellness?• Why do I have to show good sportsmanship and follow the rules when others do not?• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• Why is it important to be able to perform different movements?• Why is it important to travel safely through space?• Why is it important to be able to safely control your body as you perform movements?• Why is it important to know where others are in relation to yourself?• Why is it important to learn different manipulative skills?• Why is it important to safely transport the object from one person to another?• Why is it important to be able to work well with others?• How can each individual do their part to help the group objectives?• Why is it important to use mental and physical strengths to complete given tasks?• What are the safety concerns when you have different types of apparatuses?• Why is it important to strike an object with an implement?• Why is it important to safely use an implement?• Why is it important to work cooperatively with my teammates?
<p><u>Differentiation and Support for Learners</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)</p>	<p>Enrichment Visual aides will be provided to help enhance and expand upon lesson objectives. * Use of manipulative materials, such as posters, signs, charts, human skeleton</p> <p>Interventions *Break down learning objectives to simplify tasks and to identify comprehension. *Adaptations for special needs, such as stencils, pictures, and collage materials.</p> <p>Student Grouping Strategies</p>



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	*Whole group, small group, and pairs through SGO, Assessments and Benchmark tests.
Resources Non-negotiable Suggested (additions made after consensus at district PLC meetings)	Technology Use of laptop computer, Smartboard, and Elmo. -You Tube -Interactive tasks -Brainpop JR -Brainpop -Quizlet -Kahoot -Teacher made smartboard activities/presentations Readings *Articles, Visual Aides, and Powerpoint presentations Manipulatives/Lab Activity Resources *Diagrams, Worksheets
Assessment Non-negotiable Suggested	Formative *Participation *Worksheets * Verbal/nonverbal communication to assess student learning, example, “Thumbs up!” Summative * Performance Based Assessment * Ongoing Assessment - throwing and catching, push ups, sit ups, etc



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	* Participation Benchmark
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