

# Readington Township Public Schools

## Grades 3-5 Physical Education

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Readington Township Public Schools

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<b>2.2 Physical Wellness</b> <b>Grades Third-Fifth</b>	
<b>Strategies</b>	
Teacher presentation Teacher read-aloud Group discussion Small Group instruction Group presentations	
<b>Accommodations</b>	
<a href="#">Accommodations and Modification Addendum</a>	
<b>Assessments</b>	
Formative	Summative
<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Anecdotal Notes from teacher observation</li> <li>Cooperative Learning Groups</li> <li>Exit Slips</li> <li>Open Ended Questions</li> <li>Checklists</li> <li>Teacher Observation</li> <li>Student PE Journal</li> </ul>	<ul style="list-style-type: none"> <li>Unit Tests</li> <li>Quizzes</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>Notebook check with rubric</li> <li>End of unit presentation with rubric</li> <li>End of Unit Game Play</li> </ul>	<ul style="list-style-type: none"> <li>Presentations</li> <li>Performance Assessments</li> <li>Role Play</li> </ul>
<b>Resources</b>	
Required	Supplemental
<ul style="list-style-type: none"> <li>Shape America</li> <li>Openphysed.org</li> </ul>	<ul style="list-style-type: none"> <li>PE Central</li> <li>The PE Shed.com</li> <li>The Physical Educator.com</li> <li>pegames.org</li> <li>peuniverse.com</li> <li>sparkpe.org</li> <li>The First Tee (Golf Lessons)</li> </ul>
<b>Movement Skills and Concepts</b> Pacing: 12-15 weeks Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move). NJSL	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> <li>Competent and confident age appropriate performances of gross, fine motor and</li> </ul>	<ul style="list-style-type: none"> <li>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to</li> </ul>

<p>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.</p> <ul style="list-style-type: none"> <li>● Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</li> <li>● Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</li> </ul>	<p>others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <ul style="list-style-type: none"> <li>● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● 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).</li> <li>● 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> <li>● 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.</li> <li>● 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, contributing to a safe environment.</li> <li>● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Demonstrating strategies in game situations will enhance performance.</li> <li>● Comparing and contrasting strategies modifies and improves one's current individual and team effectiveness.</li> <li>● Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</li> <li>● Personal behaviors impact one's outcome of an activity?</li> <li>● Sport psychology techniques prepare athletes to compete at the optimum level.</li> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>● Developing manipulative movement skills improves one's abilities to participate in games and physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I become more mentally prepared for competition and sports performance?</li> <li>● How can working cooperatively with teammates benefit the outcome of a game?</li> <li>● Rules are important to ensure a safe learning environment.</li> <li>● Why is it important to follow rules and cooperate during an activity?</li> <li>● What factors help to keep activity safe?</li> <li>● Why are movement skills important in isolated settings as well as applied settings?</li> <li>● How do weight transfer, power, speed, agility, and range of motion impact performance?</li> <li>● What are movement skills?</li> <li>● How can we refine our movement skills?</li> <li>● How can moving keep one physically fit?</li> <li>● How can practicing movement skills make games more fun?</li> </ul>

<ul style="list-style-type: none"> <li>● Using movement and spatial skills improves overall performance in both isolated and applied settings.</li> <li>● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>● How can practicing physical activity improve overall performance?</li> </ul>
<b>Learning Objectives</b>	
<ul style="list-style-type: none"> <li>● Strategy 1.: demonstrate the use of offensive, defensive, and cooperative strategies</li> <li>● Strategy 2 : describe the use of offensive, defensive and cooperative strategies</li> <li>● Strategy 3.: compare and contrast offensive, defensive, and cooperative strategies</li> <li>● Strategy 4 : Use offensive, defensive, and cooperative strategies effectively in applied settings</li> <li>● Movement Skills <ul style="list-style-type: none"> <li>○ Demonstrate developmentally appropriate for when using movement skills in applied settings; demonstrate the use of force and motion to impact the quality of physical movement</li> <li>○ Evaluate the critical elements of a movement skill or skill combination; employ the principles of space, effort and relationships to modify movement; perform planned movement sequences based on a theme and using rhythm or music</li> </ul> </li> <li>● Movement Concept <ul style="list-style-type: none"> <li>○ Describe how to refine and increase control when performing movement skills; discuss how practice, regular participation, and appropriate feedback improve performance</li> <li>○ Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork; analyze movement sequences for the proper use of body mechanics and suggest improvements.</li> <li>○ Students will be able to demonstrate the transition of movement skills from isolated settings into applied settings</li> <li>○ Students will be able to apply the concepts of force and motion to impact performance</li> <li>○ Students will be able to detect, analyze, and correct errors and apply to refine movement skills</li> </ul> </li> </ul>	
<b>Third Grade Activities</b>	
<ul style="list-style-type: none"> <li>● Teamwork Skills and Activities</li> <li>● Cooperative Games &amp; Activities</li> <li>● Spatial Awareness &amp; Locomotor Skills</li> <li>● Throwing and Catching</li> <li>● Soccer Skills/Kicking/Trapping/Striking/Dribbling</li> <li>● Jump Roping Skills</li> <li>● Speed Stacking</li> <li>● Pillow Polo Hockey</li> <li>● Tagging Games &amp; Activities</li> <li>● Kicking and Ball Handling Skills &amp; Activities</li> <li>● Ball Manipulative Stations &amp; Base Running Skills</li> <li>● Volleyball &amp; Badminton Activities</li> <li>● Football Skills &amp; Dodging/Weaving</li> <li>● Basketball Games &amp; Activities</li> <li>● Golf Skills &amp; Activities</li> <li>● Body Parts and Self Space</li> <li>● Analyze both formal and expressive aspects of me, shape, space, and energy, and differentiate basic choreographic structures in various dance works.</li> </ul>	
<b>Fourth Grade Activities</b>	

- Spatial Awareness/Chasing, Fleeing, Dodging/Challenge By Choice Station Work
- Outdoor Games/Fall Sports Skills/Gross Motor Development/Cardiopulmonary Endurance
- Pre-Fitness Testing/Cardiopulmonary Endurance/ Health and Wellness Related Fitness
- Manipulative Skills-Throwing and Catching/Fitness Activities and Core Strength and Endurance
- Team Concept Skills/Cooperative Activities/Lifetime Sports Skills and Strategies
- Locomotor Skills/ Health Related Fitness/Agility Balance and Coordination Skills
- Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills
- Interdisciplinary Activities/ Individual Stunts and Challenges
- Post-Fitness Testing/ Dance and Rhythmic Activities
- Manipulative Skills-Long Handled Implements, Golf
- Group Stunts and Challenges/Fitness Circuit

#### Fifth Grade Activities

- Rules/ Safety Concept Skills/ Intro to PE/ Outdoor PE/Goal Setting Activities
- Spatial Awareness/Chasing Fleeing Dodging/Challenge By Choice Station Work
- Outdoor Games/ Gross Motor Development/ Cardiopulmonary Endurance/ Team Concept Skills Fitnessgram Assessment/Health and Wellness Related Fitness/ Aerobic Activities
- Decision Making/ Risk Taking/Cooperative Activities
- Lifeme Sports skills and Strategies/ Integrated Health Concepts
- Gross Motor Skill Development- Kicking, Dribbling, Shoong, Volleying, Floor Hockey Skills and Drills
- Interdisciplinary Activities/ Individual Stunts and Challenges/ Cooperative Activities
- Fitnessgram Post Assessment/Dance and Rhythmic Activities
- Manipulative Skills-Long Handled Implements, Striking, and Golf
- Fitness Circuit/ Group Stunts and Challenges/ Kinesthetic Awareness

#### CAREER, COMPUTER SCIENCE, KEY SKILLS, AND INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**  
Demonstrate creativity and innovation.  
**Activity:** Students will design their own fitness circuit for peers to evaluate.  
Utilize critical thinking to make sense of problems and persevere in solving them.  
**Activity:** Students will Create Team Strategy to successfully navigate set obstacle courses. (Cooperative Activities).
- **9.4 Life Literacies and Key Skills**  
**9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.  
**Activity:** In small groups Brainstorm various types of Fitness students can participate in to achieve 60 minutes of activity daily.
- **Computer Science**  
**8.1.5.DA.1** Collect, organize, and display data in order to highlight relationships or support a claim.  
**Activity:** Create a Google Form to collect data that displays students' favorite types of Physical Activities.
- **Interdisciplinary Connections**
  - **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  
**Activity:** When students are chosen to be team captains they will work with their co-captains to work out a strategy, position their players, and answer any questions about the activity of the day.  
**Activity:** Whenever an activity and game is explained students are given time to ask questions to clarify the concept.
  - **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

**Activity:** Students will ask questions before and during activities to clarify meaning. Students will also explain the activities to their teammates if they are confused with the rules of the game.

- **PS3.C:** Relationship Between Energy and Forces When objects collide, the contact forces transfer energy so as to change the objects' motions.

**Activity:** Students will throw the smaller balls at the large ball in the center to force it to move. Other teams will also be throwing at the larger ball to get it to move in the opposite direction.

- **MP4:** Model with mathematics.

**Activity:** Students will create a graph that displays various types of activities and how many students enjoy them.

## Physical Fitness

Pacing: 12-15 Weeks

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions. (NJSLS)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> <li>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</li> </ul>	<ul style="list-style-type: none"> <li>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>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).</li> <li>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>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).</li> </ul>
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>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.</li> <li>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>What changes in lifestyle will lead to improved health and wellness?</li> <li>What is the minimum amount of exercise I can do to stay physically fit?</li> <li>How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> <li>How do you realize age-appropriate fitness?</li> <li>Why do we move?</li> <li>How can movement make my body healthy?</li> </ul>

<ul style="list-style-type: none"> <li>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</li> <li>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</li> <li>Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise.</li> <li>Ongoing feedback and assessment are necessary for determining the effectiveness of a personal fitness program.</li> </ul>	<ul style="list-style-type: none"> <li>How can moving keep one physically fit?</li> <li>How can practicing physical activity improve overall performance?</li> </ul>
<b>Learning Objectives</b>	
<ul style="list-style-type: none"> <li>Fitness, Physical Activity: describe the physical, social, and emotional benefits of regular physical activity; describe how body systems adapt over time to regular physical activity; describe how age, heredity, training, and healthy behaviors impact fitness; differentiate among activities that improve skill fitness versus health-related fitness; describe the relationship between physical activity, healthy eating, and body composition.</li> <li>Training: discuss the relationship between practice, training, and injury prevention; apply the appropriate training principles to various forms of physical activity used to improve personal fitness; discuss how the principles of training improve personal fitness;</li> <li>Achieving, &amp; Assessing Fitness : engage in physical activity at a target heart rate for a minimum of 20 minutes; monitor physiological indicators before, during, and after exercise; assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan</li> </ul>	
<b>Third Grade Activities</b>	
<ul style="list-style-type: none"> <li>Pre and Post Fitness Testing</li> <li>Fitness Related Games</li> <li>Sports Related Fitness Activities</li> <li>Team Concepts/Cooperative Activities/LifeTime sports skills</li> <li>Locomotor Skills/Agility,Balance, and Coordination Skills</li> </ul>	
<b>Fourth Grade Activities</b>	
<ul style="list-style-type: none"> <li>Pre-Fitness Testing/Cardiopulmonary Endurance/ Health and Wellness Related Fitness</li> <li>Manipulative Skills-Throwing and Catching</li> <li>Fitness Activities and Core Strength and Endurance</li> <li>Team Concept Skills/Cooperative Activities/Lifetime Sports Skills and Strategies</li> <li>Locomotor Skills/ Health Related Fitness/Agility Balance and Coordination Skills</li> </ul>	
<b>Fifth Grade Activities</b>	
<ul style="list-style-type: none"> <li>Spatial Awareness/Chasing Fleeing Dodging/Challenge By Choice Station Work</li> <li>Outdoor Games/ Gross Motor Development/ Cardiopulmonary Endurance/ Team Concept Skills Fitnessgram Assessment/Health and Wellness Related Fitness/ Aerobic Activities</li> <li>Decision Making/ Risk Taking/Cooperative Activities</li> <li>Lifeme Sports skills and Strategies/ Integrated Health Concepts</li> <li>Gross Motor Skill Development- Kicking, Dribbling, Shoong, Volleying, Floor Hockey Skills and Drills</li> </ul>	

- Fitnessgram Post Assessment/Dance and Rhythmic Activities
- Fitness Circuit/ Group Stunts and Challenges/ Kinesthetic Awareness

### CAREER, COMPUTER SCIENCE, KEY SKILLS, AND INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**

Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

**Activity:** Investigate and research why children in the US are becoming less and less active. Create a google slide listing 3 reasons and a slide listing 3 ideas on how to combat this issue.

- **9.2 Career Awareness, Exploration, and Preparation**

**9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

**Activity:** List 3 Types of technologies that can be used in the Fitness Career. Describe how these technologies could positively impact the fitness world.

- **9.4 Life Literacies and Key Skills**

**9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

**Activity:** Research the issue America faces with living sedentary lifestyles. What are some ideas to combat this issue?

- **Computer Science**

**8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

**Activity:** Create a cluster circle chart displaying how technology has impacted Americans and why this may have led to more sedentary lifestyles.

- **Interdisciplinary Connections**

- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Activity:** Students will work in groups to list and define various terms used in sports that other students may not know.

- **SL.PI.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Activity:** Students will be given the opportunity to model specific skills that they have learned outside of school. If a student knows how to properly shoot a basketball they can describe step by step the proper procedure that should be used.

### Lifelong Fitness

Pacing: 12 - 15 Weeks

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities. (NJSL)

#### Core Ideas

- 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.

#### Performance Expectations

- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.



<ul style="list-style-type: none"> <li>Personal and community resources can support physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>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).</li> <li>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>One should be accepting of other students' abilities and skills by working together and building good sportsmanship.</li> <li>Not following rules have consequences.</li> <li>Rules are necessary to ensure safety and organization.</li> </ul>	<ul style="list-style-type: none"> <li>How can you demonstrate good sportsmanship?</li> <li>Why do I have to show good sportsmanship and follow the rules when others do not?</li> <li>How can cooperating strategies help one be a better team player?</li> <li>Why is it necessary to follow rules?</li> </ul>
Learning Objectives	
<ul style="list-style-type: none"> <li><b>Sportsmanship, Rules and Safety</b> <ul style="list-style-type: none"> <li>Compare the roles and responsibilities of participants and observers; summarize general and specific activity rules</li> <li>Recommend strategies to improve behavior, participation, and enjoyment</li> </ul> </li> <li><b>Sport Psychology</b> <ul style="list-style-type: none"> <li>Describe the use of mental preparation strategies</li> <li>Demonstrate the use of mental preparation strategies</li> </ul> </li> </ul>	
Third Grade Activities	
<ul style="list-style-type: none"> <li>Cooperative Games &amp; Activities</li> <li>Spatial Awareness &amp; Locomotor Skills</li> <li>Anaerobic Exercise &amp; Flexibility</li> <li>Pillow Polo Hockey</li> <li>Tagging Games &amp; Activities</li> <li>Kicking and Ball Handling Skills &amp; Activities</li> <li>Ball Manipulative Stations &amp; Base Running Skills</li> <li>Volleyball &amp; Badminton Activities</li> <li>Football Skills &amp; Dodging/Weaving</li> <li>Basketball Games &amp; Activities</li> <li>Golf Skills &amp; Activities</li> </ul>	
Fourth Grade Activities	
<ul style="list-style-type: none"> <li>Spatial Awareness/Chasing, Fleeing, Dodging/Challenge By Choice Station Work</li> <li>Outdoor Games</li> <li>Gross Motor Development</li> <li>Cardiopulmonary Endurance/ Pre-Fitness Testing/ Health and Wellness Related Fitness</li> <li>Manipulative Skills-Throwing and Catching/</li> <li>Fitness Activities and Core Strength and Endurance</li> <li>Team Concept Skills/Cooperative Activities/Lifetime Sports Skills and Strategies</li> <li>Locomotor Skills/Agility Balance and Coordination Skills</li> <li>Manipulative Skills- Kicking, Dribbling, Shoong, Volleying, Floor Hockey Skills and Drills</li> <li>Interdisciplinary Activities/ Individual Stunts and Challenges</li> </ul>	

- Post-Fitness Testing/ Dance and Rhythmic Activities
- Group Stunts and Challenges/Fitness Circuit

#### Fifth Grade Activities

- Spatial Awareness/Chasing Fleeing Dodging/Challenge By Choice Station Work
- Outdoor Games/ Gross Motor Development
- Cardiopulmonary Endurance
- Team Concept Skills
- Fitnessgram Assessment/Health and Wellness Related Fitness/ Aerobic Activities
- Decision Making/ Risk Taking/Cooperative Activities
- Lifeme Sports skills and Strategies/ Integrated Health Concepts
- Interdisciplinary Activities
- Individual Stunts and Challenges
- Cooperative Activities
- Fitnessgram Post Assessment/Dance and Rhythmic Activities

#### CAREER, COMPUTER SCIENCE, KEY SKILLS, AND INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**  
Act as a responsible and contributing community member and employee.  
**Activity:** In small groups, students will create a warm-up routine using 5-6 Exercises (previously taught)
- **9.2 Career Awareness, Exploration, and Preparation**  
**9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.  
**Activity:** In a small group, brainstorm professions for those who like to be physically active. Keep these ideas on a written chart.
- **9.4 Life Literacies and Key Skills**  
**9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.  
**Activity:** In small groups investigate and research common reasons why Americans' lifestyle has become more sedentary.
- **Computer Science**  
**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.  
**Activity:** Create a Google Form to collect data that shows students' favorite physical activities. Display collected data on a graph.
- **Interdisciplinary Connections**
  - **RI.CR.5.1.** Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.  
**Activity:** Students will read several short articles on fitness and identify text to support an opinion.
  - **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace  
**Activity:** The students will lead a discussion about the importance of lifelong fitness.