

Third Grade Physical Education Curriculum

Unit: Movement Skills and Concepts		Time: September-June	Standards:
Essential Questions <ul style="list-style-type: none"> What are some skills I can use to control my body when moving? How can I move creatively? What are some movement skills that will help me be successful in games, sports and other physical activities? How can I get better at a skill? What can I do to help keep myself and others safe during physical activity? What can I do to help my team be successful? 		Enduring Understandings <ul style="list-style-type: none"> I can use skills like coordination, balance, and agility to move safely in games and dances. I can combine different movements while moving by myself and with others to the rhythm of different music. I can demonstrate movement skills with control when I am practicing the skill and during game play. I can get better at a skill by changing the way I am moving when others give me suggestions. I can follow the rules, use good sportsmanship and use basic offensive and defensive strategies when playing active games and sports. 	<ul style="list-style-type: none"> 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). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 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). 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. 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, contributes to a safe environment. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ Students will explain and demonstrate the key skill cues for movement skills used in sports like soccer, basketball, floor hockey, football, softball, and volleyball. ➤ Students will use skills like coordination, balance, and agility to move safely in games and dances. ➤ During skill practice for soccer, basketball, floor hockey, football, softball, and volleyball, students will complete self-check task sheets indicating use of skill cues. Students will indicate can't do it yet with a "-", needs improvement with a "+", and doing the skill well with a "*". ➤ During peer activities, students will give partners feedback and indicate improvement on a check-list. ➤ Students will demonstrate movement sequences individually and with others in response to music. ➤ Students will create a t-chart explaining what sportsmanship looks like and sounds like and will indicate which characteristics they used during game play. ➤ Students will explain rules to various games and activities and why they are important. ➤ Students will demonstrate basic offensive and defensive strategies in game play. ➤ Students will indicate use of rules, strategies and etiquette on an exit slip. 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Performance tasks ✓ Self-check 	Materials <ul style="list-style-type: none"> Playing cards Dice Yarn Balls Cones Poly-spots Lines Beanbags Jump Ropes Scooters Music Balls Hockey sticks/pucks Nets (soccer/hockey/basketball)

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SUGGESTED ACTIVITIES

- Skill practice: dribbling (with hands/feet/stick), passing, shooting, throwing, catching, flag-pulling, volleying, serving
- Relays using game specific skills
- Stations using game specific skills
- Whole class skill practice and drills (mirror teacher or peer)
- Practice passing to a wall, partner or small group
- Peers teach and demonstrate skills
- Self-check and peer-check task sheets during practice
- Lead-up games for invasion games: Dribbling line-tag, Pirates/Knock-Out, Pac-Man, Keep Away
- Lead-up games for net/wall games: one bounce, infinite hits, toss and volley
- Small sided games (2v2, 3v3, 4v4, 5v5)
- Jigsaw activity to learn a dance (groups learn part of dance and then teach to other groups)
- Create-a-dance (small groups make a sequence of 4 steps and then groups are combined to create a longer sequence).
- Create a tumbling movement sequence, individually or synchronized with a partner or small group
- Exit slip on which students indicate the use of (or lack of use of) skills, strategies and sportsmanship during practice or game play.
- Group Games: Ultimate ball/Frisbee, Hyperspace, 4-Corners, Veggie Monster, Pop-Up Tag, Capture the Flag

REINFORCEMENT

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Play non-competitive games

ENRICHMENT

- Peer teach/coach, demonstrate to class
- Modify equipment: decrease size of ball, increase weight of ball
- Increase distance to target
- Decrease size of target

Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- www.pecentral.com
- www.pelink4u.com
- www.pedigest.com

Cross-Curricular Connections

21st Century Skills: CRP11 Use technology to improve productivity. Students will use music and pedometers for motivation.

CR/LL/KS:

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

SEL: Relationship skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Language Arts: L.3.3 Students will report to the class information about the origin and rules of an activity from a different culture.

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Unit: Fitness		Time:September-June	Standards:
Essential Questions <ul style="list-style-type: none">● Why is regular physical activity important?● How can I show respect during physical activity?● What is health-related fitness and how can I improve it?● Why should I choose to do physical activities?● How can I get my muscles to be more stretchy?● How can I be active outside of school?	Enduring Understandings <ul style="list-style-type: none">● I will identify ways regular physical activity helps my body, mind and emotions.● I can accept others of all skill levels when I do physical activities.● I can explain that health-related fitness is having a body that does all the things I want it to do (healthy heart, strong muscles that can work for a long time and stretchy muscles).● I can improve my fitness by doing a variety of activities/exercises at different levels of difficulty (intensity) .● I can develop a fitness goal and do a variety of activities to work towards my goal.● I can explain that choosing to do physical activity can be fun and help my emotions.● I can identify my favorite ways to be active and engage in those activities by myself or with others for fun.● I can develop flexibility by stretching, doing martial arts and yoga.● I can describe some ways to be active in the community.	<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect 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, flexibility, body composition, nutrition) to evaluate personal health.</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>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will sort benefits of physical activities into the following categories: physical, social, emotional and intellectual.➤ Students will explain ways they can show respect towards others and self-assess how well they demonstrated kindness and respect during game play or fitness activities.➤ Students will create a fitness goal and plan to improve components of fitness based on their Fitnessgram scores. The plan will include a variety of moderate and vigorous physical activities.		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Performance tasks✓ Self-check	
		Materials <ul style="list-style-type: none">● Playing cards● Fitness Dice	

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- Students will engage in a variety of moderate to vigorous fitness activities for each component of fitness (cardiorespiratory endurance, muscle strength/endurance and flexibility).
- Students will keep a log of fitness activities they engaged in while working towards their fitness goals.
- Students will list physical activities they enjoy and how those activities make them feel.
- Students will use dynamic stretching and yoga to increase their range of motion.
- Students will list ways they can be active in our community (organized sports, dance, martial arts, local parks, hiking trails, swim lessons, fishing, etc.)

- Dice
- Cones
- Poly-spots
- Beanbags
- Jump Ropes
- Scooters
- Music
- Balls
- Pedometers
- Medicine balls
- Stopwatch

SUGGESTED ACTIVITIES

- Fitnessgram fitness assessments (PACER, push-up, curl-ups, sit and reach, trunk lift)
- Students have time to work on fitness goals
- Fitness stations
- Fitness relays
- Tag games with fitness-related re-entry tasks
- Fitness Bingo
- Jump rope challenges
- Students create fitness routines
- Dance activities, like Freeze Dance
- Fitness 4 Corners
- Race Track
- Minute-to-Win It Fitness
- Physical activity log/calendar
- Favorite physical activity bulletin board (students provide photos/words/drawings)
- Physical activity log/calendar

REINFORCEMENT

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target/number of reps
- Modify the way exercise is performed

ENRICHMENT

- Peer teach/coach, demonstrate to class
- Peer teach/coach, demonstrate to class
- Modify equipment: decrease size of ball, increase weight of ball
- Increase distance to target, number of reps
- Decrease size of target

Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- www.pccentral.com
- www.pelink4u.com
- www.pedigist.com

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SEL: Relationship skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others.

Language Arts or Math: L.3.3 Students will use language conventions when writing, speaking and listening when working in groups and completing written assignments, like their fitness plans.

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