



West Windsor-Plainsboro Regional School District
Physical Education Grade 3

GRADE 3 PHYSICAL EDUCATION

Content Area: Physical Education

Course & Grade Level: Physical Education, Grade 3

Summary and Rationale

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

Physical Education in Grade 3 places an emphasis on the development of basic body movement, gross loco-motor skills and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

Recommended Pacing

80 days

New Jersey State Learning Standards for Physical Education

2.2 Physical Wellness

CPI #2.2.MSC	Cumulative Progress Indicator (CPI)	
	<small>Disciplinary Concept</small>	Movement Skills and Concepts
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.	
CPI #2.2.PF	Cumulative Progress Indicator (CPI)	
	<small>Disciplinary Concept</small>	Physical Fitness
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.	
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.	

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).
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.
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).
CPI #2.2.LF	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Lifelong Fitness
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.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
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).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
CPI #2.2.N	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Nutrition
2.2.5.N.1	2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
2.2 Physical Wellness	
CPI #2.2.PS	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Personal Safety
2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
Interdisciplinary Connections	
Standard #	Standard
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.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Career Ready Practices	
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.ED-TT.1.1	Implement strategies to maintain relationships with others to increase support for the organization.

9.3.HU-ED.1	Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

New Jersey Student Learning Standards for Computer Science and Design Thinking

8.2.5.ED.2:	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3:	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.ITH.4:	Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Instructional Focus

Unit Enduring Understandings

RULES & SPORTSMANSHIP:

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

FITNESS:

- You only have one body; take care of it so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.

STRATEGY & TECHNIQUE:

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.

LEADERSHIP & TEAMWORK:

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members.

Unit Essential Questions

RULES & SPORTSMANSHIP:

- How do rules help a game? How do rules change the way you play? How does following the rules help you play better?
- Are you fun to play with? How do other people see you?
- Did I do the right thing? What will I do next time?

FITNESS:

- What does it mean to be fit (for me)?
- Why on some days do I get tired faster than on others? How do I get more energy (both in the short-term and in the long-term)?
- How did I challenge myself today?

STRATEGY & TECHNIQUE:

- Why am I doing this? (in terms of strategic choices)
- What's my plan? How is it working?
- What did I learn from playing? How do I get better? How do I reach the next level of performance?

LEADERSHIP & TEAMWORK:

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?

Objectives**Students will know:****RULES & SPORTSMANSHIP:**

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. stretches, warm-up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), dance, ribbon sticks, spatial-awareness activities (tag games), manipulative skill practice, problem solving activities, partner and small group manipulatives, fundamental movements).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

FITNESS:

- The components of health-related and skill-related fitness and identify activities that develop each component.
- The body responses are associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

STRATEGY & TECHNIQUE:

- Skill- and activity-specific vocabulary. (e.g. stretches, warm-up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), dance, ribbon sticks, spatial-awareness activities (tag games), manipulative skill practice, problem solving activities, partner and small group manipulatives, fundamental movements).
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

LEADERSHIP & TEAMWORK:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Students will be able to:**RULES & SPORTSMANSHIP:**

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Demonstrate ways to handle and care for equipment safely and responsibly.

FITNESS:

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.

- Monitor heart rate and breathing before, during, and after exercise.

STRATEGY & TECHNIQUE:

- Demonstrate understanding of skill- and activity-specific vocabulary while engaged in the activity. (e.g. stretches, warm-up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), dance, ribbon sticks, spatial-awareness activities (tag games), manipulative skill practice, problem solving activities, partner and small group manipulatives, fundamental movements).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Explain how changes in direction, pathways, and levels can alter movement.
- Explain how changes in rhythm, tempo, beat and musical style can alter movement.
- Explain verbal and visual cues used to improve skill performance.
- Demonstrate proper body mechanics when performing movement skills.
- 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).
- Respond in movement to changes in tempo, beat, rhythm, or musical style
- Correct movement errors in response to feedback.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

LEADERSHIP & TEAMWORK:

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

Evidence of Learning

Assessment

- Physical Fitness Test
- Informal observations of student performance
- Skill tests

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources:

SHAPE America

PE Central

K-5 PE Supplemental Materials

Go Noodle

YouTube videos

