

Grade 3 Physical Education

Content Area: **Health & PE**
Course(s): **Physical Education Grade 3**
Time Period: **Full Year**
Length: **180**
Status: **Published**

NJSLS Health & PE

| | |
|--------------------|---|
| HE.3-5.2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| HE.3-5.2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| HE.3-5.2.2.5.LF.3 | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| HE.3-5.2.2.5.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). |
| HE.3-5.2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |
| HE.3-5.2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. |
| HE.3-5.2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation. |
| HE.3-5.2.2.5.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). |
| HE.3-5.2.2.5.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. |
| HE.3-5.2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). |
| HE.3-5.2.2.5.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). |
| HE.3-5.2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |
| HE.3-5.2.2.5.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). |
| HE.3-5.2.2.5.MSC.4 | Develop the necessary body control to improve stability and balance during movement and physical activity. |
| HE.3-5.2.2.5.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. |
| HE.3-5.2.2.5.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. |
| HE.3-5.2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. |

Rationale and Transfer Goals

In third grade, students seek to improve their motor skills by applying movement concepts to skills. Students work on body management skills in game-like settings. Specific sports skills are also emphasized. The four components of physical fitness are introduced. Students participate in physical activities successfully in a group, regardless of personal differences.

The Rationale of Lifetime Fitness is to provide students with knowledge and skills in order to improve levels in five areas of fitness, cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility. With participation in all activities students will see improvement and learn to set short and long term goals that can help in other areas of life. Becoming physically fit can build confidence and esteem and can help students maintain concentration resulting in academic improvement in other classes.

Enduring Understandings

- Competent and confident age appropriate performances of gross, fine motor and 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.
- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
- Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.
- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
- 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.

Essential Questions

- How do motor skills and movement concepts relate to the activities or games played?
- How do you improve the four fitness components of physical fitness?
- How can individual differences enhance and contribute to group productivity?
- How can you improve your cardiovascular endurance?
- What does consideration for and cooperation for classmates and teachers look like in physical education class?
- Why is the development of motor skills essential during childhood?

- Why is it important to improve your cardiovascular fitness and muscular endurance?
- Why is physical activity important for my health?
- What does consideration for and cooperation for classmates and teachers look like in physical education class?

Content - What will students know?

- Physical activity involves using motor skills & knowledge of movement concepts.
- It is important to be able to participate in cardiovascular activities for an extended amount of time.
- It is important to know how to improve the four components of physical fitness.
- Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

Skills - What will students be able to do?

- Demonstrates mature form in jumping and landing in a rhythmic pattern
- Demonstrates body awareness and balance in static and dynamic positions
- Demonstrates mature form when catching, punting, striking, and dribbling
- Applies movement concepts while performing locomotor, non-locomotor, and manipulative skills in static and dynamic movement situations
- Demonstrates a healthy level of cardiovascular endurance when participating in a variety of physical activities
- Identifies activities that correspond to the four fitness components
- Exhibits consideration for and cooperation with classmates and teachers

Activities - How we teach content and skills.

- Jumps a turning rope held by others.
- Chases, flees, and dodges in game-like settings
- Balances, maintaining control, in static and dynamic positions
- Transfers weight from feet to hands at fast and slow speeds using large extensions
- Catches with proper technique a ball rebounding from a wall or thrown by a partner
- Punts a ball using proper technique
- Strikes a ball with hands or racquet using proper body alignment and technique
- Hand dribbles a ball, maintaining control, while traveling within shared space
- Identifies concepts related to space, time, force, and body
- Maintains continuous cardiovascular activity during warm-ups, games, and dance activities
- Demonstrates activities that develop muscular strength, muscular endurance, and flexibility
- Participates in a variety of activities that improve cardiovascular endurance, muscular strength, muscular endurance, and flexibility

- Identifies physical activity that develops muscular strength, muscular endurance, a flexibility, and cardiovascular fitness components
- Plays and cooperates with others regardless of personal differences
- Treats others with respect during play
- Resolves conflicts in socially acceptable ways
- Displays consideration of others in physical activity settings to accomplish group goals
- Works safely and productively during activity time

Assessments - How we know students have learned.

Weekly Teacher observation

Review skills and concepts covered in second grade

2 weeks: beginning of the school year

Jumps a turning rope held by others

2 weeks

Chases, flees, and dodges in game-like settings

2 weeks

Balances in static and dynamic positions

2 weeks

Transfers weight from feet to hands

2 weeks

Catches a ball rebounding from wall or thrown

2 weeks

Punts a ball

2 weeks

Strikes a ball with hands or racquet

2 weeks

Hand dribbles a ball in shared space

2 weeks

Identifies ways movement concepts can be used to refine movement skills

2 weeks introduction, developed throughout the year

Maintains continuous cardiovascular activities

1 week Introduction, developed throughout the year

Physical activities that improve cardiovascular endurance , muscular strength, muscular endurance and flexibility

1 week Introduction, developed throughout the year

Identifies physical activity that develops muscular strength, muscular endurance, flexibility, and cardiovascular components

1 week Introduction, developed throughout the year

Plays and cooperates with others regardless of personal differences

1 week Introduction, developed throughout the year

Treats others with respect during play

1 week Introduction, developed throughout the year

Resolves conflicts in socially acceptable ways

1 week Introduction, developed throughout the year

Displays consideration of others in physical activity settings to accomplish group goals

1 week Introduction, developed throughout the year

Works safely and productively

1 week Introduction, developed throughout the year

Review third grade topics as necessary and Introduce skills and concepts that will be assessed in fourth grade

4 weeks

Teacher's choice of standards-based activities

4 weeks

Observation

Participation

Performance Tasks

Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activities |
|--|--|--|
| The student will know how to perform and properly demonstrate a test for each of the five components of fitness. | Building cardiorespiratory endurance Building muscle strength Building flexibility | Circuit exercises Lap Running/Walking |

Career Awareness, Exploration, Preparation, and Training

WRK.9.2.5.CAP.1

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

WRK.9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

21st Century Skills

TECH.9.4.5.CT.4

Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections

SCI.3-PS2-1

Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

MA.3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MA.3.OA.B.5

Apply properties of operations as strategies to multiply and divide.

SCI.3-PS2-2

Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

SCI.3-PS2-3

Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

MA.3.NF.A

Develop understanding of fractions as numbers.

SCI.3-PS2-4

Define a simple design problem that can be solved by applying scientific ideas about magnets.

MA.3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

SCI.3-LS4-2

Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

SOC.6.1.4.D.13

Describe how culture is expressed through and influenced by the behavior of people.

SOC.6.1.4.D.18

Explain how an individual's beliefs, values, and traditions may reflect more than one culture.