

# Grade 3 Physical Education

Content Area: **Physical Education & Health**  
Course(s):  
Time Period: **September**  
Length: **180 days**  
Status: **Published**

## Overview

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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.

Students will be engaged in content and practices regarding:

- 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.

## Enduring Understandings

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- 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

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- 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?

## Learning Targets

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I can:

- - develop a health related fitness goal.
  - demonstrate appropriate control when engaging in a game or activity in various applied settings.
  - perform essential elements of movement during a group activity.
  - make adjustments based on the teacher's suggestions.
  - participate in a variety of activities that address each skill component.
  - explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings.
  - apply rules and procedures for specific games.
  - describe how rules and procedures enhance participation and safety.
  - explain how specific rules and procedures contribute to a safe active environment.
  - demonstrate the use of basic offensive and defensive strategies.
  - acknowledge the contributions of team members.
  - demonstrate control while modifying force, time, space, and relationships in interactive

dynamic environments.

- apply specific rules and procedures during physical activities.
- demonstrate control while modifying force, time, space, and relationships in interactive dynamic environments.
- demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- develop a health related fitness goal
- describe how rules and procedures enhance participation and safety for specific games, sports, and other competitive activities.

## **NJSLS Health and PE**

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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.

## **Learning Plan, Activities and Resources**

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Topic	Activities
Establishing a Learning Environment/ Movement/Fitness  (8 weeks)	Rules/ Procedures/ Movement  Icebreakers/ Intro game <a href="#">Reflection Perfection</a> Star Wars, Bamboozle, Old School  Fall Fitness Testing Capture the Flag/Treasure Hunt/Keeper of the Castle <a href="#">Whole Grain Scramble</a> Intro to Team Sports Soccer, Handball, Hockey, Goofy Baseball
Team Building (7 Weeks)	QB Rescue, Scooter Handball Battleship, Titanic Star Wars, Bamboozle, Old School, Soccer <a href="#">Wordles</a> Scooter Handball, Scooter Basketball Capture the Flag/Treasure Hunt/Keeper of the Castle Kids Heart Challenge
Manipulative Skills/Fitness	

(6 weeks)

Flowing Movements

Tchoukball, Handball,  
Volleyball, Nukem,  
Heart Tag

Tchoukball, Handball, Volleyball, Nukem,  
Soccer, Hockey, Scooter Basketball,  
Handball  
Spring Fitness Testing

Movement Concepts

(8 weeks)

Brr.. I am Cold

Keeper of the Castle, Alphabet Tag  
Capture the Flag, Scerbo Ball  
Scooter Tag, Scooter Races  
Fitness stations  
Spring Pacer Test  
Hungry Hungry Hippo, Color Guard  
Bamboozle, Jail

## **Assessments**

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- Ongoing record keeping
- Teacher observation
- Rubrics
- Class Participation and preparation

## **Additional Resources**

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- [www.pecentral.com](http://www.pecentral.com)
  
- [www.peuniverse.com](http://www.peuniverse.com)

- [www.carlyspegames.weebly.com](http://www.carlyspegames.weebly.com)
- [www.peuniverse.com](http://www.peuniverse.com)
- [www.physedgames.com](http://www.physedgames.com)
- [www.youtube.com](http://www.youtube.com)

## 21st Century Skills

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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).

## Career Awareness, Exploration, Preparation, and Training

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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.

## Interdisciplinary Connections

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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.

MA.3.NF.A                                Develop understanding of fractions as numbers.

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.

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.

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.

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-PS2-4

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

SOC.6.1.5.CivicsPR.1

Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

SOC.6.1.5.CivicsPR.3

Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

### Mandate Inclusions

Technology Integration and Literacy	<a href="#">Amistad Law</a>	<a href="#">Holocaust Law</a> (under rationale statement)	<a href="#">LGBT Law</a>	<a href="#">Disabilities Law</a>	Pacific Islander
Read and/or listen to books, articles, etc about sports or athletes in a digital or traditional way	-Recognizing Famous African American Athletes	-Teaching and reinforcing kindness	-Reinforcing that all students can excel at physical exercises and activities, regardless of gender stereotypes	-Discuss sport modifications that are implemented in parasports	-Recognizing famous Pacific Islander athletes