



VALWOOD

GO BEYOND

Third Grade Physical Education Curriculum

3rd Grade Physical Education Overview

Course Description		Topics at a Glance	
<p>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.</p>		<ul style="list-style-type: none"> Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports Perform movements that engage the brain to facilitate learning Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues Demonstrate positive social behaviors during class 	
Assessments			
<ul style="list-style-type: none"> Observation Participation Performance Tasks Conferencing Growth Over Time 			
Grade Level Expectations			
Standard	Big Ideas in Third Grade (Grade Level Expectations)		
1. Movement Competence and Understanding	1.	Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	
	2.	Perform movements that engage the brain to facilitate learning	
2. Physical and Personal Wellness	1.	Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	
	2.	Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	
3. Emotional and Social Wellness	1.	Demonstrate positive social behaviors during class	

1. Movement, Competence and Understanding

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Movement Competence and Understanding standard are:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Content Area: Physical Education - Third Grade	
Standard 1: Movement Competence and Understanding in Physical Education	
Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities	
GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Demonstrate changes of pathways, levels, forces, and direction with manipulatives such as hoops, streamers, and balls b. Combine locomotor movements in time to music c. Dribble in soccer or basketball while changing speed and direction d. Demonstrate throwing, catching, striking ,or trapping in an activity e. Demonstrate skills of chasing, fleeing, and dodging to avoid others 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it enjoyable to combine locomotor movements in time to music? 2. How is dribbling a soccer ball different from dribbling a basketball? 3. Which combination of locomotor skills is most aesthetically pleasing? 4. Why are some games more enjoyable than others? 5. How do varying types of activity, challenges, and team versus individual activities contribute to enjoyment?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals move successfully and skillfully under a variety of movement conditions in their daily activities such as playing basketball or playing tag with friends. 2. Individuals participate skillfully in a variety of games that require movement and skills. 3. Individuals combine locomotor movements in time to music while dancing at home or at a social dance.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The ability to combine skills in meaningful ways is critical for success in most forms of physical activity. 2. Games and sports have motor patterns that appear in simple combinations.

Content Area: Physical Education – Third Grade	
Standard 1: Movement Competence and Understanding in Physical Education	
Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities	
GRADE LEVEL EXPECTATION Concepts and skills students master: 2. Perform movements that engage the brain to facilitate learning	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Describe, create, and demonstrate movements that require crossing the mid-line Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos Combine jumping, tossing, dribbling, or catching to music or rhythmic beat Perform a basic tinkling step to 3/4 time (close, tap, and tap) Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts Perform forward and backward rolls with variation Combine two or more rotational skills 	Inquiry Questions: <ol style="list-style-type: none"> What must one think about when doing a forward roll? Which activities are most effective for crossing the mid-line? How does one use his or her mind in various activities and sports? What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?
	Relevance and Application: <ol style="list-style-type: none"> Individuals learn new movements such as jumping rope to engage the brain. Individuals perform routines of physical movement that may include dance steps, jumping rope, or a variation of forward and backward rolls.
	Nature of Discipline: <ol style="list-style-type: none"> Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. Exercise is linked to healthy brain development, and certain movements such as cross-laterals, patterns, rhythms are proven to be beneficial for making body and brain connections.

2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Physical and Personal Wellness standard are:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Content Area: Physical Education - Third Grade	
Standard 2: Physical and Personal Wellness in Physical Education	
Prepared Graduates: Achieve and maintain a health-enhancing level of physical fitness	
GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity b. Recognize that the body will adapt to increased workloads c. Describe the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity d. Identify several moderate to vigorous physical activities that provide personal pleasure e. Identify all activities that children participate in on a regular basis (formal or informal) f. Locate heart rate on at least two different pulse points on the body g. Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed h. Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity Explain how the intensity and duration of exercise as well as nutritional choices affect fuel use during physical activity 	Inquiry Questions: <ol style="list-style-type: none"> 1. Which physical activities are the healthiest? 2. What factors help you to decide why you enjoy an activity or sport? 3. If you are bored with a current physical activity, how would you choose a new physical activity? 4. Does your body feel different after you swim than after you run? Relevance and Application: <ol style="list-style-type: none"> 1. Individuals maintain healthy cardiovascular and respiratory system to prevent heart disease. 2. Individuals participate in a wide range of physical activities over a lifetime such as swimming, bicycling, running, or hiking. 3. Individuals participate safely in physical activity under a variety of environmental conditions such as high altitude, heat, humidity, or cold. 4. Individuals use a watch to monitor their heart rate. 5. Individuals compare the way riding a bicycle makes them feel to the way riding a skateboard makes them feel. Individuals keep a chart for a month of all physical activities, listing the amount of time for each. Nature of Discipline: <ol style="list-style-type: none"> 1. Physical activity affects heart, lungs, and muscles. 2. Physical activity affects the way one feels emotionally and physically. 3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life. 4. Different levels of exercise affect heart rate and overall health and fitness.

Content Area: Physical Education - Third Grade	
Standard 2: Physical and Personal Wellness in Physical Education	
Prepared Graduates: Achieve and maintain a health-enhancing level of physical fitness	
GRADE LEVEL EXPECTATION: Concepts and skills students master: 2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Identify the location of the lungs and heart Identify muscles and fat Locate the heart, and feel it beat after moderate to vigorous exercise Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles Identify physical activities that cause the heart to beat faster 	Inquiry Questions: <ol style="list-style-type: none"> Do your heart and lungs feel different after you swim than after you run? If entire bodies were made of fat, how would people move? What would bodies look like if they had no bones? Which of your favorite activities do you think contribute most to your heart beating faster?
	Relevance and Application: <ol style="list-style-type: none"> Individuals understand the role of fitness in preventing chronic disease. Individuals take a virtual tour of the body, focusing on the lungs and heart. Individuals prevent heart disease by engaging in aerobic activity such as bicycle riding, or playing tag or basketball. Individuals use a heart rate monitor to compare heart rate before, during, and after exercise. Individuals compare body parts to parts of a car or a computer.
	Nature of Discipline: <ol style="list-style-type: none"> The amount of exercise done does directly influences heart rate and overall health and fitness. The body is made up of different parts, and each part must be cared for with exercise.

3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Emotional and Social Wellness standard are:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Content Area: Physical Education - Third Grade	
Standard 3: Emotional and Social Wellness in Physical Education	
Prepared Graduates: Exhibit responsible personal and social behavior that respects self and others in physical activity settings	
GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Demonstrate positive social behaviors during class	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify the positive behaviors of self and others b. Congratulate partners, opponents, or team upon conclusion of game or activity c. Accept and give constructive feedback to peers d. Follow directions, activity-specific rules, procedures, and etiquette with few reminders e. Encourage others regularly, and refrain from put-down statements f. Ask a partner to participate in a physical activity g. Congratulate friends for a well-executed movement 	Inquiry Questions: <ol style="list-style-type: none"> 1. How should you congratulate someone when he or she wins, and you lose? 2. When would peer feedback be inappropriate? 3. How can you give advice to a friend about how to improve at a physical activity? 4. How does your body feel when you achieve success while working with others? 5. What is your role in maintaining a positive learning environment that everyone can enjoy? 6. Why is it important to be polite when you lose?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals acknowledge the efforts of others when they have done something well such as sending a group email acknowledging the efforts of someone to other people. 2. Individuals describe how they could use technology to assist a friend in learning a skill. 3. Individuals are gracious winners and losers. For example, they shake the hand of a winning opponent. 4. Individuals initiate social interaction with someone they don't know in a social situation such as a school dance. 5. Individuals send an electronic invitation to a friend asking him or her to join them in a physical activity such as playing Frisbee.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Physical education provides opportunities to reinforce positive social behaviors. 2. Successful participation in physical activity requires cooperation with others. 3. Group physical activities should be fun for everyone participating.

	4. How you behave when you win or lose influences how people look at you.
--	---

4. Prevention and Risk Management

Includes safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Prevention and Risk Management standard are:

- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury