

Wallenpaupack Area School District

Course: Physical Education

GRADE LEVEL: Grade 3

LENGTH OF COURSE:

TEXT:

PUBLISHER:

COPYRIGHT:

COURSE DESCRIPTION:

The Primary Physical Education curriculum focuses on developmentally appropriate programs that assist children in becoming physically active for a lifetime by introducing them to a variety of movement concepts and sport skills.

AREAS OF STUDY:

Wellness and Fitness
Manipulative Skills
Rhythmic Activities
Body and Spatial Awareness
Movement Exploration
Ball Handling

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DATE OF REVISION:

2004

Wallenpaupack Area School District

Course: Physical Education

Grade Level: Grade 3

Unit: Wellness and Fitness

PA Standard: 10.4.3.A,B,C,D,E,F
10.5.3.A,B,C,D

<p>Topics:</p> <ul style="list-style-type: none"> I. Flexibility II. Cardiovascular endurance III. Muscular strength IV. FITT (mastered) V. Safe practices 	<p>Skills:</p> <ul style="list-style-type: none"> I. Warm-up/cool down stretching II. Cardiovascular endurance <ul style="list-style-type: none"> • daily jog (increase time throughout the year) • jump rope • aerobic/activity/game III. Muscular strength <ul style="list-style-type: none"> • upper body • abdominal • legs IV. Frequency, intensity, time, type V. Identify safe practices in a physical activity setting <ul style="list-style-type: none"> • proper use of equipment • personal safety • positive attitude • compliance with game rules and fair play
<p>Activities:</p> <ul style="list-style-type: none"> Teacher or student led stretches Warm up – cool down Jog paced run Mile run (timed) Push-ups Wall apparatus (wall ladder pull-up trainer, pull up bar) Recognize and practice proper breathing technique during physical activity Sit-ups Locate pulse Recognize changes in the body in response to cardiovascular exercise 	<p>Performance Assessment:</p> <ul style="list-style-type: none"> Participations Teacher observation Formative assessment (pre-post) 1-minute sit-up test Mile run – timed Pull-up trainer/pull ups assessment Discussion

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Grade Level: Grade 3

Unit: Manipulative Skills

PA Standard: 10.4.3.A,D,E,F
10.5.3.A,B,C,E,F

Topics:	Skills:
Manipulative movement activities	<p>Identify and perform locomotor (gallop, skip, walk, run, leap, step-and-slide, hop, jump).</p> <p>Identify and perform non-locomotor (bend/stretch, push/pull, swing/sway, twist/turn).</p> <p>Identify and perform fundamental movement patterns by using various equipment (beanbags, scarves, paddles, hoops, jump ropes, Frisbees, parachute, balls, balloons, etc.)</p>
Activities:	Performance Assessment:
<p>Parachute – large group</p> <p>Small parachute – small group activities</p> <p>Scoters</p> <p>Juggling (scarves, streamers, beanbags)</p> <p>Tennis ball and can</p> <p>Frisbee</p> <p>Hula hoop</p> <p>Balloons</p> <p>Paddles</p> <p>Jump rope (partner, individual, Chinese and long ropes)</p>	<p>Teacher observation</p> <p>Student checklist</p> <p>Critical elements</p>

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Unit: Rhythmic Activities

PA Standard: 10.4.3.A,D,E
10.5.3.A

Topics: Basic movements, rhythmic exercises, musical activities	Skills: Students identify and apply basic movement patterns during various musical and/or dance activities
Activities: Basic/creative movements through music Current dance movements Aerobic fitness videos	Performance Assessment: Teacher observation Participation

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Unit: Body and Spatial Awareness

PA Standard: 10.4.3.A,B,E,F
10.5.3.A,B,C,E

<p>Topics:</p> <p>I. Self-space</p> <p>II. General space</p> <p>III. Body Awareness</p>	<p>Skills:</p> <p>I. Self-space</p> <ul style="list-style-type: none"> • show appropriate self-spacing without assistance • follow pathway, directions, and levels <p>II. General Space</p> <ul style="list-style-type: none"> • safe movement throughout all areas • demonstrate skills of chasing, fleeing, dodging to avoid others <p>III. Body Awareness</p> <ul style="list-style-type: none"> • balance • avoiding others while moving • creative stances
<p>Activities:</p> <p>Demonstrate self-space</p> <p>Practice following cues, directions, pathways and levels</p> <p>Tag games</p> <p>Social partner and cooperative activities</p>	<p>Performance Assessment:</p> <p>Teacher observation</p> <p>Participation</p> <p>Timed balance activity</p>

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Unit: Movement Exploration

PA Standard: 10.4.3.A,D,E,F
10.5.3.A,B,C,D

<p>Topics:</p> <p>I. Locomotor movements</p> <p>II. Non-locomotor movements</p> <p>III. Vertical/horizontal movement expressions</p>	<p>Skills:</p> <p>I. Locomotor movements</p> <ul style="list-style-type: none"> • walk • run (jog) • hop • jump • skip • gallop • leap • step-and-slide • grape vine <p>II. Non-locomotor movements</p> <ul style="list-style-type: none"> • bend/stretch • push/pull • swing/sway • twist/turn <p>III. Vertical/horizontal movement expressions</p> <ul style="list-style-type: none"> • climbing (ladder or wall)
<p>Activities:</p> <p>Perform combinations of locomotor movements in activities or dance</p> <p>Lead-up games and activities</p> <p>Games</p> <p>Cooperative activities and partner activities involving the proper form and the critical elements of mature movement patterns</p> <p>Develop combinations of movements into repeatable sequence (e.g. grapevine, rhythmic movement)</p>	<p>Performance Assessment:</p> <p>Teacher observation</p> <p>Participation</p> <p>Skill checklist (critical elements)</p> <p>Partner observation</p> <p>Demonstrate cooperative partner behavior in regard to differences (e.g. gender, physical differences, race)</p> <p>Socially acceptable conflict resolution</p>

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Unit: Ball Handling

PA Standard: 10.4.3.A,B,C,E,F
10.5.3.A,B,C,F

Topics: Ball handling skills for various sports, lifetime activities and recreation	Skills: Demonstrate proficiency in ball handling skills with various equipment (e.g. soccer ball, basketball, volleyball, tennis ball, hockey, baseball/softball)
Activities: Development of the basic fundamental ball handling skills of various sports and recreational activities through drills and lead up activities Understanding appropriate vocabulary for game strategies (e.g. passing/receiving, faking/dodging, moving to be open, defending space, and following rules of play) Practice skills for improvement	Performance Assessment: Teacher observation Evaluation of skill development Critical elements Student demonstration and participation