



Physical Education Third Grade

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

The committee members aligned the curriculum with the Physical Education Grade Level Expectations published by DESE in May, 2007 and cross-referenced it with the National PE Standards. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. **The assessments are required;** the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the unit assessment(s). Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

COURSE TITLE: Physical Education 3

GRADE LEVEL: 3rd Grade

CONTENT AREA: Physical Education

Course Description:

This course is designed to give third grade students the opportunity to learn through a comprehensive planned physical education program. The emphasis fitness components, skeletal system, and the benefits of regular participation in fitness activities. Students will learn how to be responsible of their personal and social behavior in a physical activity. They will recognize the appropriate way to warm up and cool down for injury prevention. Students will also be able to demonstrate the critical elements for manipulative skills. They will apply fundamental and specialized skills in lead-up games while working on sportsmanship and teamwork skills.

Course Rationale:

Physical education is an integral part of the total education process. The focus of the program is to prepare students to become physically active, develop skills, and acquire a lifelong appreciation of leading a healthy life. Recognizing the needs of each individual will facilitate the acquisition of cognitive information and skills to provide optimal physical, mental, emotional, and social well-being. Active participation in the program will help the individual identify and reduce potential risk behaviors, enhance a positive self-image, promote sportsmanship, and increase the quality of life.

Course Scope and Sequence

Unit 1: Movement Education/Rhythms (12 class periods)	Unit 2: Wellness (18 class periods)	Unit 3: Basic Movement (16 class periods)
Unit 4: Manipulative Skills (40 class periods)		

Unit Objectives:

Unit 1: Movement Education/Rhythms

1. Students will be able to define and differentiate between tempo and beat.
2. Students will demonstrate the ability to interpret and move to a variety of music.
3. Students will demonstrate rhythmic routines using fundamental movement skills or manipulatives.
4. Students will demonstrate simple step patterns.
5. Students will demonstrate simple dance mixers in scattered formations.

Unit 2: Wellness

1. Students can identify the benefits of being active and exercising/playing.
2. Students will recognize the fitness components (cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).
3. Students will identify parts of the skeletal system.
4. Students will describe how the body responds to moderately vigorous activity.
5. Students will recognize appropriate warm-up, cool-down, and flexibility activities and the importance of each for injury prevention.
6. Students will recognize signals that indicate injury and seek out assistance.

Unit 3: Basic Movement

1. Students will be able to demonstrate critical elements for manipulative skills.
2. Students will demonstrate combination of tumbling skills and basic inverted balances.
3. Students will demonstrate a combination of movement concepts while performing various skills during an activity (ex. Run and throw).
4. Students will apply fundamental and specialized skills in a lead up game.
5. Students will identify appropriate cooperative, social, and teamwork skills while participating in a game.
6. Students will demonstrate proper techniques for a variety of fundamental skills while practicing with a partner.

Unit 4: Manipulative Skills

1. Students will identify appropriate cooperative, social and teamwork skills while participating in game situations.
2. Students will demonstrate proper techniques for a variety of fundamental skills while practicing with a partner.
3. Students will demonstrate a variety of sport specific lead up games.
4. Students will demonstrate basic apparatus activities.
5. Students will demonstrate respect for all students regardless of individual skills and abilities.

Essential Terminology/Vocabulary:

Unit 1: Movement Education/Rhythms

- tempo
- beat

Unit 2: Wellness

- cardiovascular endurance
- muscular endurance
- muscular strength
- flexibility
- skull
- radius
- ulna
- humerus

- femur
- tibia
- fibula
- patella
- sternum
- clavicle
- phalanges
- ribs

Unit 3: Basic Movement

- travel skill
- balance skill

Unit 4: Manipulative Skills

- knob
- shaft
- blade
- stick handling
- shooting
- passing
- goal tending
- trapping
- dribbling
- rotate
- side out
- forearm pass
- set
- serve
- spike
- jump ball
- free throw line
- basket
- backboard
- chest pass
- bounce pass
- overhead pass
- double dribble
- traveling
- carrying the ball
- cardiovascular endurance
- flexibility
- muscular strength
- muscular endurance

Approved Course Materials and Resources:

Available resources