
PE Grade 3 Manipulatives Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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PE Grade K - 3 Curriculum

Prerequisite :

Students will practice and perform Second Grade Physical Education drills and activities.

Course Description Here

Third Grade Physical Education will be taught by a certified Health & Physical Education Teacher. It will provide student opportunities to learn and practice skills and behaviors critical to being physically active. The Third Grade student will practice motor skills and movement patterns needed to perform a variety of Physical Activities. The student will participate in regular activities and achieve a health-enhancing level of physical fitness. Each child will exhibit personal and social behavior that respects self and others in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Scranton School District
Curriculum Guide

Year-at-a-glance

Subject:	Grade Level	Date Completed:
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1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter

Topic	Resources	CCSS

1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter:

Students will actively participate and engage in physical activities that promote lifelong fitness. Units and lessons will be dependent on facilities (indoor/outdoor), equipment, and seasons. Teachers will plan lessons based on multiple standards.

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Manipulative	10.4.3B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities	<p>Objective: Students will generate the positive and negative effects of regular participation in both moderate and vigorous activities that use a manipulative.</p> <p>Objective: Distinguish the difference between moderate and vigorous activities.</p> <p>Physical Activity Moderate physical activity Positives of moderate physical activity Negatives of moderate physical activity Manipulative</p> <ul style="list-style-type: none"> ● Throw ● Catch ● Kick ● Dribbling ● Balance ● Strike ● Juggle 	<p>Stations implementing the following manipulative movements</p> <ul style="list-style-type: none"> ● Throwing/catching ● Striking ● Dribbling ● Stations ● Racket skills ● Parachute ● Implement skills ● Stilts ● Bouncers ● Balance Boards ● Scooters 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student Observation</p>	Daily lesson plans at 40 minutes per class

**Scranton School District
Curriculum Guide**

	<p>10.4.3 C: Know and recognize changes in body responses during moderate to vigorous activities</p>	<p>Objective: Identify changes in the body during moderate and vigorous activities</p> <ul style="list-style-type: none"> ● Changes in your body during activity ● Adventure activity ● Heart rate ● Breathing rate ● Respiration rate ● Physical activity ● Moderate physical education ● Vigorous Activity: Physical activities that are intense enough to cause the heart to beat faster than normal and that build cardiovascular fitness. 	<p>Stations implementing the following manipulative movements</p> <ul style="list-style-type: none"> ● Throwing/catching ● Striking ● Dribbling ● Stations ● Racket skills ● Parachute ● Implement skills ● Stilts ● Bouncers ● Balance Boards ● Scooters 		
	<p>10.4.3E: Identify reasons why regular participation in physical activities improves motor skills</p>	<p>Objective: Recognize how regular practice and participation in physical activities improves motor skills.</p> <ul style="list-style-type: none"> ● Participation ● Regular participation ● Practice 	<p>Stations implementing the following manipulative movements</p> <ul style="list-style-type: none"> ● Throwing/catching ● Striking ● Dribbling ● Stations ● Racket skills ● Parachute 		

**Scranton School District
Curriculum Guide**

		<ul style="list-style-type: none"> ● Critical Elements: The important parts of a skill to perform it correctly 	<ul style="list-style-type: none"> ● Implement skills ● Stilts ● Bouncers ● Balance Boards ● Scooters 		
Manipulative	10.5.3B: Recognize and describe the concepts of motor skill development using appropriate vocabulary	<p>Objective: identify development differences</p> <p>Developmental Differences: Learners are at different levels in their motor, cognitive, and emotional, social, and physical development. The learners developmental status will affect their ability to learn or improve.</p> <p>Factors</p> <ul style="list-style-type: none"> ● Growth ● Development ● Experience <p>Objective: Evaluate a partners skill</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> ● Throwing and Catching ● Kicking ● Dribble ● Striking ● Volleying ● Punting ● Bowling 		
	10.5.3E: Know and describe scientific principles	<p>Observation: Define rotation and how it affects movement</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> ● Throwing and Catching 		

**Scranton School District
Curriculum Guide**

	that affect movement and skills using appropriate vocabulary	<p>Objective: Examine the scientific principles that affect movement and skills</p> <ul style="list-style-type: none"> ● Force ● Gravity ● Force Absorption ● Balance ● Rotation: Force that produces movement that occurs around an axis or center point.(Spinning, swinging, circling, turning, rolling, twisting, or somersaulting) 	<ul style="list-style-type: none"> ● Kicking ● Dribble ● Striking ● Volleying ● Punting ● Bowling 		
	10.5.3F: Recognize and describe game strategies using appropriate vocabulary	<p>Objective: Recognize how to defend space</p> <p>Defend space: opposing team attempts to close or reduce open space</p> <p>Review rules of play</p> <p>Review open space</p> <p>Review passing and receiving</p>	<p>Stations implementing the following manipulative movements:</p> <ul style="list-style-type: none"> ● Throwing and Catching ● Kicking ● Dribble ● Striking ● Volleying ● Punting ● Bowling 		

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Curriculum Guide

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