
PE Grade 3 Movement 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.

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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.

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Movement	10.4.3B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities	<p>Objective: While exploring movement concepts students will generate the positive and negative effects of regular participation in both moderate and vigorous activities.</p> <p>Objective: Distinguish the difference between moderate and vigorous activities</p> <p>Vigorous Activity: Physical activities that are intense enough to cause the heart to beat faster than normal and that build cardiovascular fitness.</p> <p style="text-align: center;">Physical</p> <p>Activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure</p> <p>Moderate activities</p>	<ul style="list-style-type: none"> ● Locomotor ● Non-Locomotor ● Dance ● Gymnastics 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student Discussion</p>	Daily lesson plans at 40 minutes per class

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		<p>Positives of moderate physical activity</p> <p>Negatives of moderate physical activity</p> <p>Locomotor Skills</p> <ul style="list-style-type: none">● Walk● Run● Jump● Hop● Skip● Gallop● Slide● Leap● Dodge <p>Non-Locomotor Skills</p> <ul style="list-style-type: none">● Bend● Stretch● Push● Pull● Swing● Sway● Twist <p>Ready Position</p> <ul style="list-style-type: none">● Movement Ready Position● Static Ready● Planted			
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		<p>Relationships: Movement that interacts with others or with an object</p> <ul style="list-style-type: none"> ● Over ● Under ● On ● Off ● Near ● Far ● In Front ● Behind ● Along ● Through ● Around ● Alongside <p>Space Awareness:</p> <ul style="list-style-type: none"> ● Self Space ● Levels ● Pathways ● Directions 			
	10.4.3C: Know and recognize changes in body responses during moderate to	<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 	<ul style="list-style-type: none"> ● Locomotor ● Non-Locomotor ● Dance ● Gymnastics 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student Discussion</p>	Daily lesson plans at 40 minutes per class

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	vigorous activities	<ul style="list-style-type: none"> ● Heart rate ● Breathing rate ● Respiration rate 			
	10.4.3:E: Identify reasons why regular participation in physical activities improves motor skills	<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 ● Critical Elements: The important parts of skill to perform it correctly. 	<ul style="list-style-type: none"> ● Locomotor ● Non-Locomotor ● Dance ● Gymnastics 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student Discussion</p>	Daily lesson plans at 40 minutes per class
Enrichment:		<ul style="list-style-type: none"> ● Student will give an example and describe how regular participation helped them improve in a specific activity ● Students will generate a separate list of moderate activities and vigorous activities 			

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		<ul style="list-style-type: none"> What effects of physical activity (positive/negative) are associated with moderate or vigorous activity 			
Movement	10.5.3A: Recognize and use basic movement skills and concepts	Objective: Recognize and use basic movement skills and concepts	<ul style="list-style-type: none"> Aquatics 	Teacher Observation Teacher Q&A Student Discussion	Daily lesson plans at 40 minutes per class
	10.5.3B: Recognize and describe the concepts of motor skill development using appropriate vocabulary	<p>Objective: Identify developmental 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 Partner's skill</p>	<ul style="list-style-type: none"> Locomotor Stations Locomotor Games Gymnastics Tagging Games Traversing Wall Dance Aquatics Invasion Games 	Teacher Observation Teacher Q&A Student Discussion	Daily lesson plans at 40 minutes per class

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	<p>10.5.3E: Know and describe scientific principles that affect movement and skills using appropriate vocabulary</p>	<p>Objective: Define rotation and how it effects movement</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) <p>Objective: Examine the scientific principles that effect movement and skills</p> <ul style="list-style-type: none"> ● Force ● Gravity ● Force Absorption ● Balance ● Rotation 	<ul style="list-style-type: none"> ● Locomotor Stations ● Locomotor Game ● Gymnastics ● Tagging Games ● Traversing wall ● Dance ● Aquatics ● Invasion Games ● Locomotor stations ● Gymnastics 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student Discussion</p>	<p>Daily lesson plans at 40 minutes per class</p>
	<p>10.5.3F: Recognize and describe game strategies using</p>	<p>Objective: Recognize how to defend space</p> <p>Defending space: Opposing team attempts to close or reduce open space.</p>	<ul style="list-style-type: none"> ● Invasion Games 	<p>Teacher Observation</p> <p>Teacher Q&A</p> <p>Student Discussion</p>	<p>Daily lesson plans at 40 minutes per class</p>

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	appropriate vocabulary	Review rules of play Review open space Review game strategy Review faking and dodging			

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