

Physical Education –Third Grade

Description The Appleton Area School District K-12 physical education program will provide a wide range of opportunities to develop motor learning, physical skill, a healthy lifestyle, a healthy fitness level, respectful behavior, and understanding of diversity, physical activity, and well being.

Minutes per Week 90 minutes per week

Textbooks/Resources

Required Assessments District-wide, standards-based assessments & Fitnessgram

Board Approved October, 2005
Revised

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 3-6 Students

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| I. Leading an Active Lifestyle | <ul style="list-style-type: none"> A. Throws overhand with mature form and can hit a moving target. B. Catches a fly ball using a mature form. C. Strikes an object using feet, hands, or implement to a target (e.g., volleyball, soccer, golf, rackets). D. Balances with control on a variety of objects. E. Performs a combination of movement, sport, or leisure skills (e.g., dribble, pass, receive, shoot, jump rope, etc.). |
| II. Physical Skill Development | <ul style="list-style-type: none"> A. Locates heart rate and describes how it is used to monitor exercise intensity. B. Identifies and demonstrates key elements of skill being taught. C. Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student. D. Corrects movement errors in response to corrective feedback given by teacher or peer. E. Explains how appropriate practice improves performance. |
| III. Learning Skills | <ul style="list-style-type: none"> A. Identifies physical and psychological benefits that result from long-term participation in physical education. B. Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis. C. Chooses to participate in structured and purposeful activity. D. Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled. E. Identifies two personal fitness goals to improve personal fitness. |
| IV. Understanding Physical Activity and Well Being | <ul style="list-style-type: none"> A. Participates in selected activities that develop and maintain each component of physical fitness. B. Recognizes that physiological response to exercise is associated with own levels of fitness. C. Describes the five health-related fitness components, what they measure, and at least one benefit of each. D. Meets age- and gender-specific health-related fitness standards. E. Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests. |
| V. Health Enhancing Fitness | <ul style="list-style-type: none"> A. Follows class, activity, or game rules respectfully. B. Assesses and takes responsibility for own behavior without blaming others. C. Works productively with a partner to improve performance. D. Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity. E. Regularly encourages others and refrains from negative statements. |

AASD Physical Education Standards for Grades 3-6 Students

VI. Respectful Behavior

- A. Identifies positive feelings associated with participation in physical activities.
- B. Selects and practices a skill on which improvement is needed.
- C. Explains that skill competency leads to enjoyment of movement and physical activity.
- D. Interacts with others by helping with their physical activity challenges.
- E. Chooses to participate in group physical activities.

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Exhibit beginning combinations of movement forms, weight-bearing/balance activities by self and with partner.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. uses multiple motor skills while making smooth transitions between activities such as dribbling while running, running into a jump. b. uses movement skills in small groups. c. demonstrates a variety of tumbling skills with self and others. d. demonstrates a variety of ways to travel emphasizing changing levels, speeds and supporting body parts. e. understands how to traverse a horizontal (bouldering) wall using a variety of movements. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III</p>		
<p>2. Apply critical elements to improve personal performance.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies the differences/similarities between the critical elements, such as catching at a high or low level. b. demonstrates a mature form of an overhand throw. c. identifies critical elements within a skill and provide feedback to a partner. d. applies concepts of invasion to games. e. demonstrates how to traverse a bouldering wall. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III, V</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. Identify the benefits derived from physical activity.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. participates actively during class. b. expresses enjoyment in outside physical activity or through journals, group discussions. c. identifies health related components and chooses activities to improve areas that are low. d. describes activities that are enjoyable to them that provide increased heart rates. e. understands how nutrition affects physical performance. f. associates proper nutrition with feeling good. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: III, IV, VI</p>		
<p>4. Sustain moderate physical activity for short periods of time and can identify physiological signs.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. sustains cardiovascular activity for a minimum of 3-5 minutes. b. identifies how to find heart rate or pulse for 6 seconds. c. identifies three components of health-related fitness, cardiovascular endurance, muscular strength, and flexibility. d. identifies what activities affect health related components. e. demonstrates four different flexibility stretches. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests • Web based assessments
<p>Objectives are linked to the following AASD Physical Education Standards: II, II, IV</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>5. Demonstrate safe practices and follows classroom rules and procedures.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates the ability to follow rules and safety procedures with minimal reminders b. understands and acknowledges that rules are necessary. c. works with others regardless of gender, ethnicity, or ability. d. follows directions. e. works cooperatively with groups and partners without “put-downs” and a positive attitude. f. participates in a variety of cooperative activities. g. applies full value contract of play hard, play fair, play safe. h. transitions easily between groups.. i. applies levels of responsibilities. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: V</p>		
<p>6. Use new movement activities and skills while engaging in physical activity.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. actively participates by choice in the physical education classroom. b. shows appreciation for skillful performance using objective criteria. c. identifies elements of his/her own movement skill that are improving. d. integrates newly learned skills into activity. e. quickly and willingly forms working partners/groups in class. f. identifies activities outside of class that provide enjoyment. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, II, V</p>		