

# **PHYSICAL EDUCATION GRADE 3**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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### **Rationale and Summary:**

The Physical education program should look to develop and maintain positive routines, values, and attitudes in relation to physical health and wellbeing. Physical Education is an important part of the educational experience as it promotes relationships and creativity, while striving to meet a personal or team goal. This program is used to develop a student who can increase their physical health through recreational team and individual activities, while still keeping in mind the team or personal goals that were set. Physical education looks to help students become more self-confident through various challenges in and around the physical classroom space. Learning lifelong skills is the key to continuing a long and healthy lifestyle. 3rd grade physical education teaches basic body movements and gross locomotor skills. The students begin to learn how to play fair and practice good sportsmanship. Students continue to learn how to control their own body at various levels, while using good body mechanics. Students are now made aware of their own physical fitness levels and are challenged to continue working on their fitness levels at home. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

**Pacing: 70 days**

## **NJSLS for Physical Education:**

### **Movement Skills and Concepts**

**Core Idea:** Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

**Core Idea:** Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

**Core Idea:** Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

### **Physical Fitness**

**Core Idea:** The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

## **Lifelong Fitness**

**Core Idea:** Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.

2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

**Core Idea:** Personal and community resources can support physical activity.

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

## **NJSLS for 21st Century Life and Careers:**

### **Career Ready Practices**

CRP 1 Acts as a responsible and contributing citizen and employee

CPR 3 Attend to personal health and financial well-being

CRP 4 Communicate clearly and effectively and with reason

### **Career Awareness, Exploration and Preparation**

9.2.4.A.4 Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

### **Cross-Curricular Integration and Connections:**

C:A1.4 Learn how to interact and work cooperatively in teams.

5.2.4.E.2 There is always a force involved when something starts moving or changes its speed or direction of motion. A greater force can make an object move faster and farther

C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

## **Instructional Focus:**

### **Enduring Understandings:**

#### **Rules and Sportsmanship:**

- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event.
- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.

#### **Fitness:**

- Take care of yourself so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.

#### **Strategy and Technique:**

- Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- A good planner knows why and when to make adjustments.
- Work at your own pace but find a way.

#### **Leadership and Teamwork:**

- Words can motivate or agitate
- The job of a leader is to make everyone perform better..
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members

## **Essential Questions:**

### **Rules and Sportsmanship:**

- Did I participate in the activity the way it was designed?
- In what other ways can I participate to achieve success in the activity?
- How do rules help a game?
- How do rules change the way you play?
- How does following the rules help you play better?
- Are you a quality teammate?
- How do other people see you?

### **Fitness:**

- What does it mean to be fit?
- Why on some days do I get tired faster than on others?
- How do I get more energy?
- How did I challenge myself today?

### **Strategy and Technique:**

- Why am I doing this?
- What's my plan?
- How is it working?
- What did I learn from playing?
- How do I get better?
- How do I reach the next level of performance?

### **Leadership and Teamwork:**

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?



## **Objectives:**

### **Students will know:**

#### **Rules and Sportsmanship:**

- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
- Ways to handle and care for equipment safely and responsibly.

#### **Fitness:**

- The body responses are associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The components of health-related and skill-related fitness and identify activities that develop each component.
- The physical, social, and emotional benefits of regular physical activity

#### **Strategy and Technique:**

- Skill- and activity-specific vocabulary.
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

#### **Leadership and Teamwork:**

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

## **Students will be able to**

### **Rules and Sportsmanship:**

- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate ways to handle and care for equipment safely and responsibly.

### **Fitness:**

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.

### **Strategy and Technique:**

- Demonstrate understanding of skill- and activity-specific vocabulary
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Explain how changes in direction, pathways, and levels can alter movement.
- Explain how changes in rhythm, tempo, beat and musical style can alter movement.
- Explain verbal and visual cues used to improve skill performance.
- Demonstrate proper body mechanics when performing movement skills.
- Perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Respond in movement to changes in tempo, beat, rhythm, or musical style
- Correct movement errors in response to feedback.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

**Leadership and Teamwork:**

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

**Assessments**

- Teacher observations
- Classroom Discussion
- Verbal Assessment
- End of Term Assessment