



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA: Comprehensive Health & Physical Education

COURSE/GRADE LEVEL: Grade 3

I. Course Overview

In the 3rd grade physical education course, students will continue to acquire health promotion concepts and skills that will lead to a healthy and active lifestyle. The importance of wellness and its impact on a person's well being will be explored through a wide range of exercises and activities. Through developmentally appropriate sports and activities, students will continue to develop personal and interpersonal skills that will be important in effective communication which will lead to improving interpersonal interactions, relationships, and resolving conflicts. Through safe, efficient, and effective movements, students will develop and understand movements and concepts. Fundamental concepts related to the execution of actions provide students with a foundation for participation in game, sport, and dance. Students will build their skills of teamwork, sportsmanship, and strategy so that they may enjoy participating and viewing activities. Overall, the students will use fitness and physical activity to contribute to personal health as well as improve motor skill performance to develop a healthy and active lifestyle

II. Units of Study

1. Net Games
2. Invasion Games
3. Fielding Games
4. Target Games
5. Rhythms & Dance
6. Physical Fitness & Conditioning
7. Adventure Education

III. Essential Questions (The open-ended, provocative questions that help frame inquiry)

Adventure Education

How do I model good sportsmanship?

Why is it important to work with someone else?

Can I move my own body from one location to another while on a non-sturdy surface?



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Fielding Games

Why do we need to play a specific position in the field?
What do I have to do to be successful while in the field?

Invasion Games

Can students work together on a team to reach a common goal or task?
Can students play in positions against other students?
What traits do successful team members have?

Net Games

How must my manipulative skills change when there is a net as an obstruction?
How do I play a game with a net and what can I do to be successful at it?

Physical fitness and Conditioning

What do I need to do to stay physically fit?
How do I plan for physical fitness improvement?

Rhythms and Dance

Can I improve coordination and physical fitness through rhythmic activities?
How do I coordinate my movements with others?

Target Games

How do I develop the focus and correct steps to complete to hit the target?
How do I throw, catch, bounce, hit, kick, or strike an object properly while the both the object and the target are moving?
Can I transfer these skills to moving around in a game?

IV. Learning Objectives

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand A. Personal Growth and Development

The dimensions of wellness are interrelated and impact overall personal well-being.

Strand C. Diseases and Health Conditions

The use of disease prevention strategies in home, school, and community promotes personal health.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand A. Interpersonal Communication



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Effective communication may be a determining factor in the outcome of health- and safety-related situations.

Strand B. Decision-Making and Goal Setting

Many health-related situations require the application of a thoughtful decision-making process.

Strand C. Character Development

Personal core ethical values impact the health of oneself and others.

Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

Strand B. Strategy

Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.

Strand C. Sportsmanship, Rules, and Safety

Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand A. Fitness and Physical Activity

Each component of fitness contributes to personal health as well as motor skill performance.

1. Locomotor Skills (walking, running, skipping, galloping, sliding, leaping, hopping, and jumping)
2. Non Locomotor Skills (turning, twisting, bending, swaying stretching, and curling)
3. Manipulative Skills (throwing, catching and collecting, punting, dribbling, volleying, striking with rackets, and striking with long-handed implements)

V. Instructional Materials



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Nintendo Wii, Dance Dance Revolution, pedometers, heart rate monitors, and age appropriate and sport-specific equipment.

VI. Key Performance and Benchmark Tasks

By the end of the 3rd grade, students should be familiar with the importance of a heart healthy lifestyle that includes physical activity. Students will have the foundations of sports skills, as well as manipulative, locomotor, and non locomotor skills so that they may be applied to any game or activity and be able to play with confidence. While being able to understand how to play a game, students should improve their personal communication through sport and to show examples of good sportsmanship, strategy, and cooperation.

Students will identify and/or execute climbing 2 panels.
Answer Sheet about what it means to work with another person.
Rock wall safety assessment.

Students will be able to identify and/or execute the responsibilities of an infielder.
Self assessment of fielding games and its rules and strategy.
Skill Checklists

Student will be able to identify and/or execute roles and responsibilities of both offense and defense in a group tagging or dodging activity.
Students have a worksheet on what positions are and what purpose they have.
Skill checklist

Students will be able to identify and/or execute a two handed volley over a net.
Net Games Question Sheet or volley overhead sheet
Skill Checklist

Students will be able to identify and/create a physical fitness goal setting plan
Checklist for following proper technique sheet

Students will be able to identify and/or execute dance steps in their own personal space.
Questionnaire with Smiley Face Answers
Skill Checklist

Students will be able to execute and or identify the upper and lower body motions with coordination.
Questionnaire for following proper steps to the skill.
Skill Checklist