

Effective Date:

Hamburg Area School District

Name of Course: Elementary Physical Education

Department: Health and Physical Education

Grade Level: Grade 3

Instructional Time: 45 minutes

Length of Course: 1 year

Period Per Cycle: 1

Length of Period: 45 minutes

Texts and Resources:

Dynamic Physical Education for Elementary School Children-

Pangrazi

Standards-Based Physical Education Curriculum Development-

Lund, Tannehill

Adventure Curriculum for Physical Education- Panicucci and

Constable

The President's Challenge Physical Activity & Fitness Awards

Program- President's Council on Physical Fitness and Sports

US Department of Health and Human Services

Assessments:

Daily In-Class Performance Assessments

Skill Assessments with Rubrics

Physical Fitness Testing

Worksheets

Personal Logs

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 3

Unit: Physical Fitness

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What are the types of activities promote physical fitness and health?	<ul style="list-style-type: none">Identify and engage in activities that are beneficial to the development of proper physical fitness habits.Recognize that each physical activity has specific benefits that are meant to increase the physical health of an individual.	10.4.3A
2. What are the positives and negatives of participating in physical activity?	<ul style="list-style-type: none">Identify the ways that regular participation in physical activity affects the body in positive and negative ways.Recognize the positive effects that occur after participating in physical activity that improve the body's physical fitness level.Recognize the negative effects that occur with the human body when participating in physical activities.	10.4.3B
3. What happens to your body when participating in physical activity?	<ul style="list-style-type: none">Recognize the physical changes that occur to the body when participating in moderate to vigorous physical activity.Identify the ways to increase or decrease the effects of physical activity on the body.Participate in activities meant improve the components of health related fitness.Use changes in body response to assess the impact of participation on the human body.	10.4.3C

<p>4. What is the F.I.T.T principle and how can it be used to improve movement and fitness activities?</p>	<ul style="list-style-type: none"> • List and describe the four parts of the F.I.T.T. Principle. Frequency/How often to exercise Intensity/How hard to exercise Time/How long to exercise Type/What kind of exercise • Recognize and use components of the F.I.T.T. principle to improve physical fitness. 	<p>10.5.3D</p>
<p>5. What are the reasons that someone participates in physical activities?</p>	<ul style="list-style-type: none"> • Recognize that participation in physical activity impacts wellness throughout a lifetime. • Identify the likes and dislikes related to participation in physical activities. 	<p>10.4.3D</p>

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 3

Unit: Motor Skill and Body Control Activities

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What are the different classifications of motor skills?	<ul style="list-style-type: none">• Identify the use the two types of motor skills.• Identify and engage in motor skills that are classified as gross motor skills.• Identify and engage in motor skills that are classified as fine motor skills.• Recognize and describe the difference between gross motor skills and fine motor skills.	10.5.3A
2. What are the concepts of motor skill development?	<ul style="list-style-type: none">• Recognize and use the concepts of motor skill development.<ul style="list-style-type: none">FormDevelopmental DifferencesCritical ElementsFeedback• Identify which concept is necessary to succeed in the situation presented to an individual in a game situation.• Use feedback given by the teacher to improve motor skill development.• Engage in activities that focus on the acquisition of various motor concepts and skills.	10.4.3A, 10.4.3E, 10.5.3B
3. How does regular participation in physical activities improve motor skills?	<ul style="list-style-type: none">• Identify reasons why regular participation in physical activities improves motor skills.• Engage in activities that are meant to improve a specific type of motor skill.• Identify the function of practice.	10.4.3E, 10.5.3B, 10.5.3C

<p>4. What impact does motor skill development have on the seven components of skill related fitness?</p>	<ul style="list-style-type: none"> • Identify the six components of skill-related fitness. Agility Balance Coordination Power Reaction Time Speed • Describe the impact that motor skills learned in class have on each one of the seven components of skill-related fitness. 	<p>10.4.3A, 10.5.3E</p>
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Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 3

Unit: Adventure Education

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How does making connections with other classmates impact the overall classroom environment?	<ul style="list-style-type: none">Identify the beneficial effects of a positive classroom environment.Recognize each classmate by name when asked by the teacher.Identify the various feelings that most people experience, and describe the physical and emotional reactions of the body to intense positive and negative feelings.Demonstrate the ability to use effective interpersonal skills.	10.4.3D, 10.4.3F
2. What are the ABCDEs of problem solving?	<ul style="list-style-type: none">Explain and practice a model for decision making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral complications and evaluating decisions.Identify and use the ABCDEs of problem solving to solve any discrepancies that occur during class. Ask, What's the problem? Brainstorm a solution Choose one. Do it! EvaluateDemonstrate the steps involved in good decision-making and refusal skills.	10.4.3F
3. What are the concepts of a Full Value contract?	<ul style="list-style-type: none">Work constructively with others to develop an emotionally and physically safe environment supported by all group members.Understand and/or create safe and respectful behavioral norms under which the Full Value contract will operate.	10.4.3F, 10.5.3F

	<ul style="list-style-type: none"> Recognize that everyone must accept a shared responsibility for the maintenance of the contract. 	
4. What is the importance of safety in adventure activities?	<ul style="list-style-type: none"> Utilize proper safety principles in activity situations. Recognize the behaviors that are safe, risky or harmful to self and others. 	10.4.3A
5. What roles do skills such as, listening and direction following have in an activity?	<ul style="list-style-type: none"> Understand the purpose of rules in a game. Recognize the importance of listening and following directions when participating in team building activities. 	10.5.3F
6. How can lessons learned in small group activities impact large group activities?	<ul style="list-style-type: none"> Recognize that positive and negative interactions occur within small and large group physical activities. Identify and use skills transferred from previous activities to increase in success rate for both the individual and large group. 	10.4.3A, 10.4.3E

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 3

Unit: Movement Concepts and Skills

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. What are the different ways that an individual can move from one place to another?	<ul style="list-style-type: none">Recognize and use basic movement skills. Locomotor Movements Non-Locomotor Movements Manipulative Movements Relationships Combination Movements Space Awareness EffortIdentify the cues needed to perform a particular motor skill when asked by the teacher.Create a new motor skill using the criteria set by the facilitatorEngage in reciprocal activities meant to assess the understanding of movement skills.	10.4.3A, 10.5.3A
2. How do these movement concepts improve the motor skills of an individual?	<ul style="list-style-type: none">Recognize the relationship between movement concepts and the development of motor skills.Identify and use movement concepts to improve an individual's motor skills.Know and describe scientific principles that affect movement using appropriate vocabulary.	10.4.3E, 10.5.3A
3. What scientific principles affect the manipulative skills needed to succeed in activities presented in class?	<ul style="list-style-type: none">Recognize that there are numerous scientific principles that affect an individual's performance during game activities.Know and describe scientific principles that affect skills using appropriate vocabulary.	10.5.3E

<p>4. What advanced skills can be created using the basic movement skills and concepts?</p>	<ul style="list-style-type: none">• Identify the basic movement skill and concepts that can be utilized in games and situations.• Recognize the basic skills that can be combined to create more advanced skills.	<p>10.5.3A</p>
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Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 3

Unit: Physical Fitness Assessment

Time Line: 6 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. Why is it important to assess your overall physical fitness and health?	<ul style="list-style-type: none">Recognize the benefits of participating in assessments focused on an individual's physical fitness.Identify the impact of practice on the development of skills needed to succeed in physical fitness assessment.	10.4.3A, 10.4.3B
2. What are the five fitness physical fitness assessments that the students will participate in? Physical Fitness Assessments: Curl-ups (or partial curl-ups) Shuttle Run Endurance Run/Walk Pull-ups, Right Angle Push-ups, or Flexed-Arm Hang V-sit reach (or sit and reach)	<ul style="list-style-type: none">Recognize that each assessment has a purpose to evaluate the physical fitness of an individual.Identify the component of fitness that each physical fitness assessment measures.Identify the meaning of each score and what it says about their overall physical fitness.Participate in the five physical fitness assessments presented in class to evaluate an individual's overall physical fitness.	10.5.3A
3. What are the five components of health-related fitness? Muscular Strength Muscular Endurance Cardiovascular Endurance Flexibility Body Composition	<ul style="list-style-type: none">Identify the five components of fitness.Recognize the importance of measuring the five components of health-related fitness.Develop activities outside of the gymnasium meant to improve one or more components of health-related fitness.Identify the impact that each component of health-related fitness has in the development of lifelong fitness habits.	10.5.6D

<p>4. What are the six components of skill-related fitness?</p> <p>Agility Balance Coordination Power Reaction Time Speed</p>	<ul style="list-style-type: none"> • Identify the six components of skill-related fitness. • Recognize the importance of measuring the six components of skill-related fitness. • Develop activities outside of the gymnasium meant to improve one or more components of skill-related fitness. • Identify the impact that each component of skill-related fitness has in the development of lifelong fitness habits. 	<p>10.4.3A, 10.5.3C, 10.5.3E</p>
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Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 3

Unit: Rhythmic Activities

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How does participation in rhythmic activities help to improve the overall motor skills of an individual?	<ul style="list-style-type: none">• Demonstrate the knowledge and ability to perform both locomotor and non-locomotor movements to match varying tempos of music.• Effectively perform gymnastics skills using the cues given by the teacher.	10.4.3A, 10.5.3A
2. How does the understanding of rhythm increase the success rate of certain physical activities?	<ul style="list-style-type: none">• Engage in rope jumping activities using the cues learned in previous school terms.• Demonstrate the proper technique when engaging in activities involving the use of a jump rope.• Identify the activities in which the understanding of rhythm increases the overall success of an individual.	10.4.3A
3. What skills, learned by participating in rhythmic activities, can be transferred to other physical activities?	<ul style="list-style-type: none">• Participate in rhythmic activities that provide opportunities for meeting creative challenges, displaying self-expression, and social interaction skills.• Demonstrate self-control and the ability to cope with both success and failure.	10.5.3A
4. How can dance be used as an alternate physical fitness activity?	<ul style="list-style-type: none">• Identify the physical fitness benefits of dance.• Engage in various forms of dance to increase their overall physical fitness level.• Apply their knowledge of rhythm and dance to create a dance that beneficial to their overall physical health.	10.4.3A, 10.4.3D, 10.5.3A

Hamburg Area School District

Course Plan

Elementary Health and Physical Education Curriculum

Course Name: Elementary Physical Education- Grade 4

Unit: Games for Understanding

Time Line: All year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
1. How does time spent in game play affect the experience of students?	<ul style="list-style-type: none">Identify the factors that help to improve the experience of an individual student.Recognize that specific motor skills are influenced by the amount of time engaged in practice.	10.4.3D
2. What can a game teach us about different sports and activities that can be played outside of the gymnasium setting?	<ul style="list-style-type: none">Identify the benefits of lead-up games and how they impact activities that students participate in outside of the gymnasium.Recognize and use skills learned in game activities to succeed in situations outside of the gymnasium.	10.4.3A, 10.5.3F
3. What games played outside and inside of Physical Education class are classified as invasion games?	<ul style="list-style-type: none">Identify and engage in activities classified as target games in physical education class. Basketball Soccer Team Handball Floor Hockey Speedball Football Ultimate FrisbeeIdentify and engage in activities classified as target games outside of physical education class. Basketball Netball Team Handball Soccer Field/Ice/Floor Hockey Lacrosse Water Polo Speedball	10.4.3A, 10.5.3A, 10.5.3F

	Rugby Ultimate	
4. What games played outside and inside of Physical Education class are classified as net/wall games?	<ul style="list-style-type: none"> Identify and engage in activities classified as net/wall games in physical education class. Badminton Table Tennis Pickleball Volleyball Handball Identify and engage in activities classified as net/wall games outside of physical education class. Badminton Tennis Table Tennis Pickleball Volleyball Racquetball Squash Handball 	10.4.3A, 10.5.3A, 10.5.3F
5. What games played outside and inside of Physical Education class are classified as striking/fielding games?	<ul style="list-style-type: none"> Identify and engage in activities classified as striking/fielding games in physical education class. Kickball Wiffleball Rounders Identify and engage in activities classified as striking/fielding games outside of physical education class. Baseball Softball Kickball Rounders Cricket 	10.4.3A, 10.5.3A, 10.5.3F

<p>6. What games played outside and inside of Physical Education class are classified as target games?</p>	<ul style="list-style-type: none"> • Identify and engage in activities classified as target games in physical education class. <ul style="list-style-type: none"> Golf (Frisbee) Croquet Bowling Bocce (Lawn Bowling) • Identify and engage in activities classified as target games outside of physical education class. <ul style="list-style-type: none"> Golf Croquet Bowling Bocce (Lawn Bowling) Pool Billiards Snooker Shuffleboard 	<p>10.4.3A, 10.5.3A, 10.5.3F</p>
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