

Grade 3 Physical Education

Canterbury Public Schools

Subject	Physical Education
Grade Level	<p>3</p> <p>Course Overview: Grade 3 PE focuses on refining fundamental movement skills, applying movement concepts and strategies, developing personal fitness, and demonstrating responsible participation in individual and group activities.</p> <p>Students build confidence as movers by practicing skills, solving movement challenges, working cooperatively, and understanding the connection between physical activity and lifelong wellness.</p>
Unit Titles	<p>Unit 1 Movement Foundation and Skill Development</p> <p>Unit 2 Manipulative Skills and Skill Application</p> <p>Unit 3 Fitness, Wellness, and Personal Goals</p> <p>Unit 4 Cooperative Games and Teamwork</p> <p>Unit 5 Game Strategies and Decision Making</p> <p>Unit 6 Lifelong Physical Activity and Leadership</p>
Goals	<p>Recognize cardiovascular endurance, muscle strength, muscular endurance, flexibility, and body composition as components of health-related fitness.</p> <p>Identify changes in breathing, heart rate, and body temperature during activity</p> <p>Practice safe warmups, fooldowns, and hydration habits</p> <p>Establish movement and fitness goals</p> <p>Combine movements in sequences and pathways</p> <p>Throw and catch</p> <p>Dribble, kick and strike with control</p> <p>Effective movement - balance, awareness of others and environment</p> <p>Apply sending, receiving, dribbling, and moving skills in games</p> <p>Recognize strategies</p> <p>Make decisions</p> <p>Demonstrate fair play and respect for rules</p> <p>Identify activities that support different fitness components</p> <p>Recognize the need for regular physical activity</p> <p>Practice basic pacing, warm-up, and recovery strategies</p> <p>Develop a simple plan for an achievable goal</p> <p>Use respectful communication during activities</p> <p>Work with different partners and groups</p> <p>Solve movement problems collaboratively</p> <p>Demonstrate sportsmanship and responsible decision-making</p>

	<p>Explore rhythmic movement, balance, and personal challenges Identify preferred physical activities Connect participation with lifelong health and enjoyment</p> <p>Participate in a variety of individual and group activities explore</p>
Pacing (# of weeks)	Approximately 4 - 6 weeks for all units
Standards	<p>National Standards Referencing the National PE Standards: Motor Skill Performance Applying Concepts and Strategies Responsible Behavior Engaging in Physical Activity Physical Fitness Engaging in Physical Activity Benefits of Physical Activity</p> <p>SHAPE Standards Standard 2 Applies Knowledge of movement concepts and principles Standard 3 Develops Knowledge and skills related to health-enhancing physical activity and fitness Standard 4 Develops personal skills , identities personal benefits of movement, and chooses to engage in physical activity Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, and self-expression</p>
Content/Conceptual Knowledge (know)	<p>The five components of health related fitness The purpose of warm ups and cool downs How the body responds to exercise Basic ways to set and monitor a goal</p> <p>Key cues for selected locomotor and manipulative skills The importance of balance, body position, and follow-through How pathways, speed, levels, and direction change a movement task</p> <p>The difference between offensive and defensive play The importance of open space, positioning, and support Basic rules and safety expectations for selected games</p> <p>Activities that develop endurance , strength, flexibility, and muscular endurance The purpose of pacing and recovery How regular activity supports physical and emotional well-being</p>

	<p>Characteristics of effective teamwork Ways to communicate respectfully and resolve simple disagreements The importance of fair participation and inclusion</p> <p>Examples of individual, rhythmic, outdoor, and recreational activities How practice can improve personal performance Ways physical activity support health and wellbeing</p>
Skills (be able to do)	<p>National: Demonstrate improved movement skills and coordination Apply strategies during games and activities Participate regularly and safely in physical activities Understand fitness concepts and personal improvement Demonstrate cooperation, respect, and responsibility Explain how physical activity supports lifelong health</p> <p>SHAPE: Participate safely in fitness circuits Identify activities that develop different fitness components Describe a physical response to activity Set and reflect on a personal goal</p> <p>Refine running, hopping, skipping galloping jumping and landing Improve throwing, catching, kicking, dribbling, and striking Combine movements into sequence Apply movement concepts to improve control and efficiency</p> <p>Combine locomotor movements in sequences and pathways Throw and catch at appropriate distances Dribble, kick, and strike with increasing control Jump and land safely Apply feedback to improve a movement</p> <p>Move into open space to receive and object Maintain control while moving with an object Demonstrate basic defensive positioning Make simple decisions during small-sided games Explain a strategy used by a team</p> <p>Select activities for different fitness goals Participate and an appropriate personal level Recognize when they need a break or water Create and reflect on a simple activity plan</p> <p>Negotiate roles and responsibilities Encourage teammates and offer constructive feedback Solve a group movement challenge</p>

	<p>Follow rules and respond appropriately to conflict</p> <p>Participate in a movement sequence or personal challenge Identify a preferred activity and explain why it appeals to them. Set a short-term personal improvement goal Demonstrate safe and responsible participation</p> <p>Unit 1 Demonstrate mature locomotive patterns Combine movement skills in different activities Apply concepts of: space, pathways, speed, direction, force, balance Demonstrate safe participation habits Provide encouragement and support to others</p> <p>Unit 2 Demonstrate proper technique for: throwing, catching, kicking, striking, dribbling Apply skills during modified games Adjust force and accuracy based on task Use feedback to improve performance</p> <p>Unit 3 Identify components of fitness: Cardiovascular endurance Muscular strength Flexibility Endurance Participate in fitness activities safely Set personal movement goals Describe physical and emotional benefits of exercise</p> <p>Unit 4 Demonstrate teamwork Communicate effectively with peers Follow rules and procedures Demonstrate sportsmanship Solve problems during group activities</p> <p>Unit 5 Apply offensive and defensive concepts Demonstrate awareness of space Make appropriate movement decisions Modify strategies during activities Explain why strategies are useful</p> <p>Unit 6 Apply skills in a variety of activities</p>
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	<p>Demonstrate leadership behaviors</p> <p>Encourage others</p> <p>Explain benefits of lifelong physical activity</p> <p>Reflect on personal growth</p>
Essential Questions	<p>Unit 1</p> <p>How can I improve my movement skills?</p> <p>How do movement concepts help me perform successfully?</p> <p>How do my choices affect others during physical activity?</p> <p>How does physical activity help our bodies?</p> <p>How can we recognize improvement?</p> <p>Why do people have different fitness strengths?</p> <p>Unit 2</p> <p>How can I control objects effectively?</p> <p>How do skills transfer between activities?</p> <p>How do practice and effort improve performance?</p> <p>What helps us perform a movement skill successfully?</p> <p>How do space, direction, speed, and force affect movement?</p> <p>Unit 3</p> <p>How can I improve my fitness?</p> <p>Why is physical activity important?</p> <p>How do healthy choices affect my body?</p> <p>Unit 4</p> <p>What makes a successful team?</p> <p>How do communication and cooperation improve activities?</p> <p>How can I demonstrate good sportsmanship?</p> <p>How do we decide where to move during a game?</p> <p>How can teammates work together to reach a goal?</p> <p>Why do rules help games remain safe and fair?</p> <p>Unit 5</p> <p>How can I learn to play games and use my body safely and accurately?</p> <p>What is good sportsmanship?</p> <p>What makes a team successful?</p> <p>How can we handle disagreement during a game?</p> <p>How can we help everyone participate?</p> <p>Unit 6</p> <p>How can what I am learning now help me later on in life?</p> <p>What are life-long skills I will need?</p> <p>How can we make physical activity an active part of our lives?</p> <p>How do we know whether an activity is challenging?</p> <p>How can goals help us improve?</p>

	<p>What makes physical activity enjoyable?</p> <p>How can movement express an idea or feeling?</p> <p>What activities might we continue outside of school?</p>
Enduring Understandings	<p>Unit 1 Students improve movement competence by refining locomotor, non-locomotor, and stability skills while applying movement concepts</p> <p>Unit 2 Students refine object-control skills and begin applying skills in modified games and activities Movement skills improve through purposeful practice, feedback, and attention to improvement cues. Effective movement includes control ,balance, and awareness of others and the environment.</p> <p>Unit 3 Students understand that fitness improves through effort, practice, and healthy choices</p> <p>Unit 4 Students refine object-control skills and begin applying skills in modified games and activities Successful game participation requires skill, awareness, and cooperation Strategy can improve performance even when students have different levels of skill</p> <p>Unit 5 Students learn to apply skills and strategies while making decisions during physical activities Team success depends on communication, trust, shared responsibility, and respect. Students can contribute in different ways , and mistakes offer opportunities to learn.</p> <p>Unit 6 Students recognize that physical activity supports health, confidence, and personal growth Students know that fitness develops through regular participation, appropriate challenge, and gradual improvement. People can select different activities to meet their individual needs and interests. Physical activity can be a source of enjoyment, expression, challenge and connection to others. People can find meaningful ways to move throughout their lives.</p>
Vocabulary	<p>Over the course of the year:</p> <p>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, warm up and cool down, hydration, goal, progress</p> <p>Locomotor, non-locomotor, manipulative, pathway, balance, force, direction control</p>

	<p>follow-through sequence</p> <p>Offence, defense, open space, positioning, target, opponent, teammate, strategy, tactic, possession, endurance, improvement</p> <p>Cooperation, communication, leadership, responsibility, inclusion, compromise, fair play</p> <p>Rhythm, recreation, self-expression, personal goal, lifetime activity</p>
Common Learning Experiences	<p>SHAPE Overview:</p> <p>Fitness stations</p> <p>Locomotor activities and interval style games</p> <p>Age-appropriate pulse awareness and breathing observations</p> <p>Warm up and cool down routines</p> <p>Personal goal cards</p> <p>Movement pathways and obstacle courses</p> <p>Partner throwing and catching at varied distances</p> <p>Dribbling and clicking through pathways</p> <p>Striking with hands or appropriate implements</p> <p>Jump-rope practice, balance tasks, and movement sequences</p> <p>Keep-away and target games</p> <p>Small-sided invasion games</p> <p>Partner passing and receiving challenges</p> <p>Moving to an open space and defending a zone</p> <p>Team problem-solving tasks and modified games</p> <p>Active games</p> <p>Student selected fitness stations</p> <p>Discussions about activity choices and recovery</p> <p>Cooperative obstacle course</p> <p>Group equipment-transfer challenges</p> <p>Partner and small group movement tasks</p> <p>Team relays emphasizing cooperation rather than speed alone</p> <p>Reflection on communication and group decisions</p> <p>Rhythm and movement sequences</p> <p>Individual skill challenges and stations</p> <p>Jump-rope or balance challenges</p> <p>Outdoor movement activities when conditions permit</p> <p>Student choice activities</p> <p>National</p> <p>Unit 1</p> <p>Movement challenges</p>

	<p>Skills stations Partner activities Balance and coordination activities Cooperative games</p> <p>Unit 2 Basketball skill activities Soccer activities Throwing and catching games Striking activities Target activities</p> <p>Unit 3 Fitness circuits Goal-setting activities Dance and aerobic activities Stretching and flexibility exercises Personal fitness challenges Fitness participation Goal reflection Fitness journals /checklists</p> <p>Unit 4 Cooperative challenges Team-building activities Small-sided games Problem solving activities</p> <p>Unit 5 Modified team games Strategy challenges Invasion games Cooperative competitions</p> <p>Unit 6 Choice-based activities Outdoor activities Fitness challenges Leadership opportunities</p>
Assessments	<p>Teacher observation, matching, explanations Identify fitness components, demonstrates safe participation, and reflects on progress toward personal goals Skill-cues, partner practice, self- assessment Demonstrate movement skills</p> <p>Strategy discussions, game pauses for reflection</p>

	<p>Demonstrating a selected offensive or defensive strategy and responsible behaviors</p> <p>Unit 1 Teacher observation Skill performance checklists Student reflection</p> <p>Unit 2 Skill demonstrations Performance rubrics Teacher feedbacks</p> <p>Unit 3 Fitness participation</p> <p>Unit 4 Teamwork rubric Teacher observation Peer feedback</p> <p>Unit 5 Game performance Strategy reflection Teacher observation</p> <p>Unit 6 Performance assessments Student reflection Participation</p>
Resources	<p>For all units: Cones, hops, jumpropes, floor markers, mats, timers, fitness cards, goal sheets, balls, beanbags, targets, paddles, pinnies, boundaries markers , timers,</p>