

Elizabethtown Area School District Curriculum

Related Arts

<u>Grade, Course:</u> Grade 3 Physical Education	
<u>Strand:</u> Fitness/Perseverance Activities	
<u>National Content Area Standards:</u> S1.E2.3, S1.E27.3, S3.E1.3a, S3.E2.3, S3.E3.3, S3.E4.3, S4.E1.3, S4.E2.3, S4.E3.3, S4.E4.3a, S4.E4.3b, S4.E5.3, S4.E6.3, S5.E1.3, S5.E2.3	
<u>PA Content Area Standards:</u> 10.3.3D, 10.4.3A, 10.4.3B, 10.4.3C, 10.4.3D, 10.4.3E, 10.4.3F, 10.5.3A, 10.5.3B, 10.5.3C, 10.5.3D	
<u>PA Core Standards:</u> CC.1.1.3D, CC.1.2.3.J, CC.1.5.3.A, CC.1.5.3.C, CC.2.4.3.A.2	
<u>Essential Questions:</u> <ul style="list-style-type: none">• How do you demonstrate a healthy level of cardiovascular endurance while participating in a variety of physical activities?• What changes happen to my body when I am physically active?• Why are each of the four fitness components important?• What is perseverance?	<u>Understandings: Students will understand THAT . . .</u> <ul style="list-style-type: none">• classmates may have different fitness levels• pacing will improve performance• with continued exercise/practice performance level will improve• the importance of not giving up
<u>Knowledge:</u> <ul style="list-style-type: none">• Identifies benefits of physical activity as a way to become healthier• Recognizes the importance of warm-up and cool-down activities• Identifies activities that correspond to the four fitness components• Discuss the meaning of perseverance as it relates to physical activity	<u>Skills:</u> <ul style="list-style-type: none">• Mile run• Push-up challenge• Curl-ups• Climbing Wall• Jump Rope Activities• Stilt walking• Pogo Stick jumping• DrumFit• Various strength, flexibility & endurance activities

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Grade, Course: Grade 3 Physical Education	
Strand: Game Skills & Strategies	
National Content Area Standards: S1.E13.3, S1.E14.3, S1.E16.3, S1.E17.3, S1.E18.3, S1.E19.3, S1.E21.3, S1.E22.3, S1.E24.3a, S1.E24.3b, S1.E25.3, S1.E27.3, S2.E1.3, S2.E5.3a, S2.E5.3b, S3.E2.3, S3.E4.3, S4.E1.3, S4.E3.3, S4.E4.3a, S4.E4.3b, S4.E5.3, S4.E6.3, S5.E4.3	
PA Content Area Standards: 10.3.3C, 10.3.3D, 10.4.3A, 10.4.3C, 10.4.3D, 10.4.3E, 10.4.3F, 10.5.3A, 10.5.3B, 10.5.3C, 10.5.3F	
PA Core Standards: CC.1.2.3.J, CC.1.5.3.A, CC.1.5.3.C, CC.2.2.3.A.1	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you throw, catch, kick, punt, dribble and strike using a mature pattern? • Why is it important to know and follow the rules of a game? • Why is it important to exhibit consideration for and cooperation with classmates and teachers as a way of showing good sportsmanship? • How do you recognize and describe game strategies using appropriate strategies? 	<p>Understandings: Students will understand THAT . . .</p> <ul style="list-style-type: none"> • what it means to be part of a team • the qualities of a good sport • the importance of follow the rules in team play • the appropriate vocabulary for each sport
<p>Knowledge:</p> <ul style="list-style-type: none"> • Rules of the game • Offensive & defensive strategies • Appropriate equipment for each sport • Position play (offense, defense, goalie) • Key components of each skill for the various sports 	<p>Skills:</p> <ul style="list-style-type: none"> • Floor Hockey-related skills • Basketball-related skills • Volleyball-related skills • Soccer-related skills • Four Square-related skills • Game strategies – faking, dodging, passing, receiving, moving to open spaces, defending space, following rules of play

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Grade, Course: Grade 3 Physical Education	
Strand: Individual Performance Activities	
National Content Area Standards: S1.E2.3, S1.E3.3, S1.E7.3, S1.E8.3, S1.E9.3, S1.E10.3, S1.E27.3, S2.E3.3, S2.E4.3a, S3.E2.3, S3.E4.3, S4.E1.3, S4.E3.3, S4.E4.a, S4.E4.3b, S4.E5.3, S4.E6.3, S5.E2.3	
PA Content Area Standards: 10.3.3D, 10.4.3A, 10.4.3C, 10.4.3E, 10.5.3A, 10.5.3B, 10.5.3C, 10.5.3D, 10.5.3E	
PA Core Standards: CC.1.1.3.D, CC.1.2.3.J, CC.1.5.3.A, CC.1.5.3.C, CC.2.4.3.A.2, CC.2.4.3.A.2	
Essential Questions: <ul style="list-style-type: none">• Why is body awareness important in individual performance activities?• How does practice improve confidence in individual performance activities?	Understandings: Students will understand THAT . . . <ul style="list-style-type: none">• following the safety rules helps to prevent injuries• practice improves performance
Knowledge: <ul style="list-style-type: none">• Safety rules for all activities• PE Code of Conduct• Appropriate skills for each piece of equipment• Key elements for each skill• How to write time and measure distance	Skills: <ul style="list-style-type: none">• Track-related skills• Balance boards skills• Duck walking w/duck walkers• Donut activities• Vaulting activities• Rebounder activities• Balance beam skills• Mat skills

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<u>Grade, Course:</u> Grade 3 Physical Education	
<u>Strand:</u> Collaboration/Team Building Activities	
<u>National Content Area Standards:</u> S1.E13.3, S1.E16.3, S2.E1.3, S2.E5.3a, S2.E5.3b, S3.E2.3, S4.E4.3a, S4.E4.3b, S4.E5.3, S5.E2.3, S5.E4.3	
<u>PA Content Area Standards:</u> 10.33C, 10.3.3D, 10.4.3F	
<u>PA Core Standards:</u> CC.1.2.3.J, CC.1.5.3.A, CC.1.5.3.C, CC.1.5.3.G	
<u>Essential Questions:</u> <ul style="list-style-type: none">• How is the teamwork you learn through game play important in other aspects of your life?• What are the positive social interactions that result through participating in physical activity?	<u>Understandings: Students will understand THAT . . .</u> <ul style="list-style-type: none">• That each member of the team has an important role to play• That they have a personal responsibility to respect themselves and others• Compromise is important
<u>Knowledge:</u> <ul style="list-style-type: none">• Rules of the challenge• How to work cooperatively with a partner, in a small group or on a team• All members have a personal responsibility to the team	<u>Skills:</u> <ul style="list-style-type: none">• Problem solving• Teambuilding challenges• Trust activities• Working cooperatively