

Olathe Public Schools

Elementary Physical Education Curriculum – Grade 3

Standard 1:

The student demonstrates competency in a variety of motor skills and movement patterns.

Essential Question: What different ways can my body move given a specific purpose?

Locomotor

- Leaps using a mature pattern. (S1.E1.3)
- Travels showing differentiation between sprinting and running. (S1.E2.3)
- Jumps and lands in a horizontal plane using a mature pattern. (S1.E3.3)
- Jumps and lands in a vertical plane using a mature pattern. (S1.E4.3)
- Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)
- Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)

Nonlocomotor-Stability

- Balances on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3)
- Transfers weight from feet to hands for momentary weight support. (S1.E8.3)
- Applies the skill of rolling in different directions with either a narrow or curled body shape. (S1.E9.3)
- Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time and flow) to create and perform a dance. (S1.E11.3)
- Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)

Manipulative

- Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
- Throws overhand, demonstrating three of five critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)
- Catches a gently tossed hand sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. (S1.E16.3)
- Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)
- Dribbles with feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)
- Receives and passes a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)
- Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature kicking pattern for each. (S1.E21.3a)
- Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)

- Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating three of the five critical elements of a mature pattern. upward with consecutive hits. (S1.E22.3)
- Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)
- Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. (S1.E24.3b)
- Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g. hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)
- Performs intermediate jump rope skills (e.g. a variety of tricks, running in/out of long rope) for both long and short ropes. (S1.E27.3)

Vocabulary students should know and use: hopping, galloping, running, sliding, skipping, leaping, walking, jogging, jumping, dancing, balance, weight transfer, curling, stretching, twisting, bending, underhand throw, overhand throw, passing, catching, dribbling, kicking, volleying, striking

Standard 2:

The student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Essential Question: How can I move effectively and efficiently?

Locomotor

- Recognizes the concept of open spaces in a movement context. (S2.E1.3)
- Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)
- Combines movement concepts (direction, levels, force and time) with skills as directed by the teacher. (S2.E3.3)
- Employs the concept of alignment in gymnastics, tumbling and/or dance. (S2.E4.3a)
- Employs the concept of muscular tension with balance in gymnastics, tumbling and/or dance. (S2.E4.3b)
- Applies strategies/tactics in chasing activities. (S2.E5.3a)
- Applies strategies in fleeing activities. (S2.E5.3b)

Vocabulary students should know and use: space, pathways, shapes, levels, speed, direction, force, alignment, muscular tension, strategies, tactics

Standard 3:

The student demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Essential Question: Why is it important to be physically fit and how can I stay fit?

Physical Activity Knowledge

- Charts participation in physical activities outside physical education class. (S3.E1.3a)
- Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)

Engages in Physical Activity

- Engages in activities of physical education class without teacher prompting. (S3.E2.3)

Fitness Knowledge

- Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)
- Recognizes the importance of warm-up & cool down relative to vigorous physical activity. (S3.E4.3)
- Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)
- Identifies foods that are beneficial for pre- and post-physical activity. (S3.E6.3)

Vocabulary students should know and use: physical activity, engage, skill-related fitness, health-related fitness, assessment, fitness components, nutrition, personal health

Standard 4:

The student exhibits responsible personal and social behavior that respects self and others.

Essential Question: How do I show respect for myself and others during physical activity?

Personal Responsibility

- Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
- Works independently for extended periods of time. (S4.E2.3)

Accepting Feedback

- Accepts and implements specific corrective teacher feedback. (S4.E3.3)

Working with Others

- Works cooperatively with others. (S4.E4.3a)
- Praises others for their success in movement performance. (S4.E4.3b)

Rules and Etiquette

- Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)

Safety

- Works independently and safely in physical activity settings. (S4.E6.3)

Vocabulary students should know and use: personal responsibility, respect, feedback, teamwork, etiquette, sportsmanship, safety

Standard 5:

The student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Question: What makes physical activity meaningful to me?

Health

- Discusses the relationship between physical activity and good health. (S5.E1.3)

Challenge

- Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)

Self-Expression and Enjoyment

- Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)

Social Interaction

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)

Vocabulary students should know and use: health, enjoyment, challenge, self-expression, social interaction

Assessment and Resources:

Pre-Assessment: Pretests, Teacher observation, Review of assessment data

Formative: Check for understanding, Exit slips, Cooperative Learning Strategies, Quizzes

Summative: Written tests, Skill tests, Fitness plans, Activity logs, Checklists, Rating scales, Rubrics

Resources: SHAPE America National Standards and Grade Level Outcomes for K-12 Physical Education, 2014, IRC Resources, Physical Education Colleagues and PLCs, Conventions, Workshops, Community Resources, Technology