

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Physical Education Curriculum Guide

Grade 3

Adoption Date: August 15, 2022
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**WALDWICK SCHOOL DISTRICT
PE CURRICULUM- Grade 3**

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COURSE DESCRIPTION

The Mission of the 3-5 Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a physically educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive physical education program will not only develop life long learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Personal Physical Awareness	9-12 Weeks
2	Importance of Physical Fitness and Goal Setting	9-12 Weeks
3	Cooperative Activities	9-12 Weeks

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Unit 1: Personal Physical Awareness	Pacing Guide: 9-12 weeks	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can moving my body change how I feel? • How can I move my body in different ways? • How can I improve my wellness? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can gain a knowledge of vocabulary to improve personal wellness • I can recognize that my movements can impact the way I feel • I can recognize when to control my body in different spaces. • I can understand how to create different movements with rhythms. • I can understand how to control my body and stability with each physical activity. 	<p>2.2.3.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.3.LF.4: Identify and perform a variety of warm up and cool down activities that include stretching and breathing.</p> <p>2.2.3.MSC.1: Demonstrate body management skills and control when moving through personal and general space in relation to others.</p> <p>2.2.3.MSC.2: Explain individual movement sequences in response to various tempos, rhythms and movement styles.</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT choose activities they can use to warm up or cool down. ✓ SWBAT move safely through personal and general space. 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		<p>Materials</p> <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • True and False Tag- Split the class groups of 2. Use the center divider line and place one group on one side and the other on the other side. One person will be true and the other person will be false. Ask a true and false question. If the answer is true the true person will try to run and get across their line before the false person tags them. If the answer is false the false person will try to 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <hr/> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Peer to peer practice

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<p>run and get across their finish line before being tagged by the true person.</p> <ul style="list-style-type: none"> ● Tabata warm up: Kid's tabata ● Tennis Ball Scramble- Each student gets a tennis ball with a number on it. The teacher will then scatter the balls around the gym. On go the students will run out and try to locate their numbered ball. Once they find their ball they will place it in a bucket. Once the last student is done the teacher will stop their stopwatch and you will see how fast the class was able to complete this. Play multiple rounds and try to beat your best score. ● Guard the Cookie Jar- Place out 6 poly spots and put 1 yarn ball on top of each poly spot. Choose 6 students to be the guards. 1 student person yarn ball. On go the non guards will try to steal a yarn ball without being tagged by the guard. If they can steal the ball without being tagged, then they become the guard. ● Treasure Hunt- Break the class into 5 groups. Give each group 5 different pieces of equipment. On go 1 student from each team will run out and take 1 object from another team's hoop and bring it back to their hoop. The first team to get 5 of the same piece of equipment in their hoop wins the round. Play multiple rounds. ● Tree pose tag: Students will use a "branch" to tag other people. If they get tagged they must stand on 1 foot like a tree or flamingo. In order to get back in the game someone must stand in front of you and mimic the pose. ● Discussion guided by the teacher ● Tag games - that require students to zig-zag, and change direction of movement mid- moving. ● Warm-Up activity that involves activities that promotes muscular strength and endurance ● All Together Now (3-5): Students participate in a list of fitness based activities with the goal of being in unison. ● Animal walks: Gymnastic style animal walks on mats. Focus on body control with different animal walks. ● Pac man tag(3-5): Select one or two player(s) depending on the group and area size to be the tagger or "pac person/people". The object is to avoid being tagged by a pac person by walking/running ONLY along the lines on the ground. A pac person can also only move along the lines on the ground. A runner may not jump from line to line (i.e. on a basketball court, players may not jump from top of the key to the free throw line, etc.). If someone is tagged, they sit down on the line where they were tagged and become a barrier. No runners may pass a sitting person, but a pac person can pass. The game continues until there is only one or two players left or until all others have been tagged. ●  3-5 Physical Education Activities 	<ul style="list-style-type: none"> ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target <hr/> <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target
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Interdisciplinary Connections

- Language Arts: SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SEL Competencies: Self-Awareness, Self-Management and Relationship Skills
- Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global
- Computer Science and Design Thinking: 8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development

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Unit 2: Importance of Physical Fitness and Goal Setting	Pacing Guide: 9-12 weeks	Standards
Essential Questions <ul style="list-style-type: none"> ● How can I enjoy physical activity? ● How can I influence my health and wellness? ● How can I get better at an activity? 	Enduring Understandings <ul style="list-style-type: none"> ● I can create enjoyment through physical activity ● I can participate in a variety of physical activities ● I can apply emotional and social skills to the learning and performance of physical activity ● I can participate to the best of my ability in a variety of activities. ● I can apply physical concepts and principles to improve well-being and performance ● I can understand how to control my body and stability with each physical activity. 	<p>2.2.3.LF.1: Identify that there is a relationship between engaging in physical activities and enjoyment.</p> <p>2.2.3.LF.3: Explain why people choose to participate in different types of physical activities.</p> <p>2.2.3.PF.1: Identify the physical, social, emotional benefits of regular physical activity.</p> <p>2.2.3.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.3.PF.4: Develop a short term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility) to evaluate personal health.</p> <p>2.2.3.PF.5: Identify factors that influence healthy lifestyle choices.</p>
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT explain why being physically active and living an active healthy lifestyle is important. ✓ SWBAT explain how being physically active effects your physical, emotional, and mental health. ✓ SWBAT name an activity that involves agility, muscular strength, muscular endurance, or flexibility. ✓ SWBAT name something that can influence their healthy lifestyle choices. 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Student behaviors ● Exit tickets ● On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. ● District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. ● Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		Materials <ul style="list-style-type: none"> ● Gym or outdoor space ● Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc

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<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Melt and Freeze Tag- Choose 2 students to be taggers. Give one student one color noodle and give another student a different color noodle. One student will be in charge of freezing and the other student will be the melter. Once a student is tagged by the freezer they will stop running and put their hand up. The melter will look for the students with their hand up and go over to them and tag them "melting" them so they can start running again. After a minute or 2 change taggers. ● Dog Catcher Tag ● Bucket Stackers ● 5 Star ● Topple Tubes ● Garbage Collector ● Racetrack Fitness: (3-5): Students will be with a partner. One partner will be on the outside of the "track" performing a locomotor movement. The other partner will be in the middle of the "track" performing a fitness or flexibility exercise. ● Stations: Set up 4 or 5 stations with different activities. Allow students to rotate through each one. During transition, ask students why they like different stations over others. ● Cup stacking relay: Work with a team of players and bring one cup down each time and stack in together. Discuss how working together and moving can help you feel good about yourself. ● Cooperative ball pass - Students get into four lines. Give the first person a ball and the students have to pass the ball with their feet to the next. Keep going until you finish. If you drop the ball, start at the beginning. ● Rob the Nest: 13 Balls, Students in four groups run to the middle of the gym to steal one egg at a time. Goal is to get four eggs in their nest (hula hoop) before other teams. Can steal from other team hoops. Cannot prevent other teams from taking eggs from the team nest. ● Hot Potato is a great cooperative game. Students need to have their attention and hands ready to receive the ball coming in the same direction from the next student. You can vary this game greatly, by any grade and skill level. You can hand the ball to one another or toss the ball, etc. ● Steal the Bacon - Students are divided into two teams. Each student gets a number. They stand on opposite lines. When their number is called they run to the middle to take the object and run back to their team. The other player will then tag that player before they make it back to the team. ● Cross Fire - Students are divided into two teams. There is 	<p>Differentiation for Diverse Learners</p>
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Peer to peer practice ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target

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<p>one big ball target (like a stability ball). The object of the game is to throw the small balls at the big ball to move it across the gym to cross the other team's endline. Students may not touch the big ball. If the big ball touches them, they have to sit out on the side, until a new round begins.</p> <ul style="list-style-type: none"> •  3-5 Physical Education Activities 	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ➤ SEL Competencies: Self-Awareness, Self-Management and Relationship Skills ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global ➤ Computer Science and Design Thinking: 8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development 	

Unit 3: Cooperative Activities	Pacing Guide: 9-12 weeks	Standards 2.2.3.MSC.3: Demonstrate and perform movement skills with developmentally appropriate
Essential Questions	Enduring Understandings	

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<ul style="list-style-type: none"> • How can moving well in different ways help me be successful in sports and games? • How do I improve my skills? • What can I do to help my team? 	<ul style="list-style-type: none"> • I can connect locomotor movements with a smooth transition to skill work. • I can be persistent when learning a new skill • I can be responsible for my actions. • I can extend existing tactics and strategies that can be used in a variety of games and activities • I can encourage others during activities 	<p>control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.3.MSC.5: Correct movement skills in response to external feedback. Reflect on how the feedback improves performance. 2.2.3.MSC.6 Identify and demonstrate appropriate behaviors and etiquette while participating in and viewing activities, games, sports and other events contribute to a safe environment. 2.2.3.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT demonstrate correct movement skills in a game while making corrections based on feedback ✓ SWBAT reflect on how appropriate feedback helps them improve their skills ✓ SWBAT identify behaviors of good sportsmanship 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behaviors • Exit tickets • On-The-Spot Checklist: Each student will be observed during activity time and applicable skills will be assessed. • District Developed Rubric: Each student will be evaluated based on the developmentally appropriate criteria for a specific skill and/or set of skills. • Partner/Group Assessments: Students are observed and evaluated by their peers (at the age and developmentally appropriate level). 		<p>Materials</p> <ul style="list-style-type: none"> • Gym or outdoor space • Various materials will be needed depending on the activities chosen. This may include balls, cones, nets, bean bags, hula hoops, scooters, etc
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Super Hero Tag • Hungry Hippos • 3 Hoops • Cone Flip • Catipillar Capture • Battleship(3-5): The gym will be divided using gymnastic mats. Students will set up the "battleships" bowling pins up on each side. When a ship is knocked over they must bring it to the side. *Catch a ball in the air and they get to take a sneak peak on the other side to promote communication. * make it in the opposite hula hoop and 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Peer to peer practice • Modify equipment: increase size of ball, decrease weight of ball • Decrease distance to target • Increase size of target

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<p>you can fix your battleship.</p> <ul style="list-style-type: none"> ● Chicken Baseball (Project Adventure)https://www.playsport.net/activity/flying-chicken-baseball ● Bowling: Students will work on rolling skills. One partner bowls, one sets up the pins and the other keeps score. After each roll they switch positions. This will focus on students working together and learning etiquette of each sport. It will teach how to be a viewer of sport. ● Time Machine challenge(3-5): Students will be in groups of 3. One person will stand inside the time machine(hula hoop) The other two students must lift it over the person as he transports in time. Place the time machine in front of that same person. He will jump into and repeat the process of transporting in time to the other side of the gym. Groups of 3 will go from one given spot to another. ● Gr 3&4 Team Building Activities- <ul style="list-style-type: none"> ○ Praise Phrase ○ Birthdate order no speaking ○ Alphabetical Name order no speaking ○ Human knots ○ Stepping stones ○ Bear traps ○ Rolling River raft ○ Pharaoh's stones ○ Island hopping ○ Island rescue ○ Spider web ○ Scale the wall (with and without rope) ○ Trust course ○ Trust fall ● Gr 3 & 4 Team sports:(nearly all team sport activities have been modified from original version to a more broken down version better suited to elementary school aged children). <ul style="list-style-type: none"> ○ Speed ball ○ Soccer ○ Basketball ○ Lacrosse ○ Flag football ○ Hockey (carpets are used for skates) ○ Volleyball ●  3-5 Physical Education Activities 	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Demonstrate the skill to peers ● Modify equipment: increase size of ball, decrease weight of ball ● Decrease distance to target ● Increase size of target
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