

# 3<sup>rd</sup> Grade – Physical Education Curriculum

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2.2.5.MSC.1-7, 2.2.5.PF.1-5, 2.2.5.LF.1-5, 2.3.5.PS.1, 2.3.5.PS.4, 2.3.5.PS.5, 2.3.5.PS.6

- utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle
- perform movement skills with developmentally appropriate form in both isolated and applied settings
- demonstrate smooth transitions between sequential movement skills used in creative dance, gymnastics routines, and trap-dribble-shoot routines
- demonstrate weight transfer, balance coordination and agility while employing various movement skills
- employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds and levels
- during movement, respond to multiple changes in each and modify and adapt movement skills in relation to body parts, other participants, object, and boundaries
- apply a learned skill to another movement setting (e.g., striking skills/racket skills)
- demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine
- explain movement concepts such as the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity
- explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement e.g., baby steps vs. giant steps)
- appropriate ways to show affection and caring
- describe the physical, social and emotional changes occurring as the growth cycle occurs in late childhood, early adolescence)
- give examples of verbal and visual cues used to improve movement skill performance
- define and use skill-and activity-based vocabulary
- explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space
- discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity
- describe activity-specific rules, explain the importance describe and demonstrate ways to handle and care for equipment safely and responsibly
- describe “sports psychology” as a variety of mental strategies used to prepare for physical activity
- apply health-related and skill-related fitness concepts and skills discuss the physical, social and emotional benefits of regular physical activity
- describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity
- explain the impact and effects of using performance enhancing substances engage in moderate to vigorous physical activity, including aerobic; monitor physiological responses

## Extended Activities

1. **Capture the Flag** (Mini Version) - Objective: Develop strategy, teamwork, and cardiovascular endurance. To start, divide the class into four teams with 6 players. Two teams will play against each other after they hide their flag in their territory. The two teams try to capture the opponent's flag while defending their own. If tagged in enemy territory, go to “jail” and wait to be rescued. The game ends when the opposing team captures the enemy flag or time 3 minute game clock expires.

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2. **Fitness Tic-Tac-Toe** - Objective: Practice fitness movements and team-based decision-making. Teams race to complete fitness challenges (e.g., 10 jumping jacks) to earn a turn. Once done, place a beanbag in a spot on the tic-tac-toe grid. The first team to get 3 in a row wins.

## Gifted and Talented

1. **Team Building Hula Hoop Pass** - Objective: Encourage teamwork, problem-solving, and coordination. Students stand in a circle holding hands. Without letting go, they must pass the hula hoop around the circle. The team leader will time how long it takes — then challenge them to beat their record. Add a second hoop for difficulty.