

**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: Physical Education
Grade Level: Third
Content Area: Physical Education

State Standard Correlation:

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement
<p>Student will be competent in many movement forms.</p> <ul style="list-style-type: none"> • Develop a sequence of physical activity and movement patterns that match (rhythm, speed, emotion) to a selection of music. • Dribble a ball continually, using hands or feet to control it. • Use a variety of body shapes, levels and pathways in simple sequences of movements. 			<p>Ex. – Perform basic modern line dances that demonstrate different movement patterns, pathways, sequences, shapes and levels (Electric Slide” – step to left, scuff ½ turn) (“Criss Cross” – touch floor with knee and pop back up)</p> <p>Ex. – Combine a balance, roll, travel action in tumbling sequence</p> <p>Ex. – Dribble relay in small groups Ball control, waist high, Firm wrist. Occasionally look of travel destination.</p>	<p>Sequence Rubric Include all components Clear beginning and ending. Smooth transitions</p> <p>Advanced – The student is able to execute all movement activities using appropriate form and balance in a dynamic setting.</p> <p>Proficient – The student is able to execute all movement activities using appropriate form and balance in isolation.</p> <p>Basic – The student is able to execute movement activities with some form and balance in isolation.</p>

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<p>Student will understand how and why one moves in a variety of situations and will use this information to enhance his/her skills.</p>	<ul style="list-style-type: none"> • Recognize similar movement concepts in a variety of skills Ex. – underhand motion • Identify critical elements of locomotor movement. Ex. – Back pedal in basketball • Use feedback to improve performance • Understand how to stop and start movement • Learn to focus on important cues and adjust movement to specific cues. 		<p>Ex. – Bean Bag Shoe Tag vs. Bowling vs. Target/ Super ball Game</p> <p>Ex. – Back Pedal Relay (as warm-up for basketball unit)</p> <p>Ex. – Teacher feedback on “High Stick” during hockey unit</p> <p>Ex. – “Stop & Go” game (base running in wiffle ball)</p> <p>Ex. – “Photo” Moment activity (tennis forehand photo, imitate action, adjust to teacher cue)</p>	<p>Teacher Observation</p> <p>Self Correcting Observed by teacher</p> <p>Advanced – The student is able to recognize the critical elements of movements in a variety of situations and is able to apply these elements to enhance his/her skills.</p> <p>Proficient – The student understands the critical elements of movements in a variety of situations and can explain how it would enhance his/her skills.</p> <p>Basic – The student understands the critical elements of movement in a variety of situations.</p>

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<p>Student will be able to demonstrate a health enhancing level of physical fitness, and understand that it provides opportunity for enjoyment, challenge, and self-experience.</p>	<ul style="list-style-type: none"> • Identify the components of health related fitness <ol style="list-style-type: none"> 1. Cardio respiratory 2. Muscular strength 3. Muscular endurance 4. Flexibility 5. Body composition • Describe the importance of warming up and cooling down as part of cardio activity • Participate in cardio activity for extended periods (+10 min) 		<p>Ex. – “Chalk-Talk” Give definition for fitness components</p> <p>Station Discovery</p> <ol style="list-style-type: none"> 1. Jumping jacks for 60 seconds 2. Pull-up 3. Sit-ups 4. V-sit 5. Body mass index graph <p>Ex. – President’s Fitness Challenge</p> <p>Ex. – Chalk-Talk – “Warm Up, Cool Down”</p> <p>Ex. – Mile Run record time against average</p>	<p>Advanced – The student is able to recognize and incorporate personal health-enhancing physical fitness levels; and can identify and apply its value in one’s life.</p> <p>Proficient – The student is able to recognize and explain personal health-enhancing physical fitness levels and can identify its value in one’s life.</p> <p>Basic – The student is able to recognize personal health-enhancing physical fitness levels and can identify its value in one’s life.</p>

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<ul style="list-style-type: none"> • Identify benefits gained from participating in physical activity <ul style="list-style-type: none"> - stress release, fit body - confidence level, energy level • Participate in regular physical activity that encourages appropriate social interaction • Conversion relevant to activity encouraging comments given/ received, camaraderie, no child left out, and positive peer feedback, getting to know new people. • Use physical activity as a means of self-expression. 			Ex. – Discuss <ol style="list-style-type: none"> 1. Self expression 2. Social interaction 3. Benefits of physical activity Ex. - Student Choice Stations <ol style="list-style-type: none"> 1. Running 2. Jump Rope 3. Juggling 4. Basketball 5. 4 square 6. Yoga Oral expression of enjoyment regarding chosen task to class Verbally Identify a benefit of physical activity on secret ballot, read aloud. Verbally identify social impact.	

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<p>Student will be able to demonstrate responsible personal behavior while participating in movement activities.</p>	<ul style="list-style-type: none"> • Work independently and on-task during physical education activities. Ex. – tennis serve against wall. • Follow rules, procedures and etiquette with minimal adult direction - non interference toward others during isolated skill practice - Handing back a stray ball to owner - Setting and cleaning up equipment for others. - Keeping out of other's personal space while on-the-move - Accommodating/accept other's skill levels 		<p>Ex. – Tennis Skills</p> <ul style="list-style-type: none"> - serve - forehand <p>Ex. – Basketball Golf game</p> <ul style="list-style-type: none"> - Allowing group members to concentrate by remaining quiet and away from them and the ball - Standing behind backboard to fetch rebounds for the shooter. 	<p>Teacher Observation</p> <p>Advanced – The student is able to demonstrate responsible personal behavior in all movement activities and apply those behaviors to new situations.</p> <p>Proficient – The student will be able to demonstrate responsible personal behavior while participating in most movement activities.</p> <p>Basic – The student is able to identify responsible personal behavior and can demonstrate this in some movement activities.</p>

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<ul style="list-style-type: none"> • Play cooperatively in groups of 3 to 5 – must form even numbered groups without excluding anyone. • Work productively with partners toward a goal. Ex. – Consecutive dribbling count • Invite a peer to take a turn at a piece of equipment before repeating a turn. • Identify and accept differences in each other's physical performances. 			<p>Ex. – “Harry – Larry, Moe – Joe” cooperative tag game.</p> <p>Ex. – Isolated Basketball Dribbling</p> <ul style="list-style-type: none"> - Consecutive dribbles on polyspot - Count for partner <p>Ex. – Long Rope Turn</p> <ul style="list-style-type: none"> - Change places with turner after first mistake, jump <p>Ex. – Jump rope positions</p> <ul style="list-style-type: none"> - jumper - turner - jump and turn with/for others - Identify which you are best at, and which others were best at. 	<p>Teacher Observation of Teamwork and Inclusion</p>

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<p>Student will understand the interrelationship between history and culture and games, sports and play.</p>	<ul style="list-style-type: none"> • Explanation of how their physical education program has changed since kindergarten - Level of difficulty - Level of independence - Level of game types - Level of game skills 		<p>Ex. – “Timeline” Assignment Illustrating what changed from year to year in their activities and skill work</p> <p>K - Animal Walk 1 - Tag Games 2 - Sport Skills 3 - Modified Sport Games “2 v 2” soccer</p>	<p>Timeline Assignment Rubric 4 – All 4 areas identified correctly 3 – 3 areas identified correctly 2 – 2 areas identified correctly 1 – 1 area identified correctly Advanced – The student is able to explain and apply relationships between physical activity, cultures, and history. Proficient – The student is able to explain most of the relationships between physical activities, culture, and history. Basic – The student is able to explain some of the relationships between physical activity, culture, and history.</p>