

# **LITTLE ROCK SCHOOL DISTRICT**

August 2012

## **Physical Education and Health Curriculum Map**

### **Third Grade**

Month	Content	Skills/Benchmarks	Essential Questions	Assessments	Strategies/Resources
August	Week 1 and 2 Orientation To SPARK PE	<p><b>PEL Curriculum Framework (2011):</b></p> <p><i>[Please note: Only the most relevant standards are listed. It is understood that all other applicable standards are also addressed.]</i></p> <p>PEL.5.3.1 Express personal feelings on progress made while learning a new skill</p> <p>PEL.5.3.2 Demonstrate behaviors that communicate care, consideration, and respect of self and others</p>	Do the students understand the general concepts of the SPARK PE Curriculum?	Teacher Observation	<p>SPARK PE Curriculum 3-5</p> <p><b>See TABS in your Spark Program Manual to locate resources for each unit.</b></p>
September	Week 3 and 4 ASAP (Active Soon As Possible games)	<p>PEL.3.3.1 Locate areas on the body where a pulse can be found (e.g., wrist, chest, neck)</p>	Can students perform various locomotor skills at different levels/directions?	Teacher Observation	SPARK PE Curriculum 3-5
		<p>PEL.4.3.1 Participate in class discussion about <i>health-related fitness</i> activities as they relate to <i>cardio-respiratory</i> endurance</p>	Can students respond appropriately to cues involving space/tempo/pathways and creative moves?	Teacher Observation	SPARK PE Curriculum 3-5

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October	<b>Week 5 and 6 Recess Activities</b>	<p>PEL.1.3.2 Practice <i>locomotor</i> movements in a variety of games</p> <p>PEL.4.3.2 Practice a variety of sports and <i>recreational/leisure activities</i></p>	Are the activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum 3-5
	<b>Week 7 Football/ Limited Space Activities</b>	<p>PEL.1.3.10 Demonstrate a <i>mature pattern</i> of kicking using a variety of kicks and a variety of objects (e.g., drop kick, stationary kick, punt)</p> <p>PEL.2.3.2 Identify and locate the major bones in the skeletal system:</p> <ul style="list-style-type: none"> <li>• cranium</li> <li>• vertebrae</li> <li>• ribs</li> <li>• humerus</li> <li>• radius</li> <li>• ulna</li> <li>• pelvis</li> <li>• femur</li> <li>• fibula</li> <li>• tibia</li> <li>• phalanges</li> </ul> <p>PEL.2.3.6 Participate in modified games that utilize basic <i>motor skills</i></p>	Do the activities help the students practice and develop fundamental skills for successful play?	Teacher Observation	SPARK PE Curriculum 3-5

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	<b>Week 8 and 9</b> Soccer Kicking/Trapping/	<p>PEL.1.3.9 Dribble a ball around moving obstacles with both feet using a <i>mature pattern</i></p> <p>PEL.1.3.10 Demonstrate a <i>mature pattern</i> of kicking using a variety of kicks and a variety of objects (e.g., drop kick, stationary kick, punt)</p>	Can students receive passes, trap and control balls in different ways?	Teacher Observation	SPARK PE Curriculum 3-5
	<b>Week 10 and 11</b> Softball Hockey Striking/Catching/ Throwing	<p>PEL.1.3.4 Throw an object over-hand and underhand using a <i>mature pattern</i></p> <p>PEL.1.3.5 Catch a variety of objects at different levels with a partner using a <i>mature pattern</i></p> <p>PEL.1.3.7 Step toward and strike a moving object using a <i>mature pattern</i></p>	Are the activities providing opportunities for students to learn and practice striking an object that is stationary or moving?	Teacher Observation	SPARK PE Curriculum 3-5

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November	Week 12 and 13 Basketball	<p>PEL.1.3.6 Dribble in control with either hand while moving using a <i>mature pattern</i></p> <p>PEL.2.3.3 Practice group games with appropriate equipment within boundaries</p>	Can students continually bounce a ball without catching it?	Teacher Observation	SPARK PE Curriculum 3-5
	Week 14 and 15 Volleyball Volleying games (tennis, badminton, paddle activities)	<p>PEL.1.3.8 Volley a light-weight ball to self or partner using a <i>mature pattern</i></p> <p>PEL.1.3.7 Step toward and strike a moving object using a <i>mature pattern</i></p>	Can the students volley a variety of objects at varying levels?	Teacher Observation	SPARK PE Curriculum 3-5
December	Week 16 and 17 Dance	<p>PEL.1.3.3 Perform rhythmical sequences (e.g., tinikling, jump bands, lummi sticks, jump rope, folk dance, square dance)</p> <p>PEL.2.3.5 Create rhythmical sequences</p>	Is the students' creative potential enhanced through music, dance and rhythmic forms?	Teacher Observation	SPARK PE Curriculum 3-5

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December/ January	Week 18 and 19 Stunts/Tumbling	<p>PEL.2.3.4 Create and demonstrate three (3) or more movement sequences while smoothly combining <i>locomotor</i> and <i>non-locomotor</i> skills</p> <p>PEL.3.3.7 Perform a variety of <i>flexibility</i> exercises correctly</p>	Are stunts and tumbling activities increasing the students' balance, coordination, flexibility, agility and strength?	Teacher Observation	SPARK PE Curriculum 3-5
January	Week 20 and 21 Cooperatives/Parachute	<p>PEL.5.3.1 Express personal feelings on progress made while learning a new skill</p> <p>PEL.5.3.3 Demonstrate collaboration with others to accomplish a goal (e.g., problem-solving activities, community projects)</p>	Are the activities providing all students opportunity to participate successfully?	Teacher Observation	SPARK PE Curriculum 3-5
January/ February	Week 22, 23 and 24 Group Fitness/ Speed Stacks	<p>PEL.2.3.3 Practice group games with appropriate equipment within boundaries</p> <p>PEL.5.3.2 Demonstrate behaviors that communicate care, consideration, and respect of self and others</p>	Are students' kinesthetic experiences enhanced while participating in a variety of group activities and by using manipulatives?	Teacher Observation	SPARK PE Curriculum 3-5

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February	Week 25 and 26 Jump Rope/Movement Bands	<p>PEL.1.3.3 Perform rhythmical sequences (e.g., tinikling, jump bands, lummi sticks, jump rope, folk dance, square dance)</p> <p>PEL.3.3.1 Locate areas on the body where a pulse can be found (e.g., wrist, chest, neck)</p> <p>PEL.3.3.2 Maintain continuous <i>aerobic activity</i> for a specific time (e.g., jumping rope for 3 minutes)</p>	Do jumping activities provide personal improvement opportunities and development of cardio-respiratory endurance?	Teacher Observation	SPARK PE Curriculum 3-5
March	Week 27 and 28 Walk/Jog/ Run/Chasing and Fleeing	<p>PEL.1.3.1 Demonstrate directional movements (e.g., clockwise, counterclockwise, and spiral)</p> <p>PEL.3.3.3 Sustain <i>aerobic activity</i> for continuously longer periods of time while participating in chasing, fleeing, or traveling activities</p> <p>PEL.3.3.4 Participate in an age-</p>	Are students participating safely while playing chasing/fleeing games?	Teacher Observation	SPARK PE Curriculum 3-5

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		appropriate activity, exercise, or game that encourages pacing to develop <i>cardio-respiratory</i> endurance			
<b>March/ April</b>	<b>Week 29 and 30</b> Aerobic Games	<p>PEL.2.3.7 Understand that <i>aerobic exercise</i> results in a faster cognitive response (e.g., estimation, steps and distance, multiplication)</p> <p>PEL.3.3.9 Practice activities that make the muscles work continuously</p>	Are the games encouraging and reinforcing movement skills, strategies and cooperation?	Teacher Observation	SPARK PE Curriculum 3-5
<b>April</b>	<b>Week 31 and 32</b> Flying Disc	<p>PEL.1.3.5 Catch a variety of objects at different levels with a partner using a <i>mature pattern</i></p> <p>PEL.2.3.6 Participate in modified games that utilize basic <i>motor skills</i></p>	Can students successfully throw and catch a flying object?	Teacher Observation	SPARK PE Curriculum 3-5



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May	<b>Week 33 and 34</b> Fitness Challenges/Fitness Circuits	PEL.2.3.1 Identify and locate major muscle groups: <ul style="list-style-type: none"> <li>• biceps</li> <li>• triceps</li> <li>• quadriceps</li> <li>• abdominals</li> <li>• hamstrings</li> <li>• calf muscles</li> <li>• gluteus muscles</li> </ul> PEL.3.3.8 Practice physical activities that make the muscles work harder (e.g., sit-ups, push-ups) PEL.3.3.7 Perform a variety of <i>flexibility</i> exercises correctly	Are students being encouraged to meet the fitness level and social structure of the activities?	Teacher Observation	SPARK PE Curriculum 3-5
	<b>Week 35 and 36</b> Fitness Assessments/Games	PEL.3.3.10 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> <li>• <i>cardio-respiratory</i> endurance</li> <li>• <i>body composition</i></li> <li>• <i>muscular strength and endurance</i></li> <li>• <i>flexibility</i></li> </ul>	Can students perform the activities required to participate in the Fitnessgram Assessment?	Teacher Observation Fitnessgram	SPARK PE Curriculum 3-5 Fitnessgram

