

Montgomery County Public Schools Grade 3 Physical Education Curriculum Framework

Standard I: Exercise Physiology
Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.
I.3.1 Explain and demonstrate the effects of physical activity on the body systems.
a. Identify selected bones. Clarifying Example: <i>The student will name the bones as the teacher points to selected bones on a skeleton.</i>
b. Identify and demonstrate how the components of the cardiovascular system respond to exercise. Clarifying Example: <i>The student will record his/her heart rate before, during, and after exercise.</i>
I.3.2 Adapt components of the FITT principle to adjust levels of physical activity.
a. Identify and demonstrate the FITT components: Frequency, Type, and Time through physical activity. b. Describe the relationship between the FITT components of Frequency and Intensity. Clarifying Example: <i>The student will understand that regular participation in activities using all fitness components will maintain/enhance one's fitness level.</i>
I.3.3 Recognize and identify the components necessary to design a fitness plan.
a. Identify and participate in activities to enhance the health related fitness components: aerobic capacity/cardio respiratory endurance, muscular endurance, muscular strength, and flexibility. b. Recognize the benefits of health related fitness components. Clarifying Example: <i>The student will participate in selected activities and state the benefits of the health related fitness components enhanced by these activities.</i>
I.3.4 Investigate the benefits of physical activity.
a. Identify the physical benefits developed through physical activity. b. Describe the physical benefits developed through physical activity. Clarifying Example: <i>The student will regularly participate in a variety of activities in and out of physical education class. He/She will demonstrate understanding of the physical benefits by listing activity, component, and benefit of each activity.</i>
I.3.5 Analyze the relationship between nutrition and physical activity through movement experiences.
a. Describe how balancing food intake will affect physical activity: energy intake vs. energy expenditure. Clarifying Example: <i>The student will review a chart showing activities and calories used during that activity.</i>
I.3.6 Examine the factors influencing exercise adherence.
a. Identify the factors that promote or limit physical activity for elementary school students, such as peers, parents/family, equipment, facilities, motivation, recreational opportunities, and financial limitations. Clarifying Example: <i>The student will choose four physical activities he/she would like to participate in during the year. He/She will take each of the physical activities and discuss with a partner the promoting</i>

or limiting factors involved.

Standard II: Biomechanical Principles

Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

II.3.1

Identify target vocabulary within Newton's Laws of Motion.

a. Recognize the terms.

- Force
- Gravity
- Friction
- Resistance

b. Identify different types of forces.

c. Explore external and internal forces.

Clarifying Example: *The student will explore the external and internal forces, which affect the flight of juggling scarves indoors as compared to outdoors on a windy day.*

II.3.2

Identify the difference between *static* and *dynamic balance*.

a. Demonstrate static balance and its effect on various body parts

b. Demonstrate dynamic balance while maintaining body control.

Clarifying Example: *The student will perform a movement sequence, either on equipment or the floor, which consists of a dynamic movement ending with a static pose.*

Standard III: Social Psychological Principles

Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

III.3.1

Recognize the relationship between effort and improvement.

- a. Participate in a variety of activities and explain the relationship between effort and improvement.

Clarifying Example: *The student will complete a physical education log indicating:*

- *the overall level of effort he/she applied to each lesson.*
- *a graphic display of skills which are mastered.*
- *a written explanation describing any trend indicating the effect of his/her effort and skill acquisition/improvement.*

III.3.2

Work effectively with others in physical activity settings.

- a. Identify the need for rules in social settings and choose appropriate behaviors.

Clarifying Example: *The student will work in small groups to design and play a chase and flee game in restricted space. The group will discuss and adopt at least two rules to follow when playing the game and identify "why" the rules are needed (safety, fairness, stay within boundaries, respect teacher or student decisions in rule infractions). The students will play the game, demonstrating their understanding of appropriate behaviors to be displayed when following rules. The students will take turns teaching their rules to other groups.*

III.3.3

Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all.

- a. Recognize healthy ways to show self-expression.

Clarifying Example: *The student will work in student-selected partnerships (with or without equipment) to design mirroring, matching, leading and following, meeting and parting relationship routines using music representing diverse cultural backgrounds.*

III.3.4

Establish and modify personal physical activity goals while monitoring progress towards achievement.

- a. Explain the importance of goal setting as it relates to achievement.

Clarifying Example: *The student will complete a goal sheet by including information about the skills they currently can perform, indicating the next skill desired, and explaining why that goal was selected. He/She will conclude by explaining why achieving the goal of performing these skills is important to the application of these skills in more complex movement situations.*

III.3.5

Apply time management strategies wisely.

- a. Pace physical activity to remain physically active for a specific length of time.

Clarifying Example: *The student will demonstrate the ability to pace themselves to successfully complete an individual activity (As Far as You Can Go) and/or group activity (Leaders Change) at a jogging speed for two minutes without stopping.*

Standard IV: Motor Learning Principles

Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

IV.3.1

Recognize how individuals progress through learning stages at various rates through participating in a variety of activities.

- a. Identify and recognize personal stage of skill development as compared to age appropriate peers.

Clarifying Example: *The student will compare his/her personal skill check-off sheet to a chart of developmental skill progression.*

IV.3.2

Recognize through participation in a variety of activities that personal skill development results from prior experiences, natural ability, and practice.

- b. Recognize that repeated appropriate practice contributes to increased motor skill development.

Clarifying Example: *The student will modify skill practice to increase motor skill development (e.g., change equipment, increase distance from wall, change size of ball).*

IV.3.3

Show that skills will develop with practice over time. (i.e., throwing, catching, kicking, striking).

- c. Recognize that appropriate practice leads to improved performance.
- d. Recognize that using critical cues for a given skill will result in improvement.

Clarifying Example: *The student will use a personal skill log to count and record a skill task completed in thirty seconds. The student will also note critical cues that need to be practiced to reshape performance. The task is practiced and revisited several times throughout the year so improvement can be charted.*

IV.3.4

Recognize the importance of self evaluation and feedback in the improvement of motor skills.

- e. Develop a self awareness to assess skills.
- f. Recognize the different sources of feedback that apply to motor skill learning.
- g. Recognize specific cues to perform the skill.

Clarifying Example: *The student will be responsible for assessing their own skill improvement using a checklist.*

Standard V: Physical Activity

Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

V.3.1

Recognize individual aerobic capacity/cardio respiratory fitness.

- a. Participate in developmentally appropriate aerobic capacity/cardio respiratory fitness activities such as jogging or running.
- b. Define aerobic activity and apply methods for measuring heart rates.

Clarifying Example: *The student will create an aerobic activity and graph heart rate throughout the activity.*

- c. Define anaerobic activity.

Clarifying Example: *The student will create an anaerobic activity and describe why it is considered anaerobic.*

- d. Locate and explore counting rate of carotid pulse.

V.3.2

Examine and compare individual muscular strength and muscular endurance.

- a. Identify and participate in developmentally appropriate muscular strength and muscular endurance activities.
- b. Identify and demonstrate a muscular strength task that identifies a specific muscle group.
- c. Locate personal level of muscular strength through a systematic approach using a standardized fitness chart.
- d. Identify personal level of muscular endurance through a systematic approach using a standardized fitness chart.

Clarifying Example: *The student will perform a criterion referenced curl-up test and compare personal scores to the "healthy fitness zone." (Fitnessgram)*

V.3.3

Examine and compare individual flexibility.

- a. Identify and participate in developmentally appropriate activities involving flexibility.

Clarifying Example: *The student will design and play a "Fitness Tic-Tac-Toe Game" with a partner by selecting developmentally appropriate activities and/or exercises that highlight flexibility.*

- b. Identify personal level of flexibility through a systematic approach using a standardized fitness test.

Clarifying Example: *The student will perform a criterion referenced flexibility test for shoulder flexibility. (Fitnessgram)*

- c. Identify specific stretches to enhance flexibility.

Standard VI: Skillfulness

Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

VI.3.1

Demonstrate fundamental movement skills.

a. Combine locomotor and non-locomotor skills into a movement pattern.

- Speed
- Force
- Flow
- Pathways
- Directions
- Levels
- Space

Clarifying Example: *The student will use music to design a movement sequence and then share their pattern with a friend. (e.g., skip, melt, pop, gallop, freeze).*

b. Experience activities that enhance the skill related fitness components: power, speed, and reaction time.

VI.3.2

Develop creative movement skills.

a. Create an individual movement sequence to show emotions, expressions and feelings using implements such as wands, hoops, balls, rhythm sticks, jump bands, and tinkling sticks.

Clarifying Example: *The student will use rhythm sticks to create a basic pattern. The pattern will include time, force, and flow to show expression and is shared with classmates.*

VI.3.3

Demonstrate competency in skill themes.

a. Demonstrate and perform individual skill themes:

- Throwing

Clarifying Example: *The student will throw a ball overhand and hit a target on the wall from a distance of 15 feet using proper cues (e.g., turn sideways, arm way back, step with the opposite foot, follow through towards the target).*

- Catching

Clarifying Example: *The student will catch a self-thrown ball off the wall from a distance of 15 feet using proper cues (e.g., eyes on ball, moves to position, reaches with hands, catches with hands only rather than trapping the ball, bends elbows to pull ball into chest to absorb force).*

- Striking with the body and implements

Clarifying Example: *The student will volley a beach ball to self using the forearm pass using proper cues (e.g., thumbs together, hands point down, arms like a paddle, one foot in front, bend knees, unbend knees).*

- Educational Gymnastics

Clarifying Example: *The student will design, refine, and perform group dance and gymnastics sequences that focus on using symmetrical or asymmetrical body shapes.*

- Kicking

Clarifying Example: *The student will dribble a soccer ball, then kick the ball to a bowling pin target from a distance of 15 feet using the inside of the foot.*

- Rolling

Clarifying Example: *The student will roll, starting and ending in different shapes and using different speeds.*

- Object manipulation

Clarifying Example: *The student will use three scarves to learn the cascade method of juggling.*

- Jumping and Landing

Clarifying Example: *The student will apply buoyant landings and yielding landings while using single and long jump ropes.*