

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Physical Education**  
**Grade 3**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<p><b>The Physical Education Environment/ Responsible Behavior</b></p> <p><b>Weeks 1-2/ Ongoing</b></p>	<p>E.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings.</p> <p>E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.</p> <p>E.13.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities.</p> <p>E.13.4. Develop skills needed for resolving conflicts peacefully.</p>	<ul style="list-style-type: none"> <li>• Explain the importance and reasoning for activity and classroom rules, as well as safety procedures and practices.</li> <li>• Design activity and classroom rules specific to their class.</li> <li>• Assess and resolve conflicts using skills resulting in positive resolutions.</li> <li>• Participate effectively individually, in partnerships, or groups in a variety of physical activities.</li> <li>• Display exemplary sportsmanship and etiquette in all physical settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> <li>• Student questioning and response</li> <li>• Observation checklists</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> </ul>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4<sup>th</sup> edition, George Graham, 1998.</p>

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<b>Movement Concepts</b>  <b>Weeks 5</b>	<p>E.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement.</p> <p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments.</p> <p>E.10.2. Recognize critical performance skill elements in self and others using movement vocabulary.</p>	<ul style="list-style-type: none"> <li>• Use movement concepts of time, force, and flow to modify movemets and activities consistently.</li> <li>• Use locations,pathways, directions, levels, and extensions to modify exhisitng movements and games and to develop games and movement sequences.</li> <li>• Adapt movements and games by changing force, space, and relationships indepentantly.</li> <li>• Use proper movement vocabulary to recognize critical performance skill element in peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> <li>• Student questioning and response</li> <li>• Observation checklists</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> </ul>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4<sup>th</sup> edition, George Graham, 1998.</p>

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<p><b>Movement Skill Themes</b></p> <p><b>Weeks 14</b></p>	<p>E.9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation).</p> <p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p> <p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments.</p> <p>E.9.4. Acquire beginning skills for a few specialized movement forms.</p> <p>E.9.5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.</p>	<ul style="list-style-type: none"> <li>• Utilize chasing, fleeing, and dodging skills in open environment activities.</li> <li>• Use developmentally appropriate jumping and landing cues to jump ropes, catch, throw, and jumping over, on and off apparatus.</li> <li>• Demonstrate safe balance skills while performing inverted balances, balancing on can stilts, balance beams, and while performing sequences that combine stationary balances and traveling.</li> <li>• Transfer weight safely on apparatus, off and onto apparatus, and from feet to different body parts.</li> <li>• Combine jumping, landing, and balance skills to perform sequences on and off equipment, from different heights, and over and under equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> <li>• Student questioning and response</li> <li>• Observation checklists</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> </ul>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4<sup>th</sup> edition, George Graham, 1998.</p>

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<b>Manipulative Skills</b>  <b>Weeks 7</b>	<p>E .9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation).</p> <p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p>	<ul style="list-style-type: none"> <li>• Demonstrate developmentally mature form while kicking a ball to self(dribble) in several closed and open environments.</li> <li>• Use proper form while kicking a ball to a traveling partner, at moving targets, at goals, while shooting or passing.</li> <li>• Show mature form while punting for height, distance, accuracy with limited time and while playing punting mini-games.</li> <li>• Demonstrate developmentally mature form while throwing on the move, to a moving target, with a Frisbee, and immediately after catching.</li> <li>• Demonstrate developmentally mature form while catching in a variety of activities including catching on the run, catching to throw, defending targets, and in mini-games.</li> <li>• Demonstrate developmentally mature form in striking/volleying while using different body parts, traveling, against a wall, over a net, and in mini-games.</li> <li>• Demonstrate developmentally mature form while dribbling around obstacles, changing speeds, against and opponent, while dodging, while passing,</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> <li>• Student questioning and response</li> <li>• Observation checklists</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> </ul>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4<sup>th</sup> edition, George Graham, 1998.</p>

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		<ul style="list-style-type: none"> <li>• and in small group mini-games.</li> <li>• Combine and utilize manipulative skills in activities and games.</li> </ul>		

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<b>Striking with Implements</b>  <b>Weeks 2-3</b>	<p>E .9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation).</p> <p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p>	<ul style="list-style-type: none"> <li>• Use a paddle to strike a ball over a net, overhead, keeping the ball up with a group, and while striking in different arial patterns.</li> <li>• Using a hockey stick, strike stationary and moving objects while moving, dodging obstacles, changing pathways, and while playing mini-hockey games.</li> <li>• Strike a pitched ball with a bat and utilize proper form in mini-bat games.</li> <li>• Combine striking skills in various activities and games.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> <li>• Student questioning and response</li> <li>• Observation checklists</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> </ul>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4<sup>th</sup> edition, George Graham, 1998.</p>

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<b>Cooperative Learning</b>  <b>Weeks 3/ Ongoing</b>	<p>E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.</p> <p>E.13.4. Develop skills needed for resolving conflicts peacefully.</p> <p>E.14.3. Use physical activity as a positive opportunity for social and group interaction.</p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate skills for interacting with classmates and adults in the physical education environment.</li> <li>• Demonstrate appropriate group problem solving skills in partners, small groups and large groups.</li> <li>• Display developmentally mature qualities while peacefully resolving conflicts.</li> <li>• Demonstrate an understanding of the importance of teamwork and a team-first attitude.</li> <li>• Take part in various adventure education based activities designed to increase teamwork, morale, and group interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> <li>• Student questioning and response</li> <li>• Observation checklists</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> </ul>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4<sup>th</sup> edition, George Graham, 1998.</p>

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<p><b>Fitness</b></p> <p><b>Weeks Ongoing</b></p>	<p>E.11.1. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis.</p> <p>E.11.4. Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level.</p> <p>E.12.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition.)</p> <p>E.12.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status.</p> <p>E.12.4 Maintain a wellness log including exercise and food intake for a set period of time.</p>	<ul style="list-style-type: none"> <li>• Demonstrate a willingness to participate in moderate to vigorous physical activities on a regular basis.</li> <li>• Participate in activities that will improve physical fitness in school and at recess, as well as outside of school.</li> <li>• Demonstrate a developmentally appropriate understanding of physical fitness components and what activities relate to these components.</li> <li>• Demonstrate an understanding of physiological changes during different levels of intensity of activity, during recovery, and during rest.</li> <li>• Participate in practice tests designed to introduce students to fourth grade physical fitness testing.</li> <li>• Keep a developmentally appropriate fitness log with charts physical activities outside the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> <li>• Student questioning and response</li> <li>• Observation checklists</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> </ul>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4<sup>th</sup> edition, George Graham, 1998.</p>

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<b>Benefits of Physical Activity/ Responsible behavior</b>  <b>Weeks Ongoing</b>	<p>E.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings.</p> <p>E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.</p> <p>E.13.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities.</p> <p>E.14.2. Use physical activity as a means of self-expression.</p> <p>E.14.4. Experience personal challenges through physical activity.</p> <p>E.14.5. Understand that practicing activities increases specific skill</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to recognize rules and explain the why rules are important and necessary.</li> <li>• Develop the ability to participate in the development of activity, safety, and game rules.</li> <li>• Demonstrate the ability to work with others, regardless of differences, in various physical settings.</li> <li>• Use physical activity and movement as a means of self-expression.</li> <li>• Challenge themselves through physical activity, and respond appropriate to challenges.</li> <li>• Understand that practicing skills will increase their ability to perform such skill, and their competence will increase with effective practice.</li> <li>• Develop an appreciation for and demonstrate a willingness to experience new and challenging activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Rubrics</li> <li>• Student questioning and response</li> <li>• Observation checklists</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> </ul>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4<sup>th</sup> edition, George Graham, 1998.</p>

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	<p>competence.</p> <p>E.14.6. Experiment with new physical activities.</p>			