



## Physical Education - Grade 3

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [National Shape America Standards](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students are actively engaged in a safe, caring, fun, physically active environment with an emphasis on lifetime fitness and American Indian culture. Contemporary, as well as Native sports, games, activities, dances, stories, language and teachings will be utilized. Our Sacred Gifts, traditional teachings, and the medicine wheel guide us as we learn to take care of our body, recognize our community responsibilities, and learn to live in balance while incorporating 21st century skills (collaboration, communication, critical thinking, creativity), student choice, and digital literacy. Physical literacy skills, including motor skills and movement patterns, concepts and strategies, health-enhancing physical fitness, responsible behavior, and valuing physical activity are introduced, practiced, and demonstrated. Skills at this level focus on emerging levels of basic age appropriate motor skills, game strategies and tactics, physical activity knowledge, active engagement, fitness knowledge, assessment and program planning, nutrition, following rules and etiquette, and participation in physical activity for health, challenge, self-expression/enjoyment, and social interaction.

### **Enduring Understandings:**

- Being physically active as an American Indian or Alaskan Native is important in living a healthy balanced life, incorporating the physical, mental, emotional, and spiritual self.
- People who participate in regular physical activity are less likely to become obese and are more likely to lead active, healthy lifestyles as adults.
- Physically active people have more active brains and physical activity decreases anxiety and depression and contributes to overall well-being.
- Repetition of proper technique leads to improvement and successful skill acquisition and is important in nurturing resilience.
- Foundational movement skills and patterns are necessary including locomotor, non-locomotor, and manipulatives to enjoy physical activity and to facilitate continued motor skill development and improve the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
- Application of cognitive movement concepts increases the individual's ability to understand and enhance motor skill acquisition and performance.
- Engaging in regular participation of meaningful health-enhancing physical activities is necessary to maintain personal physical fitness.
- Grandfather teachings guide us in developing responsible personal and social behaviors.
- Indigenous games are known as the Games of Life and strengthen our community by recognizing and valuing each person as a welcome part of the circle.
- Technology use and application contributes to personalized 21st century physical literacy skills.

### **MOTOR SKILLS AND MOVEMENT PATTERNS**

- I can leap using a mature pattern. (S1.E1.3)
- I can travel showing differentiation between sprinting and running. (S1.E2.3)



- I can jump and land in the horizontal and vertical planes using a mature pattern. (S1.E3.3)

## **MOTOR SKILLS AND MOVEMENT PATTERNS (continued)**

- I can perform a teacher-selected dance using steps and movement patterns. (S1.E5.3)
- I can balance on different bases of support demonstrating muscular tension and extension. (S1.E7.3)
- I can transfer weight from feet to hands. (S1.E8.3)
- I can throw underhand to a partner with accuracy. (S1.E13.3)
- I can throw overhand in a non-dynamic environment for distance and/or force. (S1.E14.3)
- I can catch a small, gently tossed ball from a partner. (S1.E16.3)
- I can dribble with my hand and move in general space at slow to moderate jogging speed, with control of the ball and my body. (S1.E17.3)
- I can dribble with my feet in general space at slow to moderate jogging speed, with control of the ball and my body. (S1.E18.3)
- I can use a continuous running approach and perform a ground kick and an air kick. (S1.E21.3a)
- I can use a continuous running approach and kick a stationary ball for accuracy. (S1.E21.3b)
- I can volley an object in an underhand or sidearm strike over a net, to the wall or over a line to a partner. (S1.E22.3)
- I can strike an object with a short-handled implement forward over a low net or to a wall. (S1.E24.3a-b)
- I can strike an object with a long-handled implement forward using proper grip. (S1.E25.3)
- I can perform intermediate jump-rope skills for long and short ropes. (S1.E27.3)

## **MOVEMENT AND PERFORMANCE**

- I can recognize open space during movement activities. (S2.E1.3)
- I can recognize locomotor skills in a wide variety of physical activities. (S2.E2.3)
- I can combine movement concepts with other skills when directed by the teacher. (S2.E3.3)
- I can apply simple strategies and tactics in chasing and fleeing activities. (S2.E5.3a)

## **HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS**

- I can identify physical activity as a way to become healthier. (S3.E1.3b)
- I can actively engage in physical education class without teacher prompting. (S3.E2.3)
- I can describe fitness and provide examples of physical activities that enhance fitness. (S3.E3.3)
- I can demonstrate the health-related fitness components with teacher direction. (S3.E4.3)
- I can identify foods that are beneficial for before and after physical activity. (S3.E6.3)



## PERSONAL AND SOCIAL RESPONSIBILITY

- I can exhibit personal responsibility in teacher directed activities. (S4.E1.3)
- I can work independently for extended periods of time. (S4.E2.3)
- I can accept and implement specific corrective feedback from the teacher. (S4.E3.3)
- I can work cooperatively. (S4.E4.3a)
- I can praise others for their success in movement performance. (S4.E4.3b)
- I can recognize the role of rules and etiquette in physical activity with my peers. (S4.E5.3)
- I can work independently and safely in physical activity settings. (S4.E6.3)

## VALUE OF PHYSICAL ACTIVITY

- I can discuss the relationship between physical activity and good health. (S5.E1.3)
- I can discuss challenges that comes from learning a new physical activity. (S5.E2.3)
- I can reflect on the reasons for enjoying selected physical activities. (S5.E3.3)
- I can describe the positive social interactions that occur when I engage with others in physical activity. (S5.E4.3)