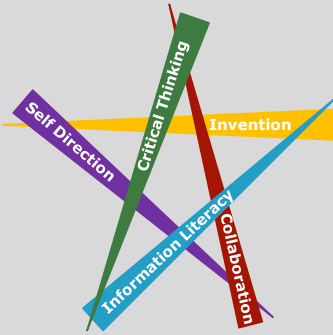


**Curriculum Development Course at a Glance
Planning for 3rd Grade Physical Education**

Content Area	Physical Education	Grade Level	3 rd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	PE09-GR.3-S.1-GLE.1	
	2. Perform movements that engage the brain to facilitate learning	PE09-GR.3-S.1-GLE.2	
2. Physical and Personal Wellness	1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	PE09-GR.3-S.2-GLE.1	
	2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	PE09-GR.3-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate positive social behaviors during class	PE09-GR.3-S.3-GLE.1	
4. Prevention and Risk Management	Expectations for this standard are integrated into the other standards at this grade level.		

Colorado 21st Century Skills



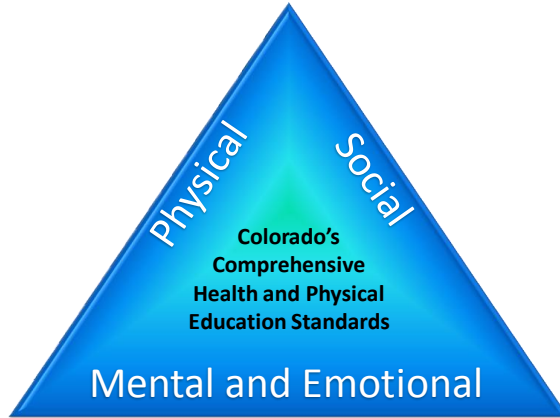
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



**Colorado's
Comprehensive
Health and Physical
Education Standards**

Physical

Social

Mental and Emotional

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Personal & Social Wellness	6 weeks	1
Fitness	10 weeks	2
Gymnastics Dance & Rhythm	10 weeks	3
Manipulatives	10 weeks	4

**Curriculum Development Course at a Glance
Planning for 3rd Grade Physical Education**

Unit Title	Personal & Social Wellness		Length of Unit	6 weeks
Focusing Lens(es)	Positive Behaviors	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.3-S.2-GLE.1 PE09-GR.3-S.3-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How should you congratulate someone when he or she wins, and you lose? (PE09-GR.3-S.3-GLE.1-EO.a,b,e,g; IQ.1,6; RA.1,3; N.1,3,4) • How can you give advice to a friend about how to improve at a physical activity? (PE09-GR.3-S.3-GLE.1-EO.c,e,g; IQ.3; RA.1,2; N.1,2) • What is your role in maintaining a positive learning environment that everyone can enjoy? • Why is it important to be polite when you lose? (PE09-GR.3-S.3-GLE.1-EO.a,b,e,g; IQ.1,6; RA.1,3; N.1,3,4) 			
Unit Strands	Emotional and Social Wellness in Physical Education, Physical and Personal Wellness in Physical Education			
Concepts	Acceptance; Encouragement; Identification; Sportsmanship			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Acceptance and encouragement of others during activities promotes sportsmanship and a safe environment. (PE09-GR.3-S.3-GLE.1-EO.a,b,e,g; IQ.1,6; RA.1,3; N.1,3,4)	What are some encouraging and accepting behaviors?	Why is it important to accept others into activities?
Identification of positive behaviors in self and others during activities enhances sportsmanship. (PE09-GR.3-S.3-GLE.1-EO.c,e,g; IQ.3; RA.1,2; N.1,2)	What are some examples of good sportsmanship	How can you show good sportsmanship during an activity or game?
Acknowledgement of positive behavior and sportsmanship provides encouragement to others(PE09-GR.3-S.3-GLE.1-EO.c,e,g; IQ.3; RA.1,2; N.1,2)	What behaviors can you demonstrate and identify that shows encouragement?	When would peer feedback be inappropriate?

**Curriculum Development Course at a Glance
Planning for 3rd Grade Physical Education**

Key Skills:

My students will be able to (Do)...

- Congratulate and encourage others (PE09-GR.3-S.3-GLE.1-EO.b,e,f,g)
- Follow directions, rules and procedures (PE09-GR.3-S.3-GLE.1-EO.d)
- Give constructive feedback. (PE09-GR.3-S.3 -GLE.1-EO.c)
- Provide constructive feedback. (PE09-GR.3-S.3-GLE.1-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Encouragement and sportsmanship in activities, games and sports makes participation more enjoyable.

Academic Vocabulary:

Sportsmanship, Encouragement, Physical Activity, Feedback

Technical Vocabulary:

Well executed movement

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Unit Title	Fitness		Length of Unit	10 weeks
Focusing Lens(es)	Heart Health	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.3-S.2-GLE.1 PE09-GR.3-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Do your heart and lungs feel different after you swim than after you run? (PE09-GR.3-S.2-GLE.2-EO.a,c,d,e; IQ.1; RA.1,2,3,4; N.1,2) If entire bodies were made of fat, how would people move? (PE09-GR.3-S.2-GLE.2-EO.b; IQ.2,3; RA.1,5; N.1,2) Which physical activities are the healthiest?? (PE09-GR.3-S.2-GLE.1-EO.d; IQ.1; RA.2,3,5; N.2,4) 			
Unit Strands	Physical and Personal Wellness in Physical Education			
Concepts	Identification; Explanation; Demonstration; Description; Participation; Relationships; Lifelong Fitness			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Participation in physical activity has a direct influence on the relationship between heart rate and physical fitness. (PE09-GR.3-S.2-GLE.2-EO.a,c,d,e; IQ.1; RA.1,2,3,4; N.1,2)	How does participation in physical activity influence heart rate?	Why is raising your heart rate important?
Knowledge of the cardiovascular benefits of lifelong physical fitness activities increases the likelihood that people will engage in these physical activities. (PE09-GR.3-S.2-GLE.1-EO.d; IQ.1; RA.2,3,5; N.2,4)	What is Cardiovascular Fitness?	What type of activities benefit cardiovascular fitness?
The identification and explanation of key fitness concepts contributes to lifelong fitness. (PE09-GR.3-S.2-GLE.2-EO.b; IQ.2,3; RA.1,5; N.1,2)	What are the 5 components of Fitness?	Why would your fitness level change over time?

**Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education**

Key Skills:

My students will be able to (Do)...

- Demonstrate an understanding of pacing. (PE09-GR.3-S.2-GLE.1-EO.h)
- Locate and determine heart rate within different activities. (PE09-GR.3-S.2-GLE.1-EO.f) (PE09-GR.3-S.2-GLE.2-EO.d)
- Identify heart, lungs, muscles and activities that affect them. (PE09-GR.3-S.2-GLE.2-EO.a,b,c,e)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

I understand the relationships between cardiovascular fitness and the rest of the body to help maintain and improve my life-long fitness.

Academic Vocabulary:

Intensity, pacing, temperature, volume, physical activity, work load,

Technical Vocabulary:

Heart rate, muscle, fat, lungs, moderate to vigorous exercise, cardiovascular endurance, perspiration

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Unit Title	Gymnastics, Dance and Rhythm		Length of Unit	10 weeks
Focusing Lens(es)	Movement Combinations	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.3-S.1-GLE.1 PE09-GR.3-S.1-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat? (PE09-GR.3-S.1-GLE.2-EO.b,c,d,e,g; IQ.4; RA.1; N.2) • What must one think about when doing a forward roll? (PE09-GR.3-S.1-GLE.2-EO.f; IQ.1; RA.2; N.1) • Why is it enjoyable to combine locomotor movements in time to music? (PE09-GR.3-S.1-GLE.1-EO.a,b; IQ.1; RA.2,3; N.1,2) 			
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal Wellness in Physical Education			
Concepts	Demonstration; Performance; Combination; Identification; Rhythmic			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Demonstration of a variety of tumbling and locomotor movements enables more skilled combination and performance skills. (PE09-GR.3-S.1-GLE.2-EO.f; IQ.1; RA.2; N.1)	What is the difference between a forward roll and backward roll?	Why are movement routines important?
A combination of rhythmic movements demonstrates understanding of balance and coordination. (PE09-GR.3-S.1-GLE.2-EO.b,c,d,e,g; IQ.4; RA.1; N.2)	What is coordination? What is balance?	How does a combination of movements affect your rhythm?
Combining rhythmic movements can create a dynamic physical performance. (PE09-GR.3-S.1-GLE.1-EO.a,b; IQ.1; RA.2,3; N.1,2)	What are different types of performances?	Why are different rhythmic activities more popular than others?

**Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education**

Key Skills:

My students will be able to (Do)...

- Perform a basic tininkling step. (PE09-GR.3-S.1-GLE.2-EO.d)
- Demonstrate balance, rolls, rotational skills and locomotor movements.(PE09-GR.3-S.1-GLE.2-EO.b,e,f,g)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Skillful movers combine a variety of balances and tumbling skills.

Academic Vocabulary:

Balance, perform, shapes, symmetrical, non-symmetrical

Technical Vocabulary:

Tininkling, locomotor, rotational skills

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Unit Title	Manipulatives		Length of Unit	10 weeks
Focusing Lens(es)	Skillful movers	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.3-S.1-GLE.1 PE09-GR.3-S.1-GLE.2 PE09-GR.3-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Which activities are most effective for crossing the mid-line? (PE09-GR.3-S.1-GLE.2-EO.a; IQ.2; RA.1; N2.) How is dribbling a soccer ball different from dribbling a basketball? (PE09-GR.3-S.1-GLE.1-EO.b,c; IQ.2; RA.1,2) 			
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal Wellness in Physical Education			
Concepts	Speed; Flow; Demonstration; Performing; Sequencing; Description; Identification; Movement Patterns; Proficiency			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Repeated practice and performance of skill patterns will develop proficiency in games, activities and sport. (PE09-GR.3-S.1-GLE.1-EO.c,d,e; IQ.4,5,6; RA.1,2; N.1)	What games, activities, sports will contribute to becoming skillful movers?	How does performing a mature movement skill lead to improvement in games activities and sports?
Speed and flow enhance mature movement patterns. (PE09-GR.3-S.1-GLE.1-EO.b; IQ.1; RA.1,2,3; N.1,2)	Which activities improve speed and flow?	How does speed and flow affect skillful movement?
Identification and description of skill patterns increases knowledge of mature movement patterns (PE09-GR.3-S.1-GLE.1-EO.b,c; IQ.2; RA.1,2)	Describe the key components of a mature movement skill?	Why is it important to identify key components to movement skills?

**Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education**

Key Skills:

My students will be able to (Do)...

- Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge. (PE09-GR.3-S.1-GLE.1-EO.a,b,c,d,e)
- Combine jumping, tossing, dribbling to rhythmic beat. (PE09-GR.3-S.1-GLE.2-EO.c)
- Perform movements that cross the mid-line. (PE09-GR.3-S.1-GLE.2-EO.a)
- Identify activities to participate in. (PE09-GR.3-S.1-GLE.1-EO.d,e)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Sara can combine mature movement patterns that lead to a skillful movement.

Academic Vocabulary:

Tempo, pathways, rhythm,

Technical Vocabulary:

Speed, force, balance, coordination, chase, flee, dodge, body mid-line