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| **Content Area** | Physical Education | | | **Grade Level** | 3rd 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 |
| 1. Perform movements that engage the brain to facilitate learning | | | | | | PE09-GR.3-S.1-GLE.2 |
| 1. 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 |
| 1. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues | | | | | | PE09-GR.3-S.2-GLE.2 |
| 1. Emotional and Social Wellness | 1. Demonstrate positive social behaviors during class | | | | | | PE09-GR.3-S.3-GLE.1 |
| 1. 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* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **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):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |