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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** | |
| Personal & Social Wellness | | | 6 weeks | | | 1 | |
| Fitness | | | 10 weeks | | | 2 | |
| Gymnastics Dance & Rhythm | | | 10 weeks | | | 3 | |
| Manipulatives | | | 10 weeks | | | 4 | |

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| **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):** | * 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 | | | | |

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| **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? |

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| **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) |

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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):** | | *Encouragement and sportsmanship in activities, games and sports makes participation more enjoyable.* |
| **Academic Vocabulary:** | Sportsmanship, Encouragement, Physical Activity, Feedback | |
| **Technical Vocabulary:** | Well executed movement | |

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| 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):** | * 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 | | | | |

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| **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? |

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| **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) |

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| **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 | |

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| **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):** | * 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 | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Demonstration of a variety of tumbling and lococomotor 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? |

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| **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) |

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| **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 | |

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| **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):** | * 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 | | | | |

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| **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? |

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| **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) |

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| **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 | |