

Unit of Study 1	Third Grade	Quarter 1	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		running, sprinting, catching	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • 3.1.2 Establish differentiation between running and sprinting ☞ 3.1.7 Catch a gently tossed ball from a partner • 3.2.2 Apply locomotor skills as they relate to a variety of activities ☞ 3.3.3 Engage in a variety of choices during recess • 3.3.9 Understand the importance of hydration during physical activity • 3.4.3 Respond appropriately to suggestions given by teacher • 3.4.6 Exhibit etiquette and adherence to rules in a variety of physical activities ☞ 3.4.7 Demonstrate understanding of safety, rules, and etiquette by working safely and cooperatively in physical activity settings • 3.5.4 Describe the positive social interactions that result from participation in physical activity 		<ul style="list-style-type: none"> • running • sprinting • catching • locomotor skills • variety • hydration 	<ul style="list-style-type: none"> • Differentiation between jogging, running and then sprinting • Catching different objects from a partner • Using different locomotor skills in a variety of activities • Understanding that hydration is important during physical activities • Demonstrate knowledge of safety, rules and etiquette and how to work safely in physical activity settings with or without a partner
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Explain or show the difference between running and sprinting. • List different games or activities you can participate in at recess. • Show and demonstrate safety rules and cooperation in physical activity settings during class. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 2	Third Grade	Quarter 2	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		leaping, jumping, landing, balancing, dancing, throwing, tossing, fleeing, participating, cooperation	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • 3.1.1 Demonstrate leaping, using a mature pattern • 3.1.3 Develop jumping and landing in horizontal and vertical planes • 3.1.6 Demonstrate balance and weight transfers, using movement concepts to create and perform a dance or rhythmic activity ○→ 3.1.8 Throw an underhand toss to a partner or target with reasonable accuracy • 3.2.3 Combine movement concepts (e.g., direction, force, levels, and time) with skills as directed by the teacher ○→ 3.2.5 Apply simple strategies in fleeing activities • 3.3.2 Participate in activities during class without teacher prompting • 3.3.5 Recognize the importance of warm-up and cool-down ○→ 3.4.4 Work cooperatively with peers • 3.5.1 Discuss the relationship between physical activity and good health 		<ul style="list-style-type: none"> • leaping • jumping • landing • horizontal plane • vertical plane • balancing • weight transfer • throwing • underhand tossing • direction • force • fleeing • warm-up • cool-down 	<ul style="list-style-type: none"> • Underhand tossing with partners • Chasing and fleeing games for warm-up • Using warm-ups at the beginning of class or cool-downs at the end of class • Learning how to work cooperatively with a partner
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Explain to a partner some strategies you can use to flee someone chasing you in a tag game. • List some warm-up exercises you can do before activity. • Show the steps how to underhand toss an object to a partner or target. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 3	Third Grade	Quarter 3	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>dancing, receiving and passing a ball with your feet, kicking, chasing, fleeing</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> • 3.1.4 Perform teacher-selected and developmentally appropriate dance steps and movement patterns ☞ 3.1.11 Receive a passed ball with the inside of the foot and pass to a stationary partner ☞ 3.1.12 Kick a ball along the ground and in the air while running ☞ 3.2.1 Recognize open space and how using it will gain advantage • 3.2.4 Apply simple strategies and tactics in chasing activities • 3.3.1 Develop a plan for participation in physical activities outside class • 3.3.4 Describe examples of physical activities that enhances fitness • 3.3.7 Generate a list of fitness-related activities in which the student participates outside of school hours • 3.4.1 Exhibit personal responsibility in teacher-directed activities • 3.5.2 Reflect on the personal selection of particular physical activities over other options 		<ul style="list-style-type: none"> • receiving • passing • stationary • kicking • open space • advantage • strategies • tactics • chasing • fitness 	<ul style="list-style-type: none"> • Pass and receive a soccer ball with a partner • Dribble or kick a soccer ball along the ground • Show how to find open space to receive a pass from your partner • Discuss some strategies you can use in chasing activities • Generate a list of fitness activities you can participate in outside of class
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • List some fitness-related activities you can do outside of class. • Show how to find open space to retrieve a pass from a partner. • Name some strategies you can use to chase or flee in tag games. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 4	Third Grade	Quarter 4	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		balancing, curling, twisting, stretching, dribbling, traveling, jogging, controlling, running, kicking, jump roping	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • 3.1.5 Move in and out of balancing, using curling, twisting and stretching actions • 3.1.9 Dribble and travel with a ball at slow to moderate jogging speed, with control of body and ball • 3.1.10 Perform a controlled foot dribble in general space at slow to moderate speed • 3.1.13 Use a continuous running approach to kick a stationary ball for accuracy • 3.1.14 Perform intermediate jump rope skills using long and short ropes • 3.3.6 Demonstrate, with teacher direction, the health-related fitness components of cardiovascular fitness, muscular strength, muscular endurance, and flexibility • 3.3.8 Compare the balance of good nutrition and physical activity • 3.4.2 Work independently for extended periods of time • 3.4.5 Recognize others' success in movement performance • 3.5.3 Discuss the challenge that comes from learning a new physical activity 		<ul style="list-style-type: none"> • balancing • curling • twisting • stretching • dribbling • traveling • jogging • running • stationary • long rope • shot rope • cardiovascular fitness • muscular strength • muscular endurance • flexibility • good nutrition • physical activity 	<ul style="list-style-type: none"> • Drills or small sided games using a soccer ball or basketball • Show different exercises that use muscular endurance and then muscular strength • Individual short jump rope activities or long rope activities with a partner
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Show how to dribble a soccer ball or basketball, in general space using slow to moderate speed. • Explain some physical activities you can do to show cardiovascular fitness, muscular strength, muscular endurance, and flexibility. • List and show some tricks you can do with a short jump rope. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			