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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)
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| **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.1PE09-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)
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| **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.1PE09-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)
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| **Unit Strands** | Movement Competence and Understanding in Physical EducationPhysical 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.1PE09-GR.3-S.1-GLE.2PE09-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)
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| **Unit Strands** | Movement Competence and Understanding in Physical EducationPhysical 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 |