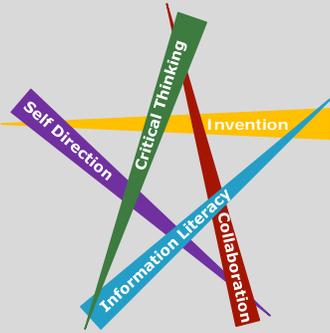


**Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education**

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 - Standard 2 - Standard 2	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	<i>Expectations for this standard are integrated into the other standards at this grade level</i>		

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	 
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Pat On The Back	3-4 Weeks	1
Grab and Go!	12-14 Weeks	2
Pump it Up	10-12 Weeks	3
Movin' and Groovin'	6-8 Weeks	4

Curriculum Development Overview
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Unit Title	Pat On The Back		Length of Unit	3-4 Weeks
Focusing Lens(es)	Sportsmanship	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR3-S.3-GLE.1	
Depth of Knowledge (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.b,e;IQ.1;A1,3;N.1,2,3,4) • 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;IQ.3;N.1) • How does your body feel when you achieve success while working with others? (PE09-GR.3-S.3-GLE.1-EO.a,e,g;IQ.4;N.1,2,3) • What is your role in maintaining a positive learning environment that everyone can enjoy? (PE09-GR.3-S.3-GLE.1-EO.a,b,e,g;IQ.5;RA.3,5;N.1,2,4) • What factors help you to decide why you enjoy an activity or sport? (PE09-GR.3-S.2-GLE.1-EO.d;IQ.2;RA.1;N.2,3) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Physical and Personal Wellness - Standard 2 • Emotional and Social Wellness – Standard 3 			
Concepts	Enjoyment, Cooperation, Teamwork, Acceptance, Safety, Encouragement, Empathy, Sportsmanship			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Acceptance and encouragement of others during physical activities promotes sportsmanship and a safe environment.	Name three ideas that promote sportsmanship?	How does acceptance and encouragement of others create a positive climate?
Working together improves teamwork, cooperation and enjoyment of activities for all participants.	What are two ways cooperating improves teamwork?	What ideas help build a sense of cooperation and community?
Encouraging others to participate in an activity creates a sense of empathy for all students in the classroom environment.	Give two examples of how you were empathic and encouraging to others in today's activities?	Why is being empathic important in life?

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

Evidence Outcomes (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)
- Identify positive behaviors and give constructive feedback (PE09-GR.3-S.3-GLE.1-EO.a,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.”*

Physical Education Objective/Learning Target:

The Student Will.....

Show encouragement towards others and demonstrate sportsmanship in activities, games and sports, making participation for all students more enjoyable.

Academic Vocabulary:

Identify, positive behaviors, congratulate, conclusion, activity, acceptance, constructive feedback, follow directions, procedures, etiquette, encourage, refrain, participation.

Technical Vocabulary:

Moderate to vigorous physical activity, opponents, activity specific rules, well-executed movement.

Instructional Resources:

- SPARK-3-6
 - First 3 Lessons – Pg. 16-18
 - Cooperatives – Pg. 11
- SPARKFolio – 3-6
 - First 3 Lesson Activity Cards
- Children Moving
 - Establishing an Environment for Learning – Pg. 129-131

Appendix 3

- **Pre and Post Assessment (to be administered in Fall and Spring) - 3-1**
- **Pat on the Back Cooperation and Teamwork Rubric - 3-2**
- **Pat on the Back Rule and Procedures Rubric - 3-3**

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Unit Title	Grab and Go!		Length of Unit	12-14 Weeks
Focusing Lens(es)	Movement and Manipulative	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR3-S.1-GLE.1 PE09-GR3-S.1-GLE.2 PE09-GR3-S.2-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • How is dribbling a soccer ball different from dribbling a basketball? (PE09-GR.3-S.1-GLE.1-EO.a, c, d; IQ. 2; RA.2) • Which combination of locomotor skills is most aesthetically pleasing? (PE09-GR.3-S.1-GLE.1-EO.a,e; IQ.3; RA.1; NA.1) • What type of activities do you participate in on a regular basis and why? (PE09-GR.3-S.2-GLE.1-EO.e; RA.2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 • Physical and Personal Wellness - Standard 2 			
Concepts	Demonstration, application, identification, personal and spatial awareness, transfer, safety, manipulative, participation, personal wellness			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Application of personal and spatial awareness in various activities leads to a safe environment.	Name three rules that contribute to a safe environment?	What do you think is the most important safety rule and why?
Identifying and participating in a variety of activities on a regular basis enhances Physical and Personal Wellness - Standard 2 - Standard 2.	List two of the activities that you have participated in during class that enhance Physical and Personal Wellness - Standard 2 - Standard 2.	Create a list of physical activities that you enjoy participating in on a regular basis. What does personal wellness mean to you?
Demonstrating various locomotor and manipulative skills builds a foundation that allows transfer to other activities.	Pick two manipulative or locomotor skills you have learned that transfer to other activities.	Why is it important to be able to transfer skills to other activities?

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Evidence Outcomes (Key Skills):

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

- Identify and demonstrate personal and spatial awareness while using a variety of manipulatives (PE09-GR.3-S.1-GLE.1-EO.a,c,d)
- Demonstrate a variety of locomotor skills while using a variety of pathways, levels, force and directions (PE09-GR.3-S.1-GLE.1-EO.a,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.”*

Physical Education Objective/Learning Target:

The Student Will.....

Acquire basic locomotor and manipulative skills which allows for transferring of those skills to a variety of activities which promote an active life style.

Academic Vocabulary:

Demonstrate, identify, combine, activity

Technical Vocabulary:

Pathways, levels, force, direction, manipulatives, hoops, streamers, balls, dribble, changing speed, throwing, catching, striking, trapping, chasing, fleeing, dodging, avoid, rotational skills, aesthetically pleasing, locomotor, transfer

Instructional Resources:

- SPARK-3-6
 - Cooperative – Pg. 15
 - ASAP Chasing and Fleeing– Pg. 31
- SPARKFolio – 3-6
 - Fitness Circuits Activity Cards
 - ASAP Task Cards
- Children Moving
 - Changing from one Body Shape to Another Pg. 289

Appendix 3

- **Locomotor Skill and Pathways Rubric - 3-4**
- **Manipulative Feedback - 3-5**
- **Directions-Levels-Pathways Checklist Spreadsheet - 3-6**
- **Manipulation Skills Checklist Spreadsheet - 3-7**

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Unit Title	Pump it Up		Length of Unit	10-12 Weeks
Focusing Lens(es)	Heart and Body Awareness	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.3-S.2-GLE.1 PE09-GR.3-S.2-GLE.2	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> Does your body feel different after you walk then after you run? (PE09-GR.3-S.2-GLE.1-EO.c,h) Which of your favorite activities do you think contribute most to your heart beating faster? (PE09-GR.3-S.2-GLE.2-EO.c) If entire bodies were made of fat, how would people move? (PE09-GR.3-S.2-GLE.12-EO.b) Which physical activities increase the strength of the cardiovascular system? (PE09-GR.3-S.2-GLE.1-EO.a,b,) (PE09-GR.3-S.2-GLE.2-EO.d) Which of your favorite activities do you think contribute most to your heart beating faster? (PE09-GR.3-S.2-GLE.2-EO.d,e) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> Physical and Personal Wellness - Standard 2 			
Concepts	Identification, body awareness, conceptualization of fitness, body system relationships, participation, moderation, intensity, vigorous, consumption, adaptation, analyzing			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowing the difference between muscle and fat influences students to make healthy activity choices.	List two differences between muscle and fat?	Why is it important to know the difference between muscle and fat?
Participation in physical activity has a direct effect on the relationship between heart rate and physical fitness.	Name three effects physical activity has on heart rate?	What is the relationship between heart rate and physical fitness?
Analyzing the effect that intensity has on the cardiovascular system during an activity increases the likelihood that students live healthy lifestyles. (PE09-GR.3-S.2-GLE.2-EO.d) (PE09-GR.3-S.2-GLE.1-EO.b,i)	Name two effects intensity has on the cardiovascular system?	What does a healthy lifestyle mean to you?
During moderate to vigorous activity, increases in heart rate, breathing, and perspiration result in a healthier body. (PE09-GR.3-S.2-GLE.1-EO.a,b)	What are three activities that will result in increased heart rate, breathing, and perspiration?	Explain why the body perspires?
The body adapts to increased consumption of water and nutrients according to the intensity of the workload.	Name three types of healthy foods you should consume before exercising vigorously?	Why is it important to stay hydrated?

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

(PE09-GR.3-S.2-GLE.1-EO.b,i)		
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Evidence Outcomes (Key Skills): My students will be able to (Do) ...	
<ul style="list-style-type: none"> • Identify all activities that children participate in on a regular basis (formal and informal) (PE09-GR.3-S.2-GLE.1-EO.e) • Identify the location of the heart and lungs (PE09-GR.3-S.2-GLE.2-EO.a) • Identify and explain the difference between muscles and fat (PE09-GR.3-S.2-GLE.2-EO.b) • Locate heart rate both at rest and after moderate to vigorous activity on at least two different pulse points (PE09-GR.3-S.2-GLE.1-EO.f) (PE09-GR.3-S.2-GLE.2-EO.c) • Describe body system relationships and how they are affected during physical activity (PE09-GR.3-S.2-GLE.1-EO.c,h) • Explain how intensity, duration of exercise, and food/water consumption effect your body during physical activity. (PE09-GR.3-S.2-GLE.1-EO.g,i) • Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous activity. (PE09-GR.3-S.2-GLE.1-EO.a) • Recognize and understand why the body adapts to increased workloads. (PE09-GR.3-S.2-GLE.1-EO.b) • Identify heart rate before, during, and after exercise and explain activities that strengthen the heart and cause it to beat faster. (PE09-GR.3-S.2-GLE.2-EO.d,e) • Identify and participate with self or others in moderate to vigorous physical activities (PE09-GR.3-S.2-GLE.1-EO.d)(PE09-GR.3-S.2-GLE.1-EO.f) 	
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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
Physical Education Objective/Learning Target: The Student Will.....	Understand the relationship between different body systems (i.e., cardiovascular fitness and nutrient consumption) and how adapting those in relation to the activity workload can lead to improved life-long fitness and body awareness.
Academic Vocabulary:	Describe, relationship, locate, demonstrate, understand, identify, explain, increase, recognize, discuss, compare
Technical Vocabulary:	Heart, lungs, muscles, blood, oxygen, physical activity, heart rate, pulse points, pacing, cardiovascular endurance, fat, beat, moderate to vigorous exercise, Body perspiration, heartbeat, breathing, adapt, increased workloads, body temperature, blood volume, adequate amount of water, consumption, intensity, duration, exercise, nutritional choices, strengthens, heart muscles, cardiovascular system, hydration

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Instructional Resources:	<ul style="list-style-type: none">• SPARK-3-5<ul style="list-style-type: none">○ Fitness Circuits – Pg. 11○ Aerobic Games – Pg. 14• SPARKFolio – 3-5<ul style="list-style-type: none">○ Fitness Circuits Activity Cards• Children Moving<ul style="list-style-type: none">○ Physical Fitness, Physical Activity and Wellness for Children – Pg 43-47
Appendix 3	<ul style="list-style-type: none">• Heart Rate Circuit Assessment - 3-8• Target Heart Rate Circuit Training Rubric - 3-9• Pump It Up Rubric - 3-10• Pump It Up Assessment - 3-11

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Unit Title	Movin' and Groovin'		Length of Unit	6-8 Weeks
Focusing Lens(es)	Rhythms and Movement	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.3-S.1-GLE.1 PE09-GR.3-S.1-GLE.2	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • Why is it enjoyable to combine locomotor movements in time to music? (PE09-GR.3-S.1-GLE.1-EO.b;IQ.1;RA.1,2,3;N.2) • What must one think about when doing a forward or backward roll? (PE09-GR.3-S.1-GLE.2-EO.f;IQ.1;RA.2;N.1) • Which activities are most effective for crossing the mid-line? (PE09-GR.3-S.1-GLE.2-EO.a;IQ.2;N.2) • 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,d;IQ.4;RA.2;N.2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 			
Concepts	Creativity, Demonstrate, Performance, Combining, Describing, Rhythmic			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Demonstration of a variety of tumbling and locomotor movements enables more skilled combinations and performance skills (PE09-GR.3-S.1-GLE.1-EO.b) (PE09-GR.3-S.1-GLE.2-EO.f)	Name two different tumbling or locomotor combinations?	How does combining a variety of movements lead to increased performance skills?
A combination of rhythmic movements demonstrates understanding of balance and coordination (PE09-GR.3-S.1-GLE.2-EO.c,d,e) (PE09-GR.3-S.1-GLE.1-EO.b)	What is one rhythmic movement that helps with balance and coordination?	Why are balance and coordination important?
Describing and creating movements which help improve brain function helps increase student achievement (PE09-GR.3-S.1-GLE.2-EO.a)	What are two movements that cross the mid-line?	How does crossing the mid-line effect brain function?

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

Evidence Outcomes (Key Skills):

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

- Perform and combine locomotor, manipulative and rhythmic skills in time to music. (PE09-GR.3-S.1-GLE.1-EO.b) (PE09-GR.3-S.1-GLE.2-EO.c,d)
- Demonstrate symmetrical and non-symmetrical shapes, which cross the midline, using a variety of body parts while moving or stationary (PE09-GR.3-S.1-GLE.2-EO.a,e)
- Perform forward and backward rolls with variation (PE09-GR.3-S.1-GLE.2-EO.f)
- Perform a variety of jump rope skills using different length ropes to various tempos (PE09-GR.3-S.1-GLE.2-EO.b)
- Combine two or more rotational skills (PE09-GR.3-S.1-GLE.2-EO.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.”*

Physical Education Objective/Learning Target:

combine a variety of balance, tumbling, and rhythmic skills to become more competent movers.

The Student Will.....

Academic Vocabulary:

Combine, Describe, Create, Perform, Demonstrate, Symmetrical, Non-Symmetrical, Variation

Technical Vocabulary:

Locomotor movements, crossing the mid-line, jump-rope skills, short and long ropes, tempos, jumping, tossing, dribbling, catching, music or rhythmic beat, tinkling step, balance, stationary, body parts, forward and backward rolls

Instructional Resources:

- SPARK-3-5
 - Dance – Pg. 37 - 41
 - Jump Rope – Pg. 15
- SPARKFolio – 3-5
 - Jump Rope Activity Cards
- Children Moving
 - Skill Themes and Dance – Pg. 602-621
 - Transferring Weight and Rolling – Pg. 416

Appendix 3

- **Jump Rope Routine Checklist - 3-12**
- **Rhythm Routine Rubric – Jump Rope - 3-13**
- **Dance Routine Creation Worksheet - 3-14**
- **Dance Routine Rubric - 3-15**

Curriculum Development Overview
Unit Planning for 3rd Grade Physical Education

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|--|---|
| | <ul style="list-style-type: none">• Tumbling Routine Checklist - 3-16• Pre and Post Assessment (to be administered in Fall and Spring) - 3-1 |
|--|---|