Danville Area School District
Course Overview and Scope and Sequence

Course Title: Physical Education
Content Area: PE
Grade Level: 3rd
Date Developed: Sept. 2023

COURSE OVERVIEW: The purpose of a quality health & physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in the physical education setting.
It is the mission of this planned course to help students:

- Acquire skills and knowledge that will form a firm foundation for later activities in physical education and recreation
- Develop a lasting desire for physical activity
- Develop a proper attitude towards activity
- Establish wholesome habits and attitudes of healthful living
- Develop worthwhile characteristics such as sportsmanship, responsibility, leadership, courtesy and fellowship.
- Health & wellness promotion

ANCHOR STANDARDS:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

KEY COURSE TEXT AND MATERIALS: Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.

KEY ASSESSMENTS:
Authentic Assessment
Teacher Observation
Think Pair Share

Student Demonstration
Show me - thumbs up or down
Pre and Post Skill Assessments Rubrics
Oral and/or Cognitive Quizzes
Student lead Peer Modeling
Peer Observation
Critical Elements

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING OUTCOMES	ASSESSMENT	MATERIALS	TIMEFRAME
Establish a safe learning environment	The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) Works independently for extended periods of time. (S4.E2.3) Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	August into September - 2 weeks at the start of the year. (Revisited throughout the year)
Manipulative - Overhand throw	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non dynamic environments (closed skills), for distance and/or force. (S1.E14.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	September - 1 or 2 classes. (Revisited throughout the year)

Movement concepts: Speed, direction, force - biomechanics	The physically literate individual applies concepts, biomechanics and game strategies associated with movement skills and performance.	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (roughly September, revisited throughout the school year.)
Manipulative - Kicking	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a) Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (roughly October) (Revisited throughout the year)
Self-expression and enjoyment & challenges	The physically literate individual recognizes the value of physical activity as a tool for wellness, challenge, enjoyment, self-expression and socially appropriate interaction with others.	Discusses the relationship between physical activity and good health. (S5.E1.3) Discusses the challenge that comes from learning a new physical activity. (S5.E2.3) Reflects on the reasons for enjoying selected physical activities. (S5.E3.3) Describes the positive	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (October) (Revisited throughout the year)

		social interactions that come when engaged with others in physical activity. (S5.E4.3)			
Engages in physical activity - Scooter activities	The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Engages in the activities of physical education class without teacher prompting. (S3.E2.3) Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3) Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3) Reflects on the reasons for enjoying selected physical activities. (S5.E3.3) Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (End of October) (Revisited throughout the year)
Manipulative - Dribbling and/or ball control with hands	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Developmentally appropriate/emerging outcomes first appear in Grade 4. Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3) Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2-3 classes (November) (Revisited throughout the year)

Strategies/team strategies & tactics, throwing & catching	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Applies simple strategies & tactics in chasing activities. (S2.E5.3a) Applies simple strategies in fleeing activities. (S2.E5.3b)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 class (End of November into December) (Revisited throughout the year)
Working with others - Holiday activities	The physically literate individual exhibits responsible personal and social behavior that respects self and others. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) Works independently for extended periods of time. (S4.E2.3) Accepts and implements specific corrective feedback from the teacher. (S4.E3.3) Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b) Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3) Works independently and safely in physical activity settings. (S4.E6.3) Reflects on the reasons for enjoying selected physical	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 Classes (December) (Revisited throughout the year)

		activities. (S5.E3.3)			
Personal responsibility, teamwork - Stations - Low organized activities	The physically literate individual exhibits responsible personal and social behavior that respects self and others. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) Works independently for extended periods of time. (S4.E2.3) Accepts and implements specific corrective feedback from the teacher. (S4.E3.3) Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b) Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3) Works independently and safely in physical activity settings. (S4.E6.3) Travels showing differentiation between sprinting and running. (S1.E2.3) Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1 or 2 classes (January) (Revisited throughout the year)
Manipulative - Underhand throw	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non dynamic environments	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool'	3 classes (January into February) (Revisited throughout the year)

		(closed skills), for distance and/or force. (S1.E14.3)	Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	
Physical activity knowledge, Locomotor - jogging, running, sprinting	The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Developmentally appropriate/emerging outcomes first appear in Grade 4. Engages in the activities of physical education class without teacher prompting. (S3.E2.3) Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (February into March) (Revisited throughout the year)
Manipulative ball control. Accepts feedback	The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	1-3 classes (March) (Revisited throughout the year)
Fitness, Self-expression and enjoyment	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical	1 or 2 classes (March) (Revisited throughout the year)

			Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Education for Elementary School Children, American Heart Association.	
Engages in physical activity, fitness knowledge - Kicking & Jump Rope	The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3) Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3) Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 - 3 classes (April) (Revisited throughout the year)
Team work, applying strategies	The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Applies simple strategies & tactics in chasing activities. (S2.E5.3a) Applies simple strategies in fleeing activities. (S2.E5.3b) Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by the teacher for batting if needed. (S1.E25.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (April - May) (Revisited throughout the year)
Manipulative - Catching	The physically literate	Catches a gently tossed	Authentic Assessment	Children Moving, Nat	1 class (May) (Revisited

	individual demonstrates competency in a variety of motor skills and movement patterns.	hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)	Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	throughout the year)
Working with others, works cooperatively	The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) Works independently for extended periods of time. (S4.E2.3) Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	2 classes (May) (Revisited throughout the year)
Student Choice - Self-expression and enjoyment Play Fairly/Play Safely/Play Actively/Play Skillfully	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Discusses the relationship between physical activity and good health. (S5.E1.3) Discusses the challenge that comes from learning a new physical activity. (S5.E2.3) Reflects on the reasons for enjoying selected physical activities. (S5.E3.3) Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Authentic Assessment Teacher Observation Think Pair Share Student Demonstration Show me - thumbs up or down Pre and Post Skill Assessments Rubrics Oral and/or Cognitive Quizzes Student lead Peer Modeling Peer Observation	Children Moving, Nat Standards & Grade Level Outcomes (aahperd.org), 5 Key PE 'Cool' Rules, Various PE equipment & materials, Music, SAS, Dynamic Physical Education for Elementary School Children, American Heart Association.	End of the Year - Encourage students to apply skills and to incorporate daily healthy habits over the summer break.