Physical Education 3rd Grade

Unit:	**3rd Grade Football**
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How do I play football? What skills and rules must I learn to be successful? How do I use the football skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
6 Classes	10.3.3A,C,D 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D,E,F	Passing Catching Hiking (snap) Offense Defense Kicking Blocking Tagging Center Quarterback Touchdown Extra point Field goal Side line Goal line Endzone	Football catching and passing practice; Pass to end zone; Pin (base) football; Punting practice; Passing and catching relay; Fumble chase; Football shuttle and agility relays; Hike relay; Football kicking off a tee (straight on kick);Simulated field goal and extra point kicking; One hand touch football game; Identify rules and knowledge of the game	Footballs Pinnies Football kicking tees Cones Whistle Teacher designed materials Posters and bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**3rd Grade President's "Challenge" Physical Fitness Testing**				
Big Ideas:	Quality lifelong movement is based on scientific concepts/principles. Participation in physical activity impacts wellness throughout a lifetime.				
Unit Essential Questions:	What are the three parts of exercise? Why are warm-up stretches and cool-down activities important? What must I do to improve my physical health and skill development? What is the F.I.T.T. Formula of Exercise and how do I use this formula to improve my health and wellness?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
5-6 Classes	10.4.3A,B,C,DE,F 10.5.3C,D	Jog Run Power walking Frequency/Intensity/Time/Type Repetitions/sets Warm-up/Cool-down Pacing Agility Flexibility Endurance Strength	Endurance run test >6&7 year olds do ¼ mile run >8&9 year olds do ½ mile run >10&older do 1 mile run Pull-up or Flex arm hang test Shuttle run test Curl-up test V-sit reach test Bombardment Capture the Flag	Stop watch Measured track or running area Pull-up bar Floor tape Chalkboard erasers Padded mats V-sit reach box or foot ruler and masking tape Testing score sheets Parent letter informational paper Student personalized score sheet report Physical fitness test charts, posters, awards, and Top Gun records	Modified scoring based on student performance using the President "Challenge" scoring charts Assigned homework to practice for the fitness tests utilizing the learned F.I.T.T. Formula of Exercise Compare student's results with previous years scores

Unit:	**3rd Grade Soccer**
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How do I play soccer? What skills and rules must I learn to be successful? How do I use the soccer skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
5-6 Classes	10.3.3A,C,D; 10.4.3A.B.C.D.E.F 10.5.3A,B,C,D,E,F	Soccer dribble Passing Shoot the soccer ball Goal Sideline Goal line/End line Center circle Midfield line 18 yard box Penalty kick Corner kick Goalkeeper (Keeper) Heading the ball Trap Throw in	Soccer dribbling Dribble weaving through cones Shoot out Passing-Keep away Soccer trapping and stopping Circle soccer Soccer tag Line soccer Soccer game Identify rules and knowledge of the game	Soccer balls Soccer goals Corner flags or cones Pinnies Whistle Posters Field diagram Cooperative behavior and sportsmanship posters Teacher designed materials Bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**3rd Grade Basketball**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How do I play basketball? What skills and rules must I learn to be successful? How do I use the basketball skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
6 Classes	10.3.3A,C,D 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D,E,F	Offense Defense Basketball pass Basketball dribble Carry Double dribble Pivot Walk (travel) Shot Layup Foul Free throw (foul shot) Sideline Baseline Foul line Paint 3 point line Center circle Key	Passes to teammate-chest, bounce, overhead Pass&stoop Catching passes from a teammate Ball handling drills Sideline basketball (no dribble) Ambidextrous dribble practice Pivoting practice Pass-return-dribble-shot Layup relay 3on3 basketball game Defense concept and practice Shooting concept with shooting games Long&Short (21) Around the world Horse (ducks)	Basketballs Baskets Pinnies Scoreboard Whistle Court diagram Teacher designed materials Posters and bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

			Basketball procedure, history, scoring, rules, and court markings Sideline basketball game		
Unit:	**3rd Grade Jump Rope**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How does the "Jump Rope for Heart" program help the community? What personal benefits do you gain by participating in the "Jump Rope for Heart" program? What skills and strategies are used to jump rope? How do I use the jump rope skills with my classmates?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes (6-7 weeks for the securing of donations for the American Heart Association)	10.3.3A,C,D 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D,E	Timing Aerobic fitness Coordination Donation Cooperation Heart Hero Body control	Practice of various jump rope techniques (individual, partner, group) Jump rope stations and rotation Jump rope games, contests, and relays View "Jump Rope for Heart" video/CD Utilize computer technology and "Jump Rope for Heart" materials to secure donations Students actively seek out donations for the American Heart Association	"Jump Rope for Heart" materials packet, instructional and motivational posters, wall charts, collection and story video(CD), prizes, and banners Regular and long jump ropes Jump rope rhythmic music tape and player Student favorite music "The World of Rope Jumping" with Mark Rothstein video Floor tape Teacher designed parent letter	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions Student level of participation in aiding the American Heart Association

Unit:	**3rd Grade Dance**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	How can body movements to music affect my health and wellness? How can dance improve my mental, physical, and social health? How can I express my feelings and creativity through dance? What are the basic skills and movements of dance? Where in the community can I get more dance lessons?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1 Class	10.3.3A,C,D 10.4.3A,B,C,D,E,F 10.5.3A,B,C,D,E,F	Musical beat Tempo Rhythm Creativity Rhythmic expression Controlled movement	Perform the following dances: Shortnin Bread Seeing Nelly Home Chicken Dance Let's Twist Again Loco Motion YMCA Limbo Rock Macarena Electric Slide	*Heel, Toe, Away We Go- record (KIM7050) *Drew's famous "Party Music"- CD (Turn Up The Music, Inc.) *Macarena- Los Del Rio- CD (BMG Music) *Posters and bulletin boards *Teacher designed activities	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**3rd Grade Tumbling, Animal Movements, Inverted Balances, Vaulting, and Individual/Partner/Group Stunts**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How does tumbling and gymnastics improve your strength, balance, and gross motor coordination for personal fitness? What safety precautions must be used when performing gymnastic skills? What are the critical elements used in executing gymnastic movements? What must you do when performing cooperative movements? Where in the community can I receive more tumbling lessons?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Classes	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F	Muscular strength Balance Safety precautions Locking your arms Cooperation Spotting Twisting Bending Rolling Rocking Pushing Pulling Stretching Swinging Timing Vaulting	Level 2 Activities: *Animal Movements Cricket walk, frog jump, seal crawl, reverse seal crawl, elbow crawl, inchworm, mule kick, double lame dog, turtle, walrus walk and slap *Balance Stunts One-leg balance 180 degree reverse, tummy balance, seat balance, face to knee touch, finger touch *Tumbling and Inverted Balances Forward roll to a walkout, backward roll to stand up, backward roll extension, headstand(scissors& split), tip up, cartwheel(1 hand & no hand), handstand, front & back hand spring, front & back walkover, round off, tumbling routines *Individual Stunts Coffee grinder, scooter, hip walk, long bridge, heel stand, knee jump to standing, tanglefoot, egg roll, toe touch nose, foot behind neck ,toe tug walk *Partner & Group Stunts Partner hopping, partner twist, partner pull-up, back to back stand up, 3 or 4 person back to back standup, spider walk leapfrog, rowboat, wheelbarrow and double wheelbarrow race, three person log roll drill *Vaulting Side vault, headspring vault, vaulting with tumbling combinations	Tumbling mats Vault blocks Gymnastic student demonstrators Motivational posters Teacher designed materials	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions
Unit:	**3rd Grade Volleyball**				

Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How do I play volleyball? What skills, rules, and strategies must I learn to be successful? How do I use the volleyball skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
4 Classes	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Overhead pass Forearm (bump) pass Underhand serve Rotation Side out scoring Competition scoring Net Serving line Boundary line Ready position	Keep it up (alone & partner); overhand pass against a wall; keep it up over the net; underhand serve practice; shower serve game; identify court markings, rules, and knowledge of the game; beachball game; regular volleyball game (utilize side out & competition scoring methods); circuit run; timed line to line run; tie run	Volleyballs (adapted size balls) Volleyball poles and net Beachballs (various sizes) Teacher designed materials Posters and bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**3rd Grade Baseball/Softball**
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.
Unit Essential Questions:	How do I play softball? What skills, rules, and strategies must I learn to be successful? How do I use the softball skills with my classmates? Why is good sportsmanship important? What must I do to improve my physical health and skill development? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1 M3.A.1.1.1; M3.A.1.1.3; M3.A.3.1.1; M3.C.1.1.1

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
4 Classes	10.3.3.A,C,D 10.4.3.A,B,C,D,E,F 10.5.3.A,B,C,D,E,F	Throwing Pitching Catching Fielding Batting Ground ball Fly out Base (1st, 2nd, 3rd, home) Fielders (left, right, center), shortstop, catcher, baseman, pitcher Force out Stealing Tagging up Base runner Double play Glove Bat	Partner throwing practice; Throw around bases; Throw it and run softball game (variations); Partner catching and fielding practice; Pepper (small groups- modified); Tee ball game; One fly- two bounces- or three grounders game; Teacher pitch softball game (variations); Base running practice; Batting practice; Batter ball game; Two strikes softball game; Softball grass drills; Identify rules and knowledge of the game	Softballs (safety model) Gloves Bats Bases Cones Teacher designed materials Posters and bulletin boards	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**3rd Grade Track & Field**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Quality lifelong movement is based on scientific concepts/principles.				
Unit Essential Questions:	How do I participate in track and field events? What skills, rules, and strategies must I learn to be successful? Why is good sportsmanship important? What must I do to improve my physical health and skill development? How do I use what I learn to achieve good health and wellness? What activities can I do outside the school setting? Standards and Anchors: 10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F R3.A.2.6.1				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1-2 Classes	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F	Run Jog Sprint Pacing Aerobic endurance/activity Anaerobic activity Maximum effort Step/distance measurement Foul Jump Baton Relay Underhand/overhand baton handoff	Standing and sprinter start practice; sprinting technique; 40 yard sprint races; standing long jump practice; running long jump practice and competition; baton hand-off practice; ¼ lap baton relays; various distance runs; Squad tag	Designated track area Stopwatch Measuring tape Batons Field paint for lines Posters and bulletin boards Teacher designed materials	Teacher observation Checklist of skill performance Student skill demonstration Question/answer sessions

Unit:	**3rd Grade (School-wide Field/Fun Day)**				
Big Ideas:	Participation in physical activity impacts wellness throughout a lifetime. Community well-being is dependent upon a balance of personal and social responsibility.				
Unit Essential Questions:	What skills, rules, and strategies must I use to be successful? How can my parent/guardians assist with the whole day activities? Why is good sportsmanship important?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1 Whole day activity	10.3.3.A,C,D; 10.4.3.A,B,C,D,E,F; 10.5.3.A,B,C,D,E,F	Sportsmanship Cooperation Individual/team effort Personal enjoyment Team Pride Appreciation	Activities are designed by the Physical Education teacher with the assistance of teachers and parents in the conducting of the events	Teacher designed activities Materials dependent upon selected activities	No formal assessment (This is a reward for the children working diligently all year long)