

DEPARTMENT NAME Health & Wellness: P.E. GRADE LEVEL: 3 rd	YEAR AT A GLANCE Student Learning Outcomes by Marking Period 2019-2020
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FIRST TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 9/5/19 Suggested Completion Date: 9/20/19	Unit: Intro to PE Unit Title: PE 101 (Routines, Rituals and Relevance) Suggested Equipment: - Cones -Visual of class rules and routines - Poly Spots - Bean bags	SPARK: 3-6 <i>The Basics</i> SPARK: 3-6 <i>The First 3 Lessons</i> SPARK: 3-6 ASAPs SPARK: 3-6 <i>Chasing and Fleeing</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Demonstrate ability to apply class routines and procedures (PS. 21, F. 33) ● Demonstrate an understanding of personal and general space (M. 47) ● Explain the importance of physical education, physical activity and nutrition (F. 37) ● Identify the components needed to participate in several physical activities (M. 49) ● Perform all seven locomotor skills in a variety of activity settings (M. 28)
Suggested Completion Date: 10/11/19	Unit: Personal & Social Skills: Cooperation Unit Title example: Project Adventure, Cooperative Games Suggested Equipment: -Rubber animals -Fleece balls -Noodle Sticks -Beach balls -Cones -Poly spots -Tarps or Parachute *Project Adventure from PE Lending Library *Omnikin Ball from PE Lending Library	Project Adventure: Elementary <i>Grade 3</i> SPARK: 3-6 <i>Cooperatives</i> Open Phys Ed: 3-6 <i>Personal and Social Responsibility</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Demonstrate the ability to work with a partner or small group to complete a given task (PS. 10) ● Acknowledge the strengths of self and classmates (PS. 11) ● Respond positively to both winning and losing (PS. 11) ● Demonstrate the attributes of an effective teammate (PS.12) ● Participate willingly in challenging tasks (PS. 15) ● Demonstrate the ability to problem solve in a group setting (PS. 14)

Suggested Completion Date: 11/1/19	Unit: Movement Skills & Concepts: Manipulating Objects with the hands Unit Title examples: Roll, Throw & Catch Suggested Equipment: -Fleece balls -Gator balls -Cones	SPARK: 3-6 <i>Softball (throwing and catching)</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Roll an object for distance and accuracy with dominant hand using proper form (M. 33) ● Overhand throw an object, using proper form, towards a large target (M. 34) ● Overhand throw an object, using proper form, for increasing distances (M. 34) ● Catch an object thrown off center, consistently (M. 35) ● Demonstrate the ability to adjust form in response to feedback (M. 43) ● Identify the skill cues for throwing, catching and rolling (M. 42)
Suggested Completion Date: 11/27/19 First Marking Period Ends: 11/29/19	Unit: Movement Skills & Concepts: Manipulating Objects with the hands Unit Title examples: Dribble & Pass Suggested Equipment: -Basketballs or playground balls -Cones -Poly spots	SPARK: 3-6 <i>Basketball</i> Open Phys Ed: 3-5 <i>Skillastics Basketball</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Hand dribble a ball while moving in different directions using dominant hand (M. 36) ● Hand dribble a ball using slow and medium speeds in a controlled setting (M.36, M.44) ● Pass a ball using two hands to a target off one bounce (M. 34) ● Catch a ball thrown from a partner off one bounce (M. 35) ● Demonstrate the ability to adjust form in response to feedback (M. 43) ● Recognize given roles as either offense or defense (M. 49) ● Identify the skill cues for dribbling & passing (M. 42)

First Marking Period Ends: 11/29/19

Assessments During This Period: *SPARK Folio 3-6 assessments, [Hand Dribbling Rubric](#), Open Phys ed assessments; Project Adventure Assessments*

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SECOND TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 12/2/19 Suggested Completion Date: 12/20/19	Unit: Movement Skills & Concepts: Manipulating objects with hands and short-handled implements Unit Title example: Volley & Strike with	SPARK: 3-6 <i>Volleyball</i> Open Phys Ed: 3-5 <i>Pickleinton</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Strike, consistently, an object with one hand towards a target (M. 41) ● Strike, consistently, an object with a short-handled implement towards a target (M. 41) ● Strike an object while in stationary position into the air at least three times (M. 41) ● Strike an object into the air while moving forwards (M. 41) ● Identify the skill cues for striking and paddling with hands and/or short-handled implements (M. 42) ● Demonstrate the ability to adjust form in response to feedback (M. 43)



	<p>hands and/or short-handled implements</p> <p>Suggested Equipment: -Paddles -Volleyballs -Beach Balls *Pickleball unit from PE Lending Library</p>		<ul style="list-style-type: none"> ● Demonstrate the concept of follow through while striking an object (M.44)
<p>Suggested Completion Date: 1/17/20</p>	<p>Unit: Health-Related Fitness: Aerobic Capacity</p> <p>Unit Title example: Aerobic Games, MVPA games, Heart Health, Jump Rope, Aerobic stations, Tag & Relay Games, Indoor Winter Workout</p> <p>Suggested Equipment: -Jump ropes -Scarves -Cones -Yoga mats</p>	<p>SPARK: 3-6 <i>Group Fitness</i></p> <p>SPARK: 3-6 <i>Aerobic Games</i></p> <p>SPARK: 3-6 <i>Fitness Circuits</i></p> <p>SPARK: 3-6 <i>Jump Rope</i></p> <p>Open Phys Ed: 3-5 <i>Fitness Knowledge</i></p> <p>Open Phys Ed: 3-5 <i>Plug & Play Fitness</i></p> <p>Open Phys Ed: 3-5 <i>Ninja Warrior Skills</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Participate in aerobic activities for increasing periods of time (F. 16) ● Define aerobic activity (F. 36) ● Identify several aerobic activities (F. 18) ● Explain short-term effects of aerobic activity on the body (F. 19) ● Identify the location where pulse can be taken (F. 20) ● Explain the differences in heart rate before, during and after physical activity (F. 19, F 20) ● Set a goal for improving aerobic capacity in which to work on outside of physical education (LL. 20) ● Explain how physical activity contributes to a healthy lifestyle (F.37)
<p>Suggested Completion Date: 2/7/20</p>	<p>Unit: Health Related Fitness: Muscular Strength/ Endurance/ Flexibility & Non-locomotor Skills</p> <p>Unit Title examples: Body Awareness, Non locomotor Skills, Muscle Health, Yoga, Pilates, Fitness Stations</p>	<p>SPARK: 3-6 <i>Group Fitness</i></p> <p>SPARK: 3-6 <i>Stunts and Tumbling</i></p> <p>Open Phys Ed: 3-5 <i>Fitness Knowledge</i></p> <p>Open Phys Ed: 3-5 <i>Plug & Play Fitness</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Perform a repeated pattern or sequence of non-locomotor movements (M. 29) ● Maintain proper balance when performing a task with the upper body (M. 31) ● Maintain proper balance when performing a task with the lower body (M.31) ● Create a base of support on which to balance (M. 46) ● Support own body weight in push-up, crab-walk and squat position for at least 15 seconds (F. 25) ● Hold several stretch positions for upper and lower body for at least 20 seconds (F. 28) ● Identify the location of several major muscles (F. 24) ● Identify several activities that increase muscular strength and endurance (F. 22) ● Identify several activities that increase flexibility (F.32)
<p>Suggested Completion Date: 3/13/20</p> <p>Second Marking Period Ends:</p>	<p>Unit: Lifelong Physical Activity Skills: Rhythms & Dance</p> <p>Unit Title examples: Rhythms & Dance,</p>	<p>SPARK: 3-6 <i>Dance</i></p> <p>SPARK: 3-6 <i>Movement Bands</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Perform several rhythmic patterns (M. 29, M. 30, LL. 14) ● Perform the sequence or pattern of a simple dance routine (M. 30, LL. 11, LL. 14) ● Name several types of music that are personally enjoyable (LL. 15) ● Demonstrate a willingness to participate in several rhythms and/or dance activities (PS.22, LL. 15)

3/13/20	Cultural Dances, Lummi Sticks, Jump Bands, Double Dutch Suggested Equipment: <i>*Rhythms & Dance unit from PE Lending Library</i>		<ul style="list-style-type: none"> ● Identify the cultural significance of several rhythms and/or dance activities (LL. 15, LL. 17) ● Explain methods of participating in rhythms and/or dance activities outside of physical education (LL. 13) ● Identify at least one rhythms or dance activity as personally enjoyable (LL. 13, LL. 19) ● Demonstrate the attributes of a good partner or teammate in rhythms & dance activities (PS. 12)
Third Marking Period Ends: 3/13/20 Assessments During This Period: <i>SPARK Folio 3-5 assessments, Open Phys ed assessments</i>			

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THIRD TERM		Overarching/general themes and resources	
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 3/16/20 Suggested Completion Date: 4/3/20	Unit: Movement Skills & Concepts: Manipulating Object with Long-handled implements Unit Title example: Strike an object on the ground, Hockey skills, Field Hockey Skills, Beach balls & Noodles Suggested Equipment: -Hockey Sticks -Gator Balls -Fleece Balls -Beach Balls -Noodles	SPARK: 3-6 Hockey	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Strike an object on the ground consistently with a long-handled implement (M. 41) ● Demonstrate accuracy in striking an object on the ground toward a large target (M. 41) ● Manipulate an object on the ground using a long-handled implement while in a stationary position (M. 41) ● Demonstrate the concept of follow-through when striking an object along the ground (M.41, M. 45) ● Explain the difference between striking for accuracy in comparison to striking for distance (M. 45) ● Identify the skill cues for striking and controlling and object on the ground with a long-handled implement (M. 42)
Suggested Completion Date: 5/1/20	Unit: Movement Skills & Concepts: Manipulating Objects with Long-handled implement Unit Title example: Strike an object In the air or off a bounce, Softball	SPARK: 3-6 Softball Open Phys Ed: 3-5 Bat and Ball Games	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Strike an object in the air or off a bounce with a long-handled implement from a stationary position (M. 41) ● Strike an object in the air or off a bounce with a long-handled implement toward a large target area (M. 41) ● Demonstrate the ability to adjust body position in response to feedback in order to improve performance in striking an object in the air or off a bounce with a long-handled implement (M. 43)

	<p>skills, Tennis skills</p> <p>Suggested Equipment: -Bats or racquets -Balls *Cricket Unit from PE Lending library *Tennis unit from PE Lending Library</p>		<ul style="list-style-type: none"> ● Demonstrate proper start or “ready” position for striking objects in the air or off a bounce (M. 46) ● Demonstrate the ability to follow given safety procedures for striking with implements (PS. 12) ● Identify the skill cues for striking an object in the air (M. 42)
<p>Suggested Completion Date: 5/22/20</p>	<p>Unit: Movement Skills & Concepts: Manipulating objects with the feet</p> <p>Unit Title example: <i>Dribble, Kick & Trap with the feet, Soccer skills</i></p> <p>Suggested Equipment: -Soccer balls -Cones -Goals</p>	<p>SPARK: 3-6 <i>Soccer</i></p> <p>Open Phys Ed: 3-5 <i>Soccer Skills</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Trap a rolling object with dominant foot (M. 37) ● Kick a ball using the proper skill cues using a smooth running approach (M. 38) ● Kick a ball for accuracy toward a large target (M. 38) ● Kick a ball for increasing distances (M. 38) ● Foot-dribble a ball under control without defenders (M. 39) ● Explain the concepts of force as it relates to kicking or passing a ball in different settings (M. 45) ● Identify the skill cues for foot dribble, kick and trap (M. 42) ● Identify the components of games related to manipulating a ball with the feet (M. 49) ● Demonstrate the ability to adjust form in response to feedback (M.43)
<p>Suggested Completion Date: 6/17/20</p> <p>Third Marking Period Ends: 6/19/20</p>	<p>Unit: Lifelong physical activity skills: Leisure & Self-Management</p> <p>Unit Title example: <i>Summer Leisure Activities, Park Games, Yard Games</i></p>	<p>SPARK: 3-6 <i>Recess Activities</i></p> <p>SPARK: 3-6 <i>Map Challenges</i></p> <p>SPARK: 3-6 <i>Walk/Jog/Run</i></p> <p>BPS PE Learning Community: Elementary <i>Pedestrian Safety</i></p> <p>Open Phys Ed: 3-5 <i>Field Day Games</i></p> <p>Open Phys Ed: 3-5 <i>Ninja Warrior Skills</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● Demonstrate the skills needed to participate in at least two leisure and/or wellness activities outside of school (LL. 11. LL.12, LL. 16) ● Identify leisure activities in which to participate outside of school (LL.13) ● Identify places, equipment and people needed for participation in given leisure time activities (LL. 11, LL. 12) ● Identify safety considerations for participation in several leisure activities outside of school (LL.11) ● Complete a given tool to record one week of summertime physical activity (LL. 18, LL. 21) ● Demonstrate the ability to adapt activity style in response to the skills of others (PS. 20)

Third Marking Period Ends: 6/19/20
 Assessments During This Period: *SPARK Folio 3-5 assessments, Open Phys ed assessments*

