

Grade 3: Fall PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. - Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings. <u>Content Standards:</u> - SHAPE.1 Demonstrates proficiency in a variety of motor skills and movement patterns. - SHAPE.2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. - SHAPE.3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. - SHAPE.4 Exhibits responsible personal and social behavior that respects self and others. - SHAPE.5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS - Are you fun to play with? - How do I deserve to be treated?
	Acquisition	
	Students will know... - the basic rules and strategies for participation in a variety of loco-motor activities. - that learning loco-motor skills will help them with more advanced levels of physical activities. - that working respectfully with other classmates in a safe manner will lead them to more advanced levels of physical activities. - that physical activities can be challenging, but with a positive attitude and determination they will find success. - that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <u>Vocabulary:</u> warm up, cool down	Students will be skilled at... - leaping using a mature pattern. - traveling while showing differentiation between sprinting and running. - performing a sequence of locomotor skills, transitioning from one skill to another smoothly and with- out hesitation. - combining movement concepts (direction, levels, force, time) with skills as directed by the teacher. - applying simple strategies & tactics in chasing activities. - applying simple strategies in fleeing activities. - dribbling with the feet in general space at slow to moderate jogging speed with control of ball and body. - using a continuous running approach and kicks a stationary ball for accuracy. - passing & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. - throwing underhand to a partner or target with

		<i>reasonable accuracy.</i> • <i>throwing overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.</i> • <i>catching a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.</i> • <i>identifying physical activity benefits as a way to become healthier.</i> • <i>engaging in the activities of physical education class without teacher prompting.</i> • <i>describing the concept of fitness and provides examples of physical activity to enhance fitness.</i> • <i>recognizing the importance of warm-up & cool-down relative to vigorous physical activity.</i> • <i>exhibiting personal responsibility in teacher-directed activities.</i> • <i>working independently for extended periods of time.</i> • <i>accepting and implements specific corrective feedback from the teacher.</i> • <i>working cooperatively with others.</i> • <i>praising others for their success in movement performance.</i> • <i>recognizing the role of rules and etiquette in physical activity with peers.</i> • <i>working independently and safely in physical activity settings.</i> • <i>discussing the relationship between physical activity and good health.</i> • <i>discussing the challenge that comes from learning a new physical activity.</i> • <i>reflecting on the reasons for enjoying selected physical activities.</i> • <i>describing the positive social interactions that come when engaged with others in physical activity.</i>
Content Area Literacy Standards		21st Century Skills
• not applicable		• <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i> • <i>work creatively with others</i>

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| | <ul style="list-style-type: none">• <i>communicate clearly</i>• <i>collaborate with others</i>• <i>interact effectively with others</i> |
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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	