

Grade 3: Winter PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. - 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 - How did you challenge yourself to become more fit? - 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> intermediate, moderate, control	Students will be skilled at... - recognizing the concept of open spaces in a movement context. - discussing the relationship between physical activity and good health. - discussing the challenge that comes from learning a new physical activity. - reflecting on the reasons for enjoying selected physical activities. - describing the positive social interactions that come when engaged with others in physical activity. - volleying an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. - transferring weight from feet to hands for momentary weight support. - balancing on different bases of support, demonstrating muscular tension and extensions of free body parts.

		• <i>performing intermediate jump-rope skills (ie. a variety of tricks, running in and out of long rope) for both long and short ropes.</i> • <i>moving into and out of gymnastics balances with curling, twisting & stretching actions.</i> • <i>dribbling and traveling in general space at slow to moderate jogging speed, with control of ball and body.</i>
<i>Content Area Literacy Standards</i>		<i>21st Century Skills</i>
• not applicable		• <i>make judgments and decisions</i> • <i>implement innovations</i> • <i>manage goals and time</i> • <i>interact effectively with others</i>

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	