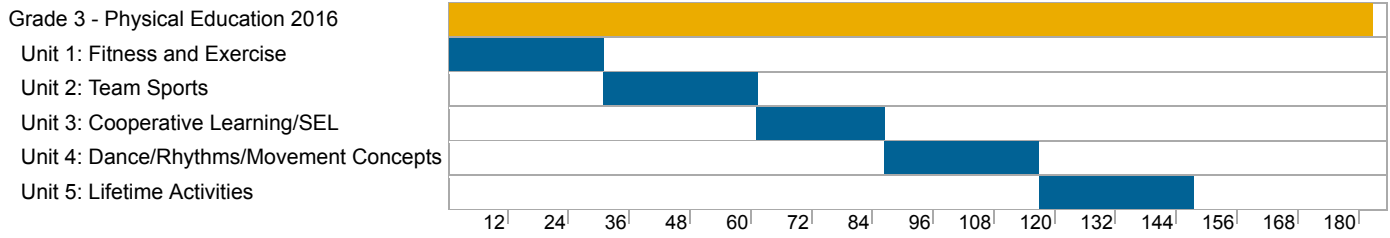


## Grade 3 - Physical Education 2016 Curriculum Chart



### Grade 3 - Physical Education 2016

**Start day: 1**

**Meetings: 180 days**

#### Description

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

#### Rhythms & Dance

#### Course Resources

In order to access all links or worksheets in the boxes below, you must click on "**Show Content**" up to the right.

Shared Schoology Group

#### Non-Aligned Standards

### Grade 3 - Physical Education 2016 > Unit 1: Fitness and Exercise

**Start day: 1**

**Meetings: 30 days**

<b><u>Teacher Notes - Read First</u></b>
<b><u>Big Ideas/Enduring Understandings</u></b>
<p>-Engage in purposeful physical activity to become more fit</p> <p>-Make adjustments from data (feedback) for personal improvement in fitness components</p> <p>-Engage in positive social interactions with classmates</p> <p>-Accept and include everyone on an equal basis</p>
<b><u>Essential Questions</u></b>
How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?
<b><u>Concepts (What Students Should Know)</u></b>
<p>Motor Skills and Movement Patterns</p> <p>Physical Fitness and Engagement in Physical Activity</p>
<b><u>Skills (What Students Should Do)</u></b>
Travels showing differentiation between sprinting and running
<b><u>Misconceptions</u></b>
<p>I only need to drink when I'm thirsty.</p> <p>I drink other things besides water.</p> <p>My heart doesn't need exercise.</p>
<b><u>Spelling/Vocabulary</u></b>
<p>Motor skills</p> <p>Patterns</p> <p>Engagement</p> <p>Sprinting</p> <p>Running</p>
<b><u>Instructional Resources</u></b>
<b><u>Devices</u></b>
<b><u>Equipment (general)</u></b>
*District approved PE equipment to support learning outcomes/curriculum
<b><u>Books</u></b>
Teacher selected resources
<b><u>Digital Integration</u></b>
Access the <b>GPS Elementary Physical Education Schoology Group</b> for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

### **Assessment of/for Learning**

#### **Common Assessments:**

-3rd Grade Assessment Workbook/Fitness Portion Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

\*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-3rd Grade Physical Education Assessment Spreadsheet

#### **Other:**

##### **PACER Test**

1 =

2 =

3 =

4 =

5 =

##### **Push-Ups Test**

1 =

2 =

3 =

4 =

5 =

##### **Curl-Ups Test**

1 =

2 =

3 =

4 =

5 =

Sit and Reach Test

1 =

2 =

3 =

4 =

5 =

Reflection

Unit Reflection Form

Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.2** H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings

- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships

## Grade 3 - Physical Education 2016 > Unit 2: Team Sports

**Start day:** 31

**Meetings:** 30 days

<b><u>Teacher Notes - Read First</u></b>
<b><u>Big Ideas/Enduring Understandings</u></b>
-Perform sport-specific skills using cues -Engage in modified game activities (implimenting basic game-play rules/strategies) -Encourage, include, accept teammmates in various group settings
<b><u>Essential Questions</u></b>
How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?
<b><u>Concepts (What Students Should Know)</u></b>
Identifies at least two concepts or principles included in successfully catching, throwing, and hitting a ball:  -(ex. weight transfer, truck rotation, hand/foot opposition, visual tracking, stance, grip)
<b><u>Skills (What Students Should Do)</u></b>
-Throws underhand to a partner or target with reasonable accuracy -Throws overhand demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force -Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern -Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body -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 -Uses a continuous running approach and kicks a stationary ball for accuracy -Volleys 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 -Passes and receives a ball with the insides of the feet to a stationary partner, " giving" on reception before returning the pass -Moves into and out of gymnastic balances with curling, twisting and stretching actions
<b><u>Misconceptions</u></b>

I've never played that before.....I don't know how.

### Spelling/Vocabulary

Catching  
 Throwing  
 Hitting  
 Gymnastics  
 Balance

### Instructional Resources

#### Devices

#### Equipment (general)

\*District approved PE equipment to support learning outcomes/curriculum

#### Books

Teacher selected resources

### Digital Integration

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

### Assessment of/for Learning

#### Common Assessments:

-3rd Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

\*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-3rd Grade Physical Education Assessment Spreadsheet

#### Other:

#### **Teamwork (Behavioral Expectations)**

- 1 = Student displays 3 of 5 key points
- 2 = Student displays 4 of 5 key points
- 3 = Student displays 5 of 5 key points

4 = Student often displays key points in practice and/or game

5 = Student always displays key points in practice and/or game

### **Soccer**

#### **Dribbling with Feet Under Control**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

#### **Dribble with Feet Changing Direction and Speed**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

#### **Dribble with Feet Around Objects**

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

#### **Trap With Foot**

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

#### **Pass to Partner**

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

### **Throw-in**

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

### **Kick To Goal**

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

### **Game Play**

1 = Student displays 1 of 3 key points

2 = Student displays 2 of 3 key points

3 = Student displays 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

### **Volleyball**

#### **Set to Self or Partner**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

#### **Forearm Pass to self or partner**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points



4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

### **Underhand Serve**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

### **Consecutive Hits with Partner**

1 = Student performs 1 hit with partner

2 = Student performs 2 consecutive hits with partner

3 = Student performs 3 consecutive hits with partner

4 = Student performs 4 consecutive hits with partner

5 = Student performs 5 consecutive hits with partner

### **Game Play**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

### **Diamond Sports**

#### **Overhand Throw**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

#### **Overhand Throw (various distances)**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

**Track and Catch (field) Thrown ball or struck ball**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

**Step into Ball While Hitting**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

**Demonstrates Safety Rules**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

**Game Play**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

**Gymnastics**

**Forward Roll To Stand**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

### **Backward Roll to Stand**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

### **Cartwheel**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

### **Mount/Dismount**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

### **Hurdle/Vault**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

### **Squat-on/Squat through Vault**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or routine

5 = Student always performs key points in practice and/or routine

**Routine (7-10 skills on apparatus)**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student performs

5 = Student performs

**Basketball**

**Bounce Pass**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

**Chest Pass**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

**Dribbling**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

**Set Shot**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points 3 of 5 times in practice or game

4 = Student performs key points 4 of 5 times in practice or game

5 = Student performs key points 5 of 5 times in practice or game

### **Pivot**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points 3 of 5 times in practice or game

4 = Student performs key points 4 of 5 times in practice or game

5 = Student performs key points 5 of 5 times in practice or game

### **Court Awareness**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points in practice and/or game

5 = Student always performs key points in practice and/or game

### **Game Play**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs 3 of 3 key points

4 = Student often performs key points during game play

5 = Student always performs key points during game play

### **Reflection**

Unit Reflection Form

### **Standards**

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same

- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

### Grade 3 - Physical Education 2016 > Unit 3: Cooperative Learning/SEL

**Start day:** 61

**Meetings:** 25 days

<b><u>Teacher Notes - Read First</u></b>
<b><u>Big Ideas/Enduring Understandings</u></b>
<p>-Work cooperatively with classmates in various group settings to accomplish a goal</p> <p>-Reflect on strategies to be successful/challenges in the learning process (understanding the learning process...it can be frustrating!)</p> <p>-Using the school norms while working with classmates in various group settings</p>
<b><u>Essential Questions</u></b>
How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?
<b><u>Concepts (What Students Should Know)</u></b>
Social Responsibility, Team Building and Working with Others through physical activity.
<b><u>Skills (What Students Should Do)</u></b>
Passing with hands (developmentally appropriate)
<b><u>Misconceptions</u></b>
I don't want to be partners with.....They look different.
<b><u>Spelling/Vocabulary</u></b>
Responsibility Team Building
<b><u>Instructional Resources</u></b>
<b><u>Devices</u></b>
<b><u>Equipment (general)</u></b>
*District approved PE equipment to support learning outcomes/curriculum
<b><u>Books</u></b>

## Teacher selected resources

**Digital Integration**

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

**Assessment of/for Learning****Common Assessments:**

-3rd Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

\*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-3rd Grade Physical Education Assessment Spreadsheet

**Other:****Teamwork (Behavioral Expectations)**

- 1 = Student displays 3 of 5 key points
- 2 = Student displays 4 of 5 key points
- 3 = Student displays 5 of 5 key points
- 4 = Student often displays key points in practice and/or game
- 5 = Student always displays key points in practice and/or game

**Cooperate in Non-Competitive Activities**

- 1 = Student does not participate
- 2 = Student participates but does not cooperate with group members
- 3 = Student cooperates with group members
- 4 = Student often cooperates with group members
- 5 = Student always cooperates with group members

**Cooperates in Group Activities**

- 1 = Student does not participate
- 2 = Student participates but does not cooperate with group members
- 3 = Student cooperates with group members
- 4 = Student often cooperates with group members
- 5 = Student always cooperates with group members

**Cooperates in Trust Activities**

- 1 = Student does not participate

- 2 = Student participates but does not cooperate  
 3 = Student cooperates with group members  
 4 = Student often cooperates with group members  
 5 = Student always cooperates with group members

### Encourages Others

- 1 = Student does not encourage others  
 2 = Student rarely encourages others  
 3 = Student encourages others  
 4 = Student often encourages others  
 5 = Student always encourages others

### Reflection

Unit Reflection Form

### Standards

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships

## Grade 3 - Physical Education 2016 > Unit 4: Dance/Rhythms/Movement Concepts

**Start day:** 86

**Meetings:** 30 days



**Teacher Notes - Read First****Big Ideas/Enduring Understandings**

- Uses specific movement skills in a wide variety of physical activities
- Challenging yourself with new age-appropriate experiences/movements
- Encouraging classmates while engaged in various physical activities
- Following school norms/safety rules during activities

**Essential Questions**

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

**Concepts (What Students Should Know)**

- Combines locomotor and non-locomotor patterns in time with music
- Choreographs and performs a dance and rhythm sequence to music in a small group (includes locomotor, non-locomotor, level, direction change, speed, force)
- Performs at least one dance (folk, square, swing, line, etc.) taught in class
- Identifies steps and movement patterns of at least one dance learned in class
- Develops and refines a creative dance sequence into a repeatable pattern

Understands how the elements of movement (direction, level, time, force, flow and shape) can be used to express an idea, mood or feeling

**Skills (What Students Should Do)****Locomotor/Non-locomotor skill patterns**

- Combines locomotor/non-locomotor skills in a dance pattern
- Maintains rhythm throughout routine
- Performs smooth transition between skills

**Choreograph and perform dance**

- Cooperates with group in creating beginning, middle, end dance routine
- Performs smooth transition between skills/movements
- Presents routine to peers

**Perform dance taught in class**

- Displays knowledge of dance steps
- Maintains rhythm and smooth transition between skills
- Performs routine in front of peers
- 

**Teamwork (behavioral expectations)**

- Student actively participates with partner, group, team
- Student adheres to safety rules
- Student adheres to activity rules
- Student actively listens to others
- Student actively shares thoughts and ideas with others

**Misconceptions**

Dancing is for girls! I don't want to look foolish.

**Spelling/Vocabulary**

Forward/Backward Roll

Weight Transfer

Soccer Dribble

Instep Trap

Throw-in

Choreograph

Strike

Out

Foul Ball

Force Out

Tagging up

Outfield

Infield

Conflict Resolution

**Instructional Resources****Devices****Equipment (general)**

\*District approved PE equipment to support learning outcomes/curriculum

**Books**

Teacher selected resources

**Digital Integration**

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

**Assessment of/for Learning****Common Assessments:**

-3rd Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

\*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-Dance & Rhythms Assessment.....click on the assessment workbook in "**Course Resources**" box above.

\*As a reminder, you must have the "**Show Content**" box checked as well.

**Other:**

**Teamwork (Behavioral Expectations)**

- 1 = Student displays 3 of 5 key points
- 2 = Student displays 4 of 5 key points
- 3 = Student displays 5 of 5 key points
- 4 = Student often displays key points in practice and/or game
- 5 = Student always displays key points in practice and/or game

**Locomotor/Non-locomotor Skill Patterns**

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs key points in practice and/or performance
- 4 = Student often performs key points in practice and/or performance
- 5 = Student always performs key points in practice and/or performance

**Perform Dance taught in class**

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs key points in practice and/or performance
- 4 = Student often performs key points in practice and/or performance
- 5 = Student always performs key points in practice and/or performance

**Choreograph and Perform Dance**

- 1 = Student performs 1 of 3 key points
- 2 = Student performs 2 of 3 key points
- 3 = Student performs key points in practice and/or performance
- 4 = Student often performs key points in practice and/or performance
- 5 = Student always performs key points in practice and/or performance

**Reflection**

Unit Reflection Form

**Standards**

10 Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.

- **Performance Indicator [H&BL 12 CPE] H.10.1** H.10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- **Performance Indicator [H&BL 12 CPE] H.10.2** H.10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- **Performance Indicator [H&BL 12 CPE] H.10.3** H.10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

11 Students will participate regularly in physical activity.

- **Performance Indicator [H&BL 12 CPE] H.11.1** H.11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- **Performance Indicator [H&BL 12 CPE] H.11.2** H.11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- **Performance Indicator [H&BL 12 CPE] H.11.3** H.11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms
- **Performance Indicator [H&BL 12 CPE] H.11.4** H.11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

12 Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

- **Performance Indicator [H&BL 12 CPE] H.12.1** H.12.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- **Performance Indicator [H&BL 12 CPE] H.12.2** H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- **Performance Indicator [H&BL 12 CPE] H.12.3** H.12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity
- **Performance Indicator [H&BL 12 CPE] H.12.4** H.12.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles

13 Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- **Performance Indicator [H&BL 12 CPE] H.13.1** H.13.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- **Performance Indicator [H&BL 12 CPE] H.13.2** H.13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- **Performance Indicator [H&BL 12 CPE] H.13.3** H.13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- **Performance Indicator [H&BL 12 CPE] H.13.4** H.13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

14 Students will choose physical activity for health, enjoyment, challenge, self expression and / or social interaction to sustain a physically active lifestyle.

- **Performance Indicator [H&BL 12 CPE] H.14.1** H.14.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living
- **Performance Indicator [H&BL 12 CPE] H.14.2** H.14.2 Use physical activity as a means of creative expression
- **Performance Indicator [H&BL 12 CPE] H.14.3** H.14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- **Performance Indicator [H&BL 12 CPE] H.14.4** H.14.4 Seek personally challenging experiences through physical activity as a means to personal growth
- **Performance Indicator [H&BL 12 CPE] H.14.5** H.14.5 Persist in practicing activities to increase specific skill

competence in areas of interest

Grades: K-12

- **Standard [PE K-12] 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard [PE K-12] 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard [PE K-12] 3** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard [PE K-12] 4** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard [PE K-12] 5** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and / or social interaction.

### Grade 3 - Physical Education 2016 > Unit 5: Lifetime Activities

**Start day:** 116

**Meetings:** 30 days

#### Teacher Notes - Read First

#### Big Ideas/Enduring Understandings

- Introduction to and participation in lifetime sport, recreation, and fitness activities
- Regularly engage in physical activities based on individual interests
- Use data to guide/improve individual health-related fitness and activity performance
- Use a wide variety of movement concepts/skills for purposeful outcomes (fitness/recreational)

#### Essential Questions

How do the activities in which I engage, the information I learn, the relationships I experience, and the decisions I make impact my personal wellness, and participation in lifetime sport, recreation and activity?

#### Concepts (What Students Should Know)

Application of Concepts, Strategies and Recognition of the Benefits of Life-Long/Regular Physical Activity.

#### Skills (What Students Should Do)

- Strikes an object with a short-handled implement, sending it forward over a low net or wall
- Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern

#### Misconceptions

I'm active-I don't need to exercise.

#### Spelling/Vocabulary

Enjoyment

Challenge

Self-expression

Social interaction

### **Instructional Resources**

#### **Devices**

#### **Equipment (general)**

\*District approved PE equipment to support learning outcomes/curriculum

#### **Books**

Teacher selected resources

### **Digital Integration**

Access the **GPS Elementary Physical Education Schoology Group** for digital tools, resources and lesson ideas

Click on Show content for UDL Placemat of Digital Tools and Resources

Coach my Video - for examples on how to use this app in the classroom click here

### **Assessment of/for Learning**

#### **Common Assessments:**

-3rd Grade Assessment Workbook/Multiple Choice.....click on the assessment workbook in "**Course Resources**" box above.

\*As a reminder, you must have the "**Show Content**" box checked as well.

<http://schoology.greenwich.k12.ct.us/group/108904251/materials#/group/108904251/materials?f=2142557>

-3rd Grade Physical Education Assessment Spreadsheet

#### **Other:**

#### **Teamwork (Behavioral Expectations)**

1 = Student displays 3 of 5 key points

2 = Student displays 4 of 5 key points

3 = Student displays 5 of 5 key points

4 = Student often displays key points in practice and/or game

5 = Student always displays key points in practice and/or game

#### **Orient a Map**

1 = Student performs 1 of 3 key points

2 = Student performs 2 of 3 key points

3 = Student performs key points

4 = Student often performs key points

5 = Student always performs key points

#### **Identify a Landmark**

1 = Student is unable to identify a landmark

2 = Student is able to identify 25% of all landmarks

3 = Student is able to identify 50% of all landmarks

4 = Student is able to identify 75% of all landmarks

5 = Student is able to identify 100% of all landmarks

#### **Locate Checkpoints in Gym on Map**

1 = Student is not able to locate checkpoints

2 = Student is able to identify 25% of all checkpoints

3 = Student is able to identify 50% of all checkpoints

4 = Student is able to identify 75% of all checkpoints

5 = Student is able to identify 100% of all checkpoints

#### **Locate Checkpoints on Outdoor Course**

1 = Student is unable to locate checkpoints

2 = Student is able to identify 25% of all checkpoints

3 = Student is able to identify 50% of all checkpoints

4 = Student is able to identify 75% of all checkpoints

5 = Student is able to identify 100% of all checkpoints

#### **Cooperate with group on Orienteering Course**

1 = Student does not cooperate with group

2 = Student rarely cooperates with group

3 = Student cooperates with group

4 = Student often cooperates with group

5 = Student always cooperates with group

#### **Timed Orienteering Event**

1 = Student does not participate in timed orienteering event

2 =

3 = Student participates in timed orienteering event

4 =

5 =

**Reflection**

Unit Reflection Form

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