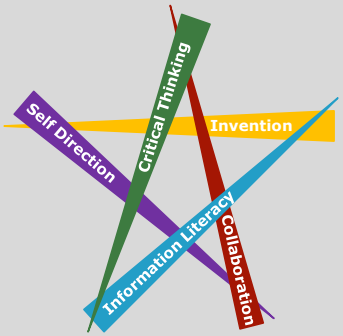
Curriculum Development Overview
3rd Grade PE Curriculum

Content Area	Physical Education	**Grade Level**	3rd Grade
Course Name/Course Code			

Standard	**Grade Level Expectations (GLE)**	**GLE Code**
1. Movement Competence and Understanding	1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	GR.3-S.1-GLE.1
	2. Perform movements that engage the brain to facilitate learning	GR.3-S.1-GLE.2
2. Physical and Personal Wellness	1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	GR.3-S.2-GLE.1
	2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	GR.3-S.2-GLE.2
3. Emotional and Social Wellness	1. Demonstrate positive social behaviors during class	GR.3-S.3-GLE.1
4. Prevention and Risk Management	Expectations for this standard are integrated into the other standards at this grade level.	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

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Standard 1: Movement Competence and Understanding in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Demonstrate a variety of motor patterns in simple combination while participating in activities, games, and sports.	1. Why is it enjoyable to combine locomotor movements in time to music? 2. How is dribbling a soccer ball different from dribbling a basketball? 3. Which combination of locomotor skills is aesthetically pleasing? 4. Why are some games more enjoyable than others? 5. How do varying types of activity, challenges, and team versus individual activities contribute to enjoyment? 6. Why do some people find some games more enjoyable than others?	1. Demonstrate changes of pathways, levels, forces, and direction with manipulatives such as hoops, streamers, and balls. 2. Combine locomotor movements in time to music. 3. Dribble a soccer or basketball while changing speed and direction. 4. Demonstrate throwing, catching, striking, or trapping in an activity. 5. Demonstrate skills of chasing, fleeing, and dodging to avoid others. 6. Perform a jump routine with a partner or group to music.
2. Perform movements that engage the brain to facilitate learning.	1. Which activities are most effective for crossing the mid-line? 2. How does one use his or her mind in various activities and sports? 3. What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?	1. Describe, and demonstrate movements that require crossing the mid-line. 2. Perform successfully a variety of jump rope skills using both short and long ropes, and jump to various tempos. 3. Combine jumping, tossing, dribbling, or catching to music or rhythmic beat. 4. Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts.

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Standard 2: Physical and Personal Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing.	1. Which physical activities are the healthiest? 2. What factors help you decide why you enjoy an activity or sport? 3. If you are bored with current physical activity, how would you choose a new activity? 4. Does your body feel different after you participate in different activities?	1. Explain why the body perspires, the heart beats faster and breathing increases while participating in moderate to vigorous physical activity? 2. Recognize that the body will adapt to increased workloads. 3. Describe the relationship among the heart, lungs, muscles, blood, and oxygen during activity. 4. Identify several moderate to vigorous physical activities that provide personal pleasure. 5. Identify activities that children participate in on a regular basis (formal or informal) 6. Locate heart rate on at least two different pulse points on the body. 7. Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed. 8. Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity. 9. Explain how the intensity and duration of exercise as well as nutritional choices affect fuel use during physical activity.
2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissue.	1. Do your heart and lungs feel different after different types of activities? 2. If entire bodies were made of fat, how would people move? 3. What would bodies look like if they had no bones? 4. Which of your favorite activities do you think contribute most to your heart?	1. Identify the location of the lungs and heart. 2. Identify muscles and fat? 3. Locate the heart, and feel it beat after moderate to vigorous exercise. 4. Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles. 5. Identify physical activities that cause the heart to beat faster.

Standard 3: Emotional and Social Wellness in Physical Education

GLE	Essential Questions	Evidence Outcomes-Students can:
1. Demonstrate positive social behaviors during class.	1. How should you congratulate someone when he or she wins, and you lose? 2. When would peer feedback be inappropriate? 3. How can you give advice to a friend about how to improve at physical activity? 4. How does your body feel when you achieve success while working with others? 5. What is your role in maintaining a positive learning environment that everyone can enjoy? 6. Why is it important to be polite when you lose?	1. Identify the positive behaviors of self and others. 2. Congratulate partners, opponents, or team upon conclusion of a game or activity. 3. Accept and give constructive feedback to peers. 4. Follow directions, activity specific rules, procedures, and etiquette with few reminders. 5. Encourage others regularly, and refrain from put down statements. 6. Ask a partner to participate in a physical activity. 7. Congratulate friends for a well executed movement.

Standard 4: Prevention and Risk management in Physical Education

<u>There are no expectations at this grade level in this standard</u>

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1st Quarter			
Standard	**Grade Level Expectation**		**Physical Education Concept**
Standard #1	PEGLE#1 Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports		Demonstrate: • Dribbling foot and hand • Collecting/trapping Combine walk, run, hop, skip, jump, slide, gallop, and leap in time to music
Standard #1	PEGLE#2 Perform movements that engage the brain to facilitate learning		Describe and demonstrate movements that cross the midline
Standard #2	PEGLE#1 Identify the benefits of sustained physical activity that causes increased heart and respiratory rate		Fitness Gram Testing Identify the physical activities that you participate in on a regular basis Identify several moderate to vigorous activities that promotes personal growth
Standard #3	PEGLE#1 Demonstrate positive social behaviors during class		Identify positive social behaviors of self and others Congratulate friends for a well-executed movement Ask partner to participate in a physical activity
Standard #4	No GLE		Develop appropriate classroom protocol (footwear, clothing, and safety rules)
Vocabulary			
Kick, Punt, Volley, Dribble, Collect, Trap, Walk, Run, Skip, Hop, Jump, Slide, Gallop, Leap, Midline, Social			

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2nd Quarter			
Standard	**Grade Level Expectation**		**Physical Education Concept**
Standard #1	PEGLE#1 Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports		• Eye-hand, Toss, Underhand, Overhead, Roll, Catch Demonstrate pathways, levels, force, direction with manipulatives
Standard #1	PEGLE#2 Perform movements that engage the brain to facilitate learning		Combine jumping, tossing, dribbling, or catching to music or rhythmic beat
Standard #2	PEGLE#1 Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing		Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity Describe the relationship among the heart, lungs, muscles, blood and oxygen during PA
Standard #2	PEGLE#2 Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues		Identify the location of the lungs and heart Identify muscles and fat
Standard #3	PEGLE#1 Utilize knowledge and skills to treat self and others with care and respect		Congratulate partners, opponents, or team upon conclusion of activity Encourage others and refrain from put downs Follow directions, activity specific rules, procedures, and etiquette with few reminders
Vocabulary			
Toss, Underhand, Overhand, Roll, Catch, Force, Rhythmic, Increase Heart Rate, Choice, Water, Muscle, Bones, Organs, Fat, Tissue, Accomplishments, Positive			

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3rd Quarter			
Standard	**Grade Level Expectation**		**Physical Education Concept**
Standard #1	PEGLE#1 Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports		Demonstrate and practice striking with an implement Demonstrate skill of chasing, fleeing, and evading to avoid others Perform a jump rope routine with a partner or group to music
Standard #1	PEGLE#2 Perform movements that engage the brain to facilitate learning		Perform successfully a variety of jump rope skills using both short and long ropes, and jump to various tempos
Standard #2	PEGLE#1 Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing		*Locate heart rate on different areas of the body and feel it beat after moderate to vigorous exercise *Recognize that the body will adapt to increased workloads *Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity
Standard #2	PEGLE#2 Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues		Identify physical activities that cause the heart to beat faster
Standard #3	PEGLE#1 Utilize knowledge and skills to treat self and others with care and respect		Accept and give constructive peer feedback to peers
Vocabulary			
Strike, Climb, Tumble, Implement, Chase, Flee, Evade, Tinkling, Jump Rope, Peers, Constructive Feedback			

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4th Quarter			
Standard	**Grade Level Expectation**		**Physical Education Concept**
Standard #1	PEGLE#1 Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports		Refine locomotor, eye-hand and eye-foot coordination in activities/ small sided games
Standard #1	PEGLE#2 Perform movements that engage the brain to facilitate learning		Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts FitnessGram testing
Standard #2	PEGLE#1 Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing		*Identify the benefits of moderate to vigorous physical activity *Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed *Explain how the intensity and duration of exercise as well as nutritional choices affect fuel use during PA
Standard #2	PEGLE#2 Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues		Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles *Locate the heart and feel it beat after moderate to vigorous exercise
Vocabulary			
Eye-hand Coordination, Eye-Foot Coordination, Moderate, Vigorous			