

## Physical Education

Physical Education: 3rd Grade						
Physical Activity and Lifetime Wellness						
GLE 1: Personal Fitness and Healthy Active Living						
HPE 1: structures of, functions of, and relationships among human body systems						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Health-Related and Skill-Related Fitness	1. recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).  2. demonstrate an improved and/or acceptable level of performance on a health-related fitness test.	HPE 1 HPE 2 HPE 4 1.4, 1.6, 1.10, 2.1, 3.1, 4.1, 4.7		Recall	Participate in activities that directly relate to fitness components.  Relate activities to components  Stretching, cardio, and strengthening  Practice fitness tests	Administer the President's Challenge Fitness Tests

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<b>B</b>	<i>The students will:</i>					
<b>Wellness</b>	1. identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).  2. recognize the role of nutrition and physical fitness to maintain good health.  3. participate in regular physical activity.  4. recognize that substance use and abuse is detrimental to a healthy lifestyle.	HPE 1 HPE 2 HPE 4 1.4, 1.6, 1.10, 2.1, 3.1, 4.1, 4.7		Recall	Participate regularly in physical activities for the purpose of improving skills and health.  Discuss the need for participating regularly in physical activities for the purpose of improving skills and health.  Discuss how substance use/abuse is detrimental to a healthy lifestyle.	Identify benefits of regular participation in physical activities for the purpose of improving skills and health.  Tell what types of foods are healthy.

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<b>C</b>	<i>The students will:</i>					
<b>Fitness Principles</b>	recognize and describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands).	HPE 1 HPE 2 HPE 4 1.4, 1.6, 1.10, 2.1, 3.1, 4.1, 4.7		Recall	Participate in pacing activities	Describe physiological indicators that accompany physical activity - muscle fatigue, tightness, sweat, and increased heart rate and breathing.
<b>D</b>						
<b>Body Systems</b>	shows on the body a few of the major bones (e.g., patella, ribs, phalanges, femur).	HPE 1 HPE 2 HPE 4 1.5, 2.5		Recall	Discuss and identify major bones of the body.	Discuss and chart

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Physical Activity and Lifetime Wellness						
GLE 2: Responsible Personal and Social Behavior in the Physical Activity Setting						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Personal/Social Responsibilities	1. recognize etiquette in activity situations considering self and others.  2. demonstrate respect for all students regardless of individual differences in skills and abilities.  3. use physical activity as a means of self expression and enjoy interaction with others.	HPE 2 HPE 4 1.4, 1.6, 2.1, 2.3, 2.4, 3.1, 4.3, 4.6, 4.7		Recall	Participate in games of low and high organizational levels according to rules.	Work cooperatively and productively with partners and/or small groups.  Demonstrate and recognize safety rules and etiquette.

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Physical Activity and Lifetime Wellness						
GLE 3: Injury Prevention, Treatment and Rehabilitation						
HPE 4: principles of movement and physical fitness						
HPE 7: responses to emergency situations						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Prevention</b>	1. recognize appropriate warm-up, cool down and flexibility activities and the importance of each to injury prevention.  2. recognize the importance of safety related to clothing, environmental conditions and use of protective gear.  3. identify actions that are risky or harmful because of their effect on self and others.  4. be aware of basic first aid procedures.	HPE 4 HPE 7 1.4, 1.6, 1.10,4.7		Recall	Participate in a variety of activities designed to protect students from injury.  Discuss potential risks in daily living and basic safety measures (seat belt, electrical hazards, traffic, poisons, weather, etc.).	Demonstrate a variety of flexibility, warm-up, and cool down conditioning activities.  List some potential daily living risks.
<b>B</b>						
<b>Treatment</b>	recognize body signals that indicate injury and seek assistance.	HPE 4 HPE 7 1.4, 1.6, 1.10, 4.7		Recall	Be able to call 911 or a responsible adult to ask for assistance.	Explain the proper procedure for getting assistance.

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Efficiency of Human Movement and Performance						
GLE 1: Fundamental Movement Skills and Games						
HPE 1: structures of, functions of, and relationships among human body systems						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
<b>Manipulative Skills</b>	<p>1. demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through):</p> <ul style="list-style-type: none"> <li>a. throwing/catching</li> <li>b. kicking</li> <li>c. dribbling with hands and feet</li> <li>d. striking</li> <li>e. volleying.</li> </ul>	<p>HPE 4 1.6, 4.6</p>		<p>Recall</p>	<p>Participate in a variety of sports activities i.e., (softball, soccer, basketball, volleyball, floor hockey, etc.)</p>	<p>Demonstrate progress as a result of practice.</p> <p>Demonstrate developmentally appropriate ability in a variety of manipulative and sports skills.</p> <p>Checklist/observation</p>

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GLE 1: Fundamental Movement Skills and Games						
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<b>D</b>	<i>The students will:</i>					
<b>Body Management</b>	1. demonstrate balance and control on a variety of body parts: a. upright b. inverted balances.  2. demonstrate developmental appropriate competence in stunts and tumbling: a. rolling/rotation b. weight transfer.  3. demonstrate developmentally appropriate competency in body management skills individually and with others.	HPE 4 1.10, 2.5, 4.7		Recall	Participate in a variety of activities with and without partners focusing on balance, rolling, rotation and weight transfer.	Checklist observation

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	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>E</b>	<i>The students will:</i>					
<b>Movement Concepts</b>	<p>1. demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space):</p> <p>a. space awareness- personal/general</p> <p>b. activities of movement - acceleration-/deceleration - force/speed</p> <p>c. body awareness.</p> <p>2. know the effective performance of movement skills requires an understanding of mechanical principles (e.g., stability, force, leverage, motion, and direction).</p>	<p>HPE 1 HPE 4 1.10, 2.5, 4.7</p>		Skill/Concept	Apply movement concepts to movement combinations and basic skills in a variety of sports and individual and in small groups.	Observation



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GLE 1: Fundamental Movement Skills and Games						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>F</b>	<i>The students will:</i>					
<b>Developmental Games</b>	1. apply fundamental and specialized skills in lead-up games.  2. identify appropriate cooperative, social, and teamwork skills while participating in game situations.  3. understand that games present opportunity to participate in enjoyable activities.  4. demonstrate knowledge of game rules and motor skills in game situations.  5. apply knowledge of movement skills in lead-ups games.	HPE 4 1.10, 4.4, 4.6, 4.7		Extended Thinking	Participate in a variety of sports and lead up activities allowing them to apply fundamental skills.	Observation

## Physical Education

Physical Education: 3rd Grade						
Efficiency of Human Movement and Performance						
GLE 2: Sport Skills and Lifetime Activities						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Skill Techniques</b>	1. demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown):  a. throw/catch b. kicking c. dribble with hands and feet d. volleying e. striking.  2. understand the development of skill techniques allows for a competent level of participation in cooperative and competitive games.	HPE 4 1.6, 1.10		Skill/Concept	Participate in a variety of lead up activities and sports.	Demonstrate progress as a result of practice.  Checklist/observation
<b>B</b>						
<b>Individual, Dual, and Team Sports</b>	1. demonstrate a variety of sport specific lead-up games.  2. recognize fundamental concepts and strategies used in sports and activities.	HPE 4 1.10, 4.4, 4.6, 4.7		Skill/Concept	Participate in a variety of lead up activities and sports.	Demonstrate age appropriate skills levels in a number of sport specific lead up games.  Checklist/ observation

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Efficiency of Human Movement and Performance						
GLE 3: Rhythms and Dance						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 4: principles of movement and physical fitness						
FA 1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts						
FA 2: the principles and elements of different art forms						
FA 4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Essential Elements of Rhythm	define and differentiate between tempo and beat.	FA 2 FA 4 HPE 2 HPE 4 1.6, 1.10		Recall	Participate in rhythmic activities that emphasize differences in tempo and beat.	Explain the difference between tempo and beat.

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	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>B</b>	<i>The students will:</i>					
<b>Creative/Interpretive</b>	demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements) using multiple sources of information.	FA 1 FA 2 HPE 4 1.10,2.5		Skill/Concept	Participate in creative dance activities demonstrating dramatization, imitation, interpretation, and improvisation.  Use different shapes and movements to express various qualities of effort.	Design and perform a group dance or step sequence to a variety of music.
<b>C</b>						
<b>Rhythmic Activities</b>	demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher-directed routine using streamers.	FA 1 FA 2 HPE 4 1.10, 2.5		Skill/Concept	Use different steps, partners, lummi sticks, streamers, and etc.	Perform rhythmic routines using fundamental movement skills and/or manipulatives.

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	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>D</b>	<i>The students will:</i>					
<b>Forms of Dance</b>	1. demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance.  2. demonstrate simple dance mixers (changing partner).	FA 1 FA 2 HPE 4 1.6		Skill/Concept	Participate in a variety of dances and rhythmic activities that contain simple step patterns.	Demonstrate developmentally appropriate competence in dance, rhythmic activities with/without a partner.  Demonstrate appropriate social skills necessary to participating in dance activities, including etiquette and courtesies appropriate to various dance forms.
<b>F</b>						
<b>Social/Cultural Aspects of Dance</b>	1. know dance is an art form as well as a social activity.  2. know that certain dances convey historical information about different cultures.  3. know that skills developed in fundamental rhythms lay the foundation for developing more precise dance skills used in folk, social, square and creative dances.  4. demonstrate appropriate social skills necessary to participate in dance activities (etiquette, courtesies).	FA 1 FA 2 HPE 4 1.10		Recall	Participate in social dances for the United States and other countries.  Demonstrate appropriate social skills necessary to participate in dance activities (etiquette, courtesies).  Participate in basic rhythm activities.	Demonstration