

Third Grade, Physical Education, Quarter 1

Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Locomotor

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p>MS.1 Hop (one foot), gallop, slide, skip MS 1.3 Combines at least two locomotor skills with smooth transition.</p> <p>MS.2 Jog, run MS.2.3 Travels showing differentiation of speeds (e.g.. Increase/decrease speed as moving).</p> <p>MS.3 Jump & Land for distance (horizontal) MS.3.3a Leaps using a mature pattern.* MS.3.3b Jumps and lands using a mature pattern* of one and two foot takeoffs and landings (e.g., 2-2, 1-2, 2-1; hopscotch, dance, gymnastics)</p> <p>MS.4 Jump & Land for height (vertical) MS.4.3 Jumps using a mature pattern.*</p>	<p>MS.1 I can move in control when I hop, gallop, slide and skip.</p> <p>MS.2 I can move slow and fast.</p> <p>MS.3 I can leap over a line. I can jump and land using a variety of takeoffs and landings.</p> <p>MS.4 I can jump high in the air.</p>

Standards	Student Friendly "I Can" Statements
<p>MKA.1 Space awareness (location) MKA.1.3a Recognizes the concept of open space. MKA.1.3b Applies the concept of open space while moving.</p> <p>MKA.2 Space awareness (pathways, levels, directions) MKA.2.3a Recognizes clockwise and counterclockwise directions. MKA.2.3b Combines levels, directions, and pathways into simple travel, dance, and gymnastic sequences.</p> <p>PSR.1 Personal Responsibility PSR.1.3 Works independently and stays on-task.</p> <p>PSR.2 Feedback PSR.2.3 Implements specific teacher feedback.</p> <p>PSR.3 Working with others PSR.3.3 Resolves conflict in socially acceptable ways.</p> <p>PSR.4 Procedures & Rules PSR.4.3 Encourages others to follow procedures and rules to provide a productive learning environment.</p> <p>PSR.5 Safety PSR.5.3 Recognizes potential safety issues for self and others.</p> <p>VPA.1 Appreciation VPA.1.3 Reflects on reasons for participation in specific physical activities outside of physical education class.</p>	<p>MKA.1 I can move safely through shared space.</p> <p>MKA.2 I can move forward, backwards, sideways, up, down, clockwise & counter-clockwise. I can move in a straight, zigzag and curvy pathway. I can move in a high, medium and low level.</p> <p>PSR.1 I can stay focused and practice.</p> <p>PSR.2 I can use feedback to improve.</p> <p>PSR.3 I can make good choices. I can work things out showing good sportsmanship.</p> <p>PSR.4 I can follow directions and rules.</p> <p>PSR.5 I can move safely by myself and with others in space.</p> <p>VPA.1 I understand the importance of being active.</p>

Standards	Student Friendly "I Can" Statements
VPA.2 Challenge VPA.2.3 Identifies personal strengths and weaknesses in physical activities.	VPA.2 I know what physical activities I am good at and what I need to improve.

Third Grade, Physical Education, Quarter 2

Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Non-locomotor or Educational Gymnastics, Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 3: Fitness and Physical Activity (FPA) – Subcomponent: Fitness Knowledge

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p>MS.6 Balance MS.6.3a Maintains stillness on various bases of support demonstrating muscular tension and extensions of free body parts. MS.6.3b Balances in an inverted position with stillness and supportive base.</p> <p>MS.7 Weight Transfer & Rolling (optional) MS.7.3a Transfers weight from feet to hands for momentary weight support. MS.7.3b Rolls forward and sideways using tight muscles and proper body alignment.</p> <p>MS.8 Combinations (optional) MS.8.3 Performs a 3-part sequence of balance-weight transfer/roll- balance</p> <p>MS.9 Underhand throw MS.9.3a Rolls a ball using a mature pattern.* MS.9.3b Throws</p>	<p>MS.6 I can balance using different body parts.</p> <p>MS.7 I can do a donkey kick. I can roll sideways, forward or backwards.</p> <p>MS.8 I can create a short gymnastics routine.</p> <p>MS.9 I can throw underhand stepping with the opposite foot.</p>

Standards	Student Friendly "I Can" Statements
<p>underhand to a partner or target with appropriate force.</p> <p>MS.10 Overhand throw MS.10.3 Throws overhand for distance or force demonstrating side to target, arm back, and stepping with opposition</p> <p>MS.11 Catching MS.11.3 Catches overhand (at or above chest) using a mature pattern* (from partner).</p> <p>MKA.3 Effort: speed and force MKA.3.3a Recognizes the need for varied speeds and forces within movement. MKA.3.3b Applies speeds or forces with throwing and kicking.</p> <p>MKA.4 Relationships (body shapes, with objects, with people) MKA.4.3a Differentiates relationships with people (mirror/matching, leading/following). MKA.4.3b Demonstrates relationships with people (mirror/matching, leading/following).</p> <p>FPA.1 Health-related fitness FPA.1.3 Describes the physiological indicators that accompany moderate to vigorous physical activity.</p> <p>PSR.1 Personal Responsibility PSR.1.3 Works independently and stays on-task.</p> <p>PSR.2 Feedback PSR.2.3 Implements specific teacher feedback.</p>	<p>MS.10 I can throw far and hard overhand.</p> <p>MS.11 I can catch using my hands.</p> <p>MKA.3 I know when to move fast or slow in a game. I know when to throw/kick hard or soft in practice or games.</p> <p>MKA.4 I can tell the difference in movement relationships. I can mirror, match, lead and follow classmates.</p> <p>FPA.1 I can feel my heart beat and breathing get faster when the activity gets harder.</p> <p>PSR.1 I can stay focused and practice.</p> <p>PSR.2 I can use feedback to improve.</p>

Standards	Student Friendly "I Can" Statements
<p>PSR.3 Working with others PSR.3.3 Resolves conflict in socially acceptable ways.</p> <p>PSR.4 Procedures & Rules PSR.4.3 Encourages others to follow procedures and rules to provide a productive learning environment.</p> <p>PSR.5 Safety PSR.5.3 Recognizes potential safety issues for self and others.</p> <p>VPA.1 Appreciation VPA.1.3 Reflects on reasons for participation in specific physical activities outside of physical education class.</p> <p>VPA.2 Challenge VPA.2.3 Identifies personal strengths and weaknesses in physical activities.</p>	<p>PSR.3 I can make good choices. I can work things out showing good sportsmanship.</p> <p>PSR.4 I can follow directions and rules.</p> <p>PSR.5 I can move safely by myself and with others in space.</p> <p>VPA.1 I understand the importance of being active.</p> <p>VPA.2 I know what physical activities I am good at and what I need to improve.</p>

Third Grade, Physical Education, Quarter 3

Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Dance/Rhythmic Activities, Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Movement Concepts

Component 3: Fitness and Physical Activity (FPA) – Subcomponent: Fitness Knowledge

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly "I Can" Statements
<p>MS.5 Dance MS.5.3 Performs a simple teacher- and/or student- designed rhythmic activity.</p> <p>MS.13 Dribbling with hands MS.13.3 Dribbles with preferred hand while jogging with control of the ball and body.</p> <p>MS.14 Dribbling with feet MS.14.3 Dribbles with feet while jogging, keeping control of the ball and body.</p> <p>MS.15 Kicking (force or distance) MS.15.3 Kicks a ball at intended levels with a running approach.</p> <p>MS.16 Passing & receiving with feet MS.16.3 Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception.</p> <p>MS.20 Jumping Rope MS.20.3a Performs intermediate jump rope skills for both</p>	<p>MS.5 Dance I can dance.</p> <p>MS.13 Dribbling with hands I can jog and dribble a ball with one hand.</p> <p>MS.14 Dribbling with feet I can jog and dribble a ball with my feet.</p> <p>MS.15 Kicking I can run and kick a ball.</p> <p>MS.16 Passing & receiving with feet I can use my feet to pass and stop a ball with a partner.</p> <p>MS.20 Jumping Rope I can jump a rope 3 or more ways. I can turn a long rope.</p>

Standards	Student Friendly "I Can" Statements
<p>short and long ropes. MS.20.3b Turns a long rope correctly</p> <p>MKA.5 Movement principles (base of support, muscle tension, ready position) MKA.5.3a Recognizes the need for ready position. MKA.5.3b Applies concept of ready position to increase stability and prepare for movement.</p> <p>FPA.1 Health-related fitness FPA.1.3 Describes the physiological indicators that accompany moderate to vigorous physical activity.</p> <p>FPA.2 Physical activity FPA.2.3 Recognizes the benefits of physical activity that contribute to a healthy lifestyle.</p> <p>PSR.1 Personal Responsibility PSR.1.3 Works independently and stays on-task.</p> <p>PSR.2 Feedback PSR.2.3 Implements specific teacher feedback.</p> <p>PSR.3 Working with others PSR.3.3 Resolves conflict in socially acceptable ways.</p> <p>PSR.4 Procedures & Rules PSR.4.3 Encourages others to follow procedures and rules to provide a productive learning environment.</p> <p>PSR.5 Safety PSR.5.3 Recognizes potential safety issues for self and others.</p>	<p>MKA.5 Movement principles I can get in a ready position.</p> <p>FPA.1 I can feel my heart beat and breathing get faster when the activity gets harder.</p> <p>FPA.2 Physical Activity I can explain why being active makes me healthy.</p> <p>PSR.1 I can stay focused and practice.</p> <p>PSR.2 I can use feedback to improve.</p> <p>PSR.3 I can make good choices. I can work things out showing good sportsmanship.</p> <p>PSR.4 I can follow directions and rules.</p> <p>PSR.5 I can move safely by myself and with others in space.</p>

Standards	Student Friendly "I Can" Statements
<p>VPA.1 Appreciation VPA.1.3 Reflects on reasons for participation in specific physical activities outside of physical education class.</p> <p>VPA.2 Challenge VPA.2.3 Identifies personal strengths and weaknesses in physical activities.</p>	<p>VPA.1 I understand the importance of being active.</p> <p>VPA.2 I know what physical activities I am good at and what I need to improve.</p>

Third Grade, Physical Education, Quarter 4

Big Ideas/Key Concepts:

Component 1: Motor Skills (MS) -- Subcomponent: Manipulative Skills

Component 2: Movement Knowledge & Application (MKA) – Subcomponent: Analysis & Strategies

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Responsibility, Cooperation, Procedures & Rules, Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

Standards	Student Friendly “I Can” Statements
<p>MS.12 Passing & Receiving with Implements or Hands MS.12.3 Passing and receiving with a partner while stationary with appropriate force.</p> <p>MS.17 Striking with Hand(s) MS.17.3 Strikes an object with underhand or sidearm pattern over a net/line, to the wall, or to a partner.</p> <p>MS.18 Striking, short implement MS.18.3 Strikes an object with a short-handled implement sending it forward using an underhand pattern with accuracy.</p> <p>MS.19 Striking, long implement MS.19.3 Strikes an object with a long- handled implement (e.g., bat, hockey stick, golf club) sending it forward and using proper grip.</p>	<p>MS.12 I can throw and catch a ball with a partner.</p> <p>MS.17 I can hit a ball to a target using my hand.</p> <p>MS.18 I can hit a ball using a paddle.</p> <p>MS.19 I can hit a ball using a bat, stick or club.</p>

Standards	Student Friendly "I Can" Statements
<p>MKA.6 Performance Cues MKA.6.3 Identifies errors of a skill.</p> <p>MKA.7 Simple Strategies Recognizes a variety of simple strategies in game- like activities.</p> <p>PSR.1 Personal Responsibility PSR.1.3 Works independently and stays on-task.</p> <p>PSR.2 Feedback PSR.2.3 Implements specific teacher feedback.</p> <p>PSR.3 Working with others PSR.3.3 Resolves conflict in socially acceptable ways.</p> <p>PSR.4 Procedures & Rules PSR.4.3 Encourages others to follow procedures and rules to provide a productive learning environment.</p> <p>PSR.5 Safety PSR.5.3 Recognizes potential safety issues for self and others.</p> <p>VPA.1 Appreciation VPA.1.3 Reflects on reasons for participation in specific physical activities outside of physical education class.</p> <p>VPA.2 Challenge VPA.2.3 Identifies personal strengths and weaknesses in physical activities.</p>	<p>MKA.6 I can errors in a skill.</p> <p>MKA.7 I can use strategies in games.</p> <p>PSR.1 I can stay focused and practice.</p> <p>PSR.2 I can use feedback to improve.</p> <p>PSR.3 I can make good choices. I can work things out showing good sportsmanship.</p> <p>PSR.4 I can follow directions and rules.</p> <p>PSR.5 I can move safely by myself and with others in space.</p> <p>VPA.1 I understand the importance of being active.</p> <p>VPA.2 I know what physical activities I am good at and what I need to improve.</p>