

**Van Buren Intermediate School District
Physical Education Curriculum
Third Grade
2008**

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

Michigan Physical Education Content Standards (2007)

A physically educated person:

- 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M)
- 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K)
- 3 Participates regularly in lifelong physical activity. (M)
- 4 Achieves and maintains a health-enhancing level of physical fitness. (A)
- 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B)
- 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B)

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand. Grade Level Content Expectations are expressed as follows: M.MC.03.01. This would be interpreted as:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 03** - Third Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

Strands			
<u>M</u> otor Skills and Movement Patterns (M)	Content <u>K</u> nowledge (K)	Fitness and Physical <u>A</u> ctivity (A)	Personal/Social <u>B</u> ehaviors and Values (B)
(Standard 1)	(Standard 2)	(Standards 3, 4)	(Standards 5, 6)
Domains			
<ul style="list-style-type: none"> - Movement Concepts (MC) <li style="padding-left: 20px;">Space Awareness <li style="padding-left: 20px;">Effort <li style="padding-left: 20px;">Relationships - Motor Skills (MS) <li style="padding-left: 20px;">Non-Locomotor <li style="padding-left: 20px;">Locomotor <li style="padding-left: 20px;">Manipulative <li style="padding-left: 40px;">- Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) 	<ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) <li style="padding-left: 20px;">Space Awareness <li style="padding-left: 20px;">Effort <li style="padding-left: 20px;">Relationships - Motor Skills (MS) <li style="padding-left: 20px;">Non-Locomotor <li style="padding-left: 20px;">Locomotor <li style="padding-left: 20px;">Manipulative <li style="padding-left: 40px;">- Aquatics (AQ) <li style="padding-left: 40px;">- Outdoor Pursuits (OP) <li style="padding-left: 40px;">- Target Games (TG) <li style="padding-left: 40px;">- Invasion Games (IG) <li style="padding-left: 40px;">- Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) 	<ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) 	<ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)

It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District
Unified Physical Education Program**

Mission Statement

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

Abbreviated Mission Statement

Developmentally appropriate physical education today:
Healthy, active lifestyles tomorrow.

Outcomes

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social

Grades 3-5 Content

Soccer	Softball	Cooperative Games
Line dancing	Folk Dance	Health Related Fitness
Basketball	Volleyball	Track & Field
Football	Floor Hockey	Basic Nutrition
Jump Rope	Rhythmic Activity	Health-Related Fitness
Tumbling		

The content has been developed into units that feature instructional sequences, task analyses for each physical skill, developmentally appropriate games, psychomotor, cognitive and personal-social instructional objectives, cognitive activities such word search and health related fitness concepts and assessment materials. This information is posted on a website for quick reference. For the purpose of this document, selected components that match the Michigan Department of Education Grade Level Content Expectations are offered to demonstrate the articulation between the curriculum and the state guidelines.

**Michigan Department of Education’s Physical Education
Grade Level Content Expectations (GLCE)
Grade 3**

Strand 1- Grade Level Content Expectation Motor Skills and Movement Patterns	Content	Objective
<p>Movement Concepts</p> <p>Space Awareness</p> <p>M.MC.03.01 Demonstrate all space awareness movement concepts for location in isolated settings.</p> <p>M.MC.03.02 Demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.</p> <p>M.MC.03.03 Demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.</p> <p>M.MC.03.04 Demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.</p>	<p>Cooperative Games Tag</p> <p>Tumbling Line Dance</p> <p>Tinikling Freeze Tag</p> <p>Soccer</p>	<p>Student will move through space for 30 seconds without collision with others while participating in a freeze tag game.</p> <p>Student will execute a forward roll (TA form) during four of five trials.</p> <p>Student will execute the “Basketball Shuffle” line dance for three minutes during consecutive class days.</p> <p>Student will perform pole striking skill (TA form) keeping sticks low while students are jumping in and out for 30 seconds on 2/3 trials.</p> <p>Student will demonstrate high, low and medium levels while participating in a freeze tag game.</p> <p>Students will perform soccer dribble (TA form) moving in straight, curved and zig zag pathways around the gym without collision 2/3 times.</p>

<p>MC.03.05 Demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.</p>	<p>Volleyball Track and Field</p>	<p>Student will execute an underhand serve (TA Form) from varying locations near and far from the net wall 4 of 5 times.</p> <p>Student will execute an overhand relay pass (TA Form) to a partner nearby in a designated area 4 of 5 times.</p>
<p>Effort M.MC.03.06 Demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.</p> <p>M.MC.03.07 Demonstrate all effort movement concepts for force (i.e., strong and light) in isolated settings.</p> <p>M.MC.03.08 Demonstrate all effort movement concepts for flow (i.e., bound and free) in isolated settings.</p>	<p>Floor Hockey</p> <p>Basketball</p> <p>Line Dance</p>	<p>Students will demonstrate puck handling (TA) while maintaining a position on a polydot and moving the puck at varying speeds for 10 seconds 2/3 trials.</p> <p>Student will demonstrate a dribble (TA Form) with the dominant hand for 15 seconds controlling the ball with varying efforts during 2 of 3 attempts.</p> <p>Student will demonstrate four movements in sequence and rhythm required in various line dances during two of three repetitions.</p>
<p>Relationship M.MC.03.09 Demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.</p>	<p>Tumbling</p> <p>Mirror-Statue</p>	<p>Student will execute a forward straddle roll (TA Form) 4 of 5 times.</p> <p>Student will execute various shapes while participating in a Mirror-Statue game successfully imitating 4 of 5 shapes that a partner demonstrates.</p>

<p>M.MC.03.10 Demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.</p> <p>M.MC.03.11 Demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.</p>	<p>Cooperative Games: Parachute</p> <p>Jump Rope</p>	<p>Student will execute movements required to move objects around a parachute, move under and around the parachute and from various shapes as directed by the teacher during 4 of 5 trials.</p> <p>Student will jump rope with a partner using one or two ropes as directed by teacher to perform 4 of 5 requested skills.</p>
<p>Motor Skills</p> <p>Non-Locomotor</p> <p>M.MS.03.01 Demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.</p>	<p>Tumbling</p> <p>Softball</p>	<p>Student will execute a log roll (TA form) down a panel mat maintaining body control during 4 of 5 attempts.</p> <p>Student will execute stunts such as the Stork Stand, Grapevine, Coffee Grinder, Seal Walk as directed by the instructor on consecutive class days.</p> <p>Student will execute an overhand throw (TA Form) demonstrating the capacity to twist body, bend and straighten arm, transfer weight and twist wrist 4 of 5 times</p>
<p>Locomotor</p> <p>M.MS.03.02 Demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge in isolated settings.</p>	<p>Track and Field Obstacle Course</p>	<p>Student will execute various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) while completing an obstacle course during 2 of 3 trials.</p>

<p>Locomotor (cont) M.MS.03.02 Demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge in isolated settings.</p>	<p>Seaweed Tag</p>	<p>Student will execute various locomotor movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) participating in a game of seaweed tag without collision with others during 2 of 3 trials.</p>
<p>Manipulative M.MS.03.03 Demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.</p> <p>M.MS.03.04 Demonstrate selected elements of the mature form of manipulative skills of catch, kick, foot dribble, and strike with hand in isolated settings.</p>	<p>Football</p> <p>Softball</p> <p>Soccer Volleyball Softball Football</p>	<p>Student will execute an overhand throw (TA Form) using a nerf football to a partner 15 feet away 4 of 5 trials.</p> <p>Student will execute an underhand throw (TA Form) using a gator ball to a partner 20 feet away during 4 of 5 trials.</p> <p>Student will execute an underhand roll (TA Form) to a partner 20 feet away during 4 of 5 trials.</p> <p>Student will dribble a soccer ball (TA Form) through a maze of cones set 5 feet apart to complete a 30 foot challenge two of three times.</p> <p>Student will execute overhead and below the waist catch (TA Form) while standing in a designated area 4 of five times.</p> <p>Student will execute an underhand serve (TA Form) while standing 15 feet from a net 4 of five times.</p> <p>Student will execute a stationary kick off a "T" (TA Form) 15 feet 4 of five times.</p>

<p>M.MS.03.05 Demonstrate selected elements of the mature form of manipulative skills of hand dribble and volley.</p>	<p>Basketball Volleyball</p>	<p>Student will execute a basketball dribble (TA Form) with the dominant hand for 15 seconds during 2 of 3 attempts.</p> <p>Student will execute a forearm pass (TA Form) in self space maintaining control during 2 of 3 attempts.</p>
<p>Pools are not available in all 12 of the districts in the county. Only one district includes aquatics as part of the physical education program at the elementary level. While not mandated, the MDE suggests that land drills be used to teach aquatics concepts.</p>		
<p>Aquatics M.AQ.03.01 Demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery in isolated settings.</p> <p>M.AQ.03.02 Demonstrate selected elements of safe water entry and exit in isolated settings.</p> <p>M.AQ.03.03 Demonstrate Locomotion using a combination of arms and alternating motion with face in water in isolated settings.</p> <p>M.AQ.03.04 Demonstrate locomotion, in supine position, using alternative</p>	<p>Front Float</p> <p>Back Float</p> <p>Recovery in Water</p> <p>Pool Ladder Ascent and Descent</p> <p>Modified American Crawl</p> <p>Modified Sculling</p>	<p>Student will execute a front float without assistance for five seconds during 4 of 5 trials.</p> <p>Student will execute back float without assistance for 10 seconds during 4 of 5 trials.</p> <p>Following a feet first jump into water without touching the pool bottom, student will tread water for 10 seconds during 4 of 5 trials.</p> <p>Student will enter and exit pool using ladder demonstrating safety cues without assistance 2 of 3 times</p> <p>Student will swim with face in water using modified flutter kick and overarm motion for 10 seconds 2 of 3 times.</p> <p>Student will lie on back in water and execute modified</p>

<p>propulsive arm action with hand moving downward and alternating kick in the water in isolated settings</p> <p>M.AQ.03.05 Demonstrate putting on a life jacket in isolated settings.</p> <p>M.AQ.03.06 Demonstrate moving in the water while wearing a life jacket.</p>	<p>Elementary Backstroke</p> <p>Jacket</p> <p>Jacket Jump</p>	<p>flutter kick and sculling motion for 10 feet 2 of 3 attempts.</p> <p>Student will execute a modified elementary backstroke 10 feet 2 of 3 attempts.</p> <p>Student will demonstrate the capacity to put on and take off a lifejacket 2 of 3 times.</p> <p>Student will jump, feet first into water with a life jacket on and move 10 feet 2 of 3 times.</p>
<p>Outdoor Pursuits</p> <p>M.OP.03.01 Demonstrate use of movement concepts in outdoor pursuits in isolated settings.</p> <p>M.OP.03.02 Demonstrate use of locomotor skills in outdoor pursuits in isolated settings.</p> <p>M.OP.03.03 Demonstrate use of non-locomotor skills in outdoor pursuits in isolated settings.</p>	<p>Cooperative Games Fitness Related Activities</p> <p>Cooperative Games</p> <p>Cooperative Games</p>	<p>Student will demonstrate capacity to participate in an outdoor obstacle course that requires various movement challenges, locomotor and non-locomotor skills during selected class days.</p> <p>Student will execute capacity to participate in outdoor games that require various movement challenges, locomotor and non-locomotor skills during selected class days.</p>
<p>Rhythmic Activities</p> <p>M.RA.03.01 Demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms in repetition.</p>	<p>Tinkling</p> <p>Jump Rope</p>	<p>Student will execute self selected physical activities while moving through tinkling sticks in rhythm with partner count and music during selected class periods.</p> <p>Student will execute self selected physical activities while jumping rope in rhythm</p>

		with partner count and music during selected class periods.
Strand 2- Grade Level Content Expectation Knowledge	Content	Objective
Feedback K.FB.03.01 Use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	Task Analysis Cues	Student will demonstrate comprehension of motor skills, fitness activities and movement concepts by verbally identifying cues used by the instructor when randomly questioned.
Movement Concepts Space Awareness K.MC.03.01 Distinguish among all space awareness movement concepts for location (e.g., self-space and general space). K.MC.03.02 Distinguish among all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise or counterclockwise). K.MC.03.03 Distinguish among all space awareness movement concepts for levels (i.e., low, medium, and high).	Cooperative Games Tag Tumbling Line Dance Tinikling Freeze Tag	Student will distinguish between self-space and general space while moving through space for 30 seconds without collision with others while participating in a freeze tag game. Student will distinguish among direction concepts to execute a forward roll (TA form) during four of five trials. Student will distinguish among direction concepts to execute the “Basketball Shuffle” line dance movements for three minutes during consecutive class days. Student will distinguish among levels to perform pole striking skill (TA form) keeping sticks low while students are jumping in and

<p>K.MC.03.04 Distinguish among all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).</p> <p>K.MC.03.05 Distinguish among all space awareness movement concepts for extensions (i.e., large/small and far/near).</p>	<p>Soccer</p> <p>Volleyball Track and Field</p>	<p>out for 30 seconds on 2/3 trials.</p> <p>Student will demonstrate high, low and medium levels while participating in a freeze tag game.</p> <p>Students will distinguish among pathways to perform soccer dribble (TA form) in response to teacher challenges specifying pathways around the gym without collision 2/3 times.</p> <p>Student will distinguish among space awareness movement concepts to execute an underhand serve (TA Form) from varying locations near and far from the net wall 4 of 5 times.</p> <p>Student will distinguish among space awareness movement concepts to execute an overhand relay pass (TA Form) to a partner nearby in a designated area 4 of 5 times.</p>
<p>Effort K.MC.03.06 Distinguish among all effort movement concepts for time (i.e., fast/slow and sudden/sustained).</p> <p>K.MC.03.07 Distinguish among all effort movement concepts for force (i.e., strong</p>	<p>Floor Hockey</p> <p>Basketball</p>	<p>Students will distinguish among effort movement concepts for time to demonstrate puck handling (TA) while maintaining a position on a polydot and moving the puck at varying speeds for 10 seconds 2/3 trials.</p> <p>Student will distinguish among effort movement concepts for force to</p>

<p>and light).</p> <p>K.MC.03.08 Distinguish among all effort movement concepts for flow (i.e., bound and free).</p>	<p>Line Dance</p>	<p>demonstrate a dribble (TA Form) with the dominant hand for 15 seconds controlling the ball with varying efforts during 2 of 3 attempts.</p> <p>Student will distinguish among movement concepts for flow to demonstrate four movements in sequence and rhythm required in various line dances during two of three repetitions.</p>
<p>Relationship K.MC.03.09 Distinguish among all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).</p> <p>K.MC.03.10 Distinguish among all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside).</p> <p>K.MC.03.11 Distinguish among all relationship</p>	<p>Tumbling</p> <p>Mirror-Statue</p> <p>Cooperative Games: Parachute</p> <p>Jump Rope</p>	<p>Student will distinguish among movement concepts for relationships to execute a forward straddle roll (TA Form) 4 of 5 times.</p> <p>Student will distinguish among movement concepts for relationships to execute various shapes while participating in a Mirror-Statue game successfully imitating 4 of 5 shapes that a partner demonstrates.</p> <p>Student will distinguish among all relationship movement concepts of objects and/or people to execute movements required to move objects around a parachute, move under and around the parachute and from various shapes as directed by the teacher during 4 of 5 trials.</p> <p>Student will distinguish among all relationship</p>

		among the critical elements of selected locomotor skills to execute various movements such as walk, run, leap, slide, gallop, hop, skip, flee, and dodge (TA Form) participating in a game of seaweed tag without collision with others during 2 of 3 trials.
<p>Manipulative K.MS.03.03 Distinguish between all of the critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.</p>	Football	Student will distinguish between all of the critical elements of selected manipulative skills to execute an overhand throw (TA Form) using a nerf football to a partner 15 feet away 4 of 5 trials.
	Softball	<p>Student will distinguish between all of the critical elements of selected manipulative skills to execute an underhand throw (TA Form) using a gator ball to a partner 20 feet away during 4 of 5 trials.</p> <p>Student will distinguish between all of the critical elements of selected manipulative skills to execute an underhand roll (TA Form) to a partner 20 feet away during 4 of 5 trials.</p>
	Soccer Softball Football Basketball Volleyball	Student will identify the critical elements of selected manipulative skills to dribble a soccer ball (TA Form) through a maze of cones set 5 feet apart to complete a 30 foot challenge two of three
<p>K.MS.03.04 Identify the critical elements of the manipulative skills of catch, kick, foot dribble, and strike with hand.</p>		

<p>K.MS.03.04 Identify the critical elements of the manipulative skills of catch, kick, foot dribble, and strike with hand. (Continued)</p>		<p>times.</p> <p>Student will identify the critical elements of selected manipulative skills to execute overhead and below the waist catch (TA Form) while standing in a designated area 4 of five times.</p> <p>Student will identify the critical elements of selected manipulative skills to execute an underhand serve (TA Form) while standing 15 feet from a net 4 of five times.</p> <p>Student will identify the critical elements of selected manipulative skills to execute a stationary kick off a “T” (TA Form) 15 feet 4 of five times.</p> <p>Student will identify the critical elements of selected manipulative skills to execute a basketball dribble (TA Form) with the dominant hand for 15 seconds during 2 of 3 attempts.</p> <p>Student will identify the critical elements of selected manipulative skills to execute a forearm pass (TA Form) in self space maintaining control during 2 of 3 attempts.</p>
<p>Aquatics</p> <p>K.AQ.03.01 Identify all of the critical elements of selected aquatic skills: front float, back float, and</p>	<p>Front Float</p> <p>Back Float</p>	<p>Student will distinguish among selected aquatic skills to execute a front float without assistance for five seconds during 4 of 5 trials.</p>

<p>recovery.</p> <p>K.AQ.03.02 Identify elements of safe water entry and exit (e.g., ladder, jumps, ramp, climbing).</p> <p>K.AQ.03.04 Identify the elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, <i>Reach or Throw, Don't Go</i>, follow the rules, swim with supervision).</p> <p>K.AQ.03.05 identify the elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).</p> <p>K.AQ.03.06 identify the elements of how to get help (e.g., steps to calling 911, when to leave or help a victim).</p>	<p>Recovery in Water Pool Ladder Ascent and Descent</p> <p>Class Discussion</p> <p>Jacket</p> <p>Class Discussion</p>	<p>Student will distinguish among selected aquatic skills to execute back float without assistance for 10 seconds during 4 of 5 trials.</p> <p>Student will distinguish among selected aquatic skills to execute a feet first jump into water without touching the pool bottom and treading water for 10 seconds during 4 of 5 trials.</p> <p>When randomly called on by the instructor, student will identify water safety rules during selected class periods.</p> <p>Student will distinguish among the parts of a standard life jacket and demonstrate the capacity to put on and remove the equipment without assistance 2 of 3 times.</p> <p>When randomly called on by the instructor, student will identify the steps necessary to summon assistance in an emergency during selected class periods.</p>
<p>Outdoor Pursuits</p> <p>K.OP.03.01 Describe selected elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.</p>	<p>PEAK</p>	<p>Student will describe selected elements of the seven principles of Leave No Trace when participating outdoor activities and randomly questioned by the instructor.</p>

<p>K.OP.03.03 Identify the function of clothing and equipment associated with selected outdoor pursuits.</p> <p>K.OP.03.04 Identify selected safety features of outdoor pursuits.</p>	<p>Class Discussion</p> <p>Class Discussion</p>	<p>Student will identify characteristics of clothing and equipment for selected outdoor pursuits when participating outdoor activities and randomly questioned by the instructor.</p> <p>Student will identify characteristics safety rules for selected outdoor pursuits when participating outdoor activities and randomly questioned by the instructor.</p>
<p>Rhythmic Activities</p> <p>K.RA.03.01 Create a simple repeating rhythmic sequence by combining a variety of movement skills.</p>	<p>Tinkling</p> <p>Jump Rope</p>	<p>Student will distinguish among even and uneven rhythms to execute self selected physical activities while moving through tinkling sticks in rhythm with partner count and music during selected class periods.</p> <p>Student will distinguish among even and uneven rhythms to execute self selected physical activities while jumping rope in rhythm with partner count and music during selected class periods.</p>
<p>Participation Inside/Outside of Physical Education</p> <p>K.PA.03.01 Identify opportunities for physical activity within the school and community.</p>	<p>Fitness Calendar</p>	<p>Student will complete a fitness calendar assignment that will include a list of opportunities for physical activity in school and community.</p>
<p>Health-Related Fitness</p> <p>K.HR.03.02 Describe the</p>	<p>PACER</p>	<p>Student will identify gender and age standards for third grade on a wall chart posted in</p>

<p>criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>K.HR.03.03 Describe the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p>K.HR.03.04 Describe the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p>K.HR.03.05 Describe the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p>	<p>Curl-up Push-up</p> <p>Sit and Reach</p> <p>Height Weight Body Mass Index</p>	<p>the gym.</p> <p>When randomly called on by the instructor, student will explain the information on the PACER Chart.</p> <p>When randomly called on by the instructor, student will explain the information on the Curl-up Chart.</p> <p>When randomly called on by the instructor, student will explain the information on the Push-up Chart.</p> <p>When randomly called on by the instructor, student will explain the information on the Push-up Chart.</p> <p>When randomly called on by the instructor, student will explain the information on the Body Mass Index Chart.</p>
<p>Physical Activity and Nutrition K.AN.03.01 Identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of</p>	<p>Class Discussion</p>	<p>Student will identify basic nutritional concepts (food groups, serving size) when randomly asked by instructor.</p> <p>Student will identify types of food and simple impact on body (i.e., milk, calcium,</p>

<p>depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p>K.AN.03.02 Describe the physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.</p> <p>K.AN.03.03 Understand how supporting body weight, while participating in activities, improves physical fitness.</p> <p>K.AN.03.04 Identify non-manipulative activities that promote healthy joint flexibility.</p>	<p>Class Discussion</p> <p>Class Discussion</p> <p>Class Discussion</p>	<p>bones) on a worksheet provided by the instructor.</p> <p>When randomly called on by the instructor, student will identify physiological impact of exercise on the body.</p> <p>When randomly called on by the instructor, student will identify the impact of weight bearing exercise on physical fitness.</p> <p>When randomly called on by the instructor, student will identify activities that promote flexibility.</p>
<p>Personal Social Behavior</p> <p>K.PS.03.01 Identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.</p> <p>K.PS.03.02 Identify key behaviors which exemplify each of the personal/social character traits of constructive competition,</p>	<p>Class and School Rules Class Discussion</p> <p>Class and School Rules Class Discussion</p>	<p>When randomly called upon by the instructor, student will give examples of responsibility, best effort, cooperation, and compassion that occur during physical activity.</p> <p>When randomly called upon by the instructor, student will give examples of constructive competition, initiative, and leadership that occur during</p>

initiative, and leadership in isolated settings.		physical activity.
<p>Regular Participation</p> <p>K.RP.03.01 Identify positive feelings associated with regular participation in physical activities in isolated settings.</p> <p>K.RP.03.02 Recognize the need to practice skills for which improvement is needed in isolated settings.</p>	<p>Class Discussion</p> <p>Class Discussion</p>	<p>When randomly called upon by the instructor, student will give examples of positive feeling that may occur during physical activity.</p> <p>When randomly called upon by the instructor, the student will explain the relationship between practice and the improvement of motor skills that occurs during physical activity.</p>
<p>Social Benefits</p> <p>K.SB.03.01 Identify benefits of social interaction as part of participation in physical activities.</p>	Class Discussion	When randomly called upon by the instructor, the student will explain the benefit of social interaction that may occurs during physical activity.
<p>Individual Differences</p> <p>K.ID.03.01 Choose to participate with students of varying skill and fitness levels in isolated settings.</p> <p>K.ID.03.02 Identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>Feelings</p> <p>K.FE.03.01 Identify emotions related to how individuals feel while</p>	<p>Fitness Calendar</p> <p>Class Discussion</p> <p>Class Discussion</p>	<p>Student will track physical activity participation and note who was present for a three week period.</p> <p>When randomly called on by the instructor, student will cite differences between media images and personal performance.</p> <p>When randomly called upon by the instructor, the student will identify emotions felt</p>

participating in physical activities.		during participation in physical activities.
Strand 3- Grade Level Content Expectation Fitness and Physical Activity	Content	Objective
<p>Participation During Physical Activity</p> <p>A.PE.03.01 participate regularly (i.e., a minimum of 33% of class time) in physical activities in physical education class, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.</p>	<p>Health-Related Fitness Stations</p> <p>Cooperative Games</p> <p>Volleyball</p> <p>Basketball</p> <p>Floor Hockey</p> <p>Track and Field</p> <p>Soccer</p> <p>Line Dance</p> <p>Football</p> <p>Jump Rope</p> <p>Tumbling</p> <p>Softball</p> <p>Rhythmic Activities</p>	<p>Student will track the number of steps taken using a pedometer during selected class periods.</p>
<p>Participation Outside of Physical Education</p> <p>A.PA.03.01 choose to participate regularly (i.e., a minimum of 60 minutes per day for 7 days a week) in physical activities outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.</p>	<p>Fitness Calendar</p>	<p>Student will track participation in physical activity outside class on a fitness calendar during selected weeks of the school year.</p>

<p>Health-Related Fitness A.HR.03.02 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>A.HR.03.03 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p>A.HR.03.04 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p>A.HR.03.05 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p>	<p>PACER</p> <p>Curl-up</p> <p>Push-up</p> <p>Sit and Reach</p> <p>Body Mass Index</p>	<p>Student will demonstrate capacity to attain the healthy target zone for cardiovascular endurance by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for curl-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for push-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for flexibility by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone specified for body mass index by the end of the school year.</p>
<p>Physical Activity and Nutrition A.AN.03.01 Identify that physical activity and nutrition</p>	<p>Class Discussion</p>	<p>When randomly called on by the instructor, student will cite the relationship between nutrition, physical activity and</p>

<p>have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p>A.AN.03.02 Support body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</p> <p>A.AN.03.03 Participate in non-locomotor activities that promote healthy joint flexibility.</p>	<p>Health-Related Fitness Activities Tumbling</p> <p>Health-Related Fitness Activities Tumbling</p>	<p>physiological function.</p> <p>Student will complete a circuit fitness warm-up routine that includes muscular strength and endurance activities during selected class sessions.</p> <p>Student will perform stunts that require upper body strength during selected class periods.</p> <p>Student will complete a circuit fitness warm-up routine that includes flexibility activities during selected class sessions.</p> <p>Student will perform stunts that require flexibility during selected class periods.</p>
<p>Strand 4- Grade Level Content Expectation Personal Social Behaviors and Values</p>	<p>Content</p>	<p>Objective</p>
<p>Feedback B.FB.03.01 Use feedback from teachers and peers to improve motor skills and movement patterns, fitness,</p>	<p>Teacher- Peer Interactions</p>	<p>Student will use cues offered by the teachers and peers to modify the quality of performance during physical</p>

<p>Individual Differences</p> <p>B.ID.03.01 Participate with students of varying skill and fitness levels in isolated settings.</p> <p>B.ID.03.02 Identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.</p>	<p>Fitness Calendar</p> <p>Class Discussion</p>	<p>Student will track physical activity participation and note who was present for a three week period.</p> <p>When randomly called on by the instructor, student will cite differences between media images and personal performance.</p>
<p>Feelings</p> <p>B.FE.03.01 identify emotions related to how individuals feel while participating in physical activity in isolated settings.</p>	<p>Class Discussion</p>	<p>When randomly called upon by the instructor, the student will identify emotions felt during participation in physical activities.</p>

Assessment Plan

Students enrolled in grades three through five will not be graded using the traditional methods that result in one letter grade. Their progress toward the attainment of the physical skills, fitness levels, knowledge and personal social behavior that will prepare them to pursue healthy, active lifestyles will be documented through progress reports. Time prevents extensive assessment in the elementary schools. Thus, selected indicators of performance will be reported to inform students and parents of the accomplishments that occur in the gymnasium. Progress reports will be prepared twice a year using two software packages: Tri-Fit for physical fitness and PE Manager for physical skills, knowledge and personal social behavior. Rubrics based on the process by which students perform skills will be used to indicate student performance.

The fitness assessment will take place in fall and late spring using the protocols from the FitnessGram Test Battery. Items on the assessment battery include: PACER Test (a progressively timed shuttle walk/run to measure cardio-vascular endurance); Curl-ups (abdominal strength); Push-ups (upper body strength); Back Saver Sit and Reach (trunk extent flexibility) and Body Mass Index (based on the height and weight of the child). The Tri-Fit software package allows teachers to prepare reports that indicate the parameters of the child's performance compared to national norms developed by the Cooper's Aerobic Institute. The

performance measures reported will indicate whether the child is in the healthy fitness zone, achieving beyond or below the healthy fitness zone. The tests are explained in the print-outs sent home to the parents and recommendations are made based on the fitness levels accomplished. This data is provided as information, only and will not be graded or compared to other students in any local classes. Group data will be used by teachers and administrators to adjust the curriculum to better serve the needs of the students.

Selected physical skills, knowledge and personal social behavior will be reported using rubrics that focus on the process of performance. Each skill included has been task analyzed and performance of the student will be compared to the items on the rubric. For example, an underhand throw will be assessed by the teacher who will observe and report whether the child transfers weight, uses a pendulum swing, releases an object between the knees and waist during delivery and follow through occurs toward the target. Cognitive performance will be reported by the indication that worksheets, calendars, etc. are submitted to specification. Personal social behavior will be reported by noting the child's adherence to class rules. The following will be assessed in either the first or second semester:

3rd Grade

Health-Related Fitness-

Cooperative Games-

Volleyball-

Basketball-

Floor Hockey-

Track and Field-

Soccer-

Rhythmic Activity/Line Dance-

Football-

Jump Rope-

Tumbling-

Softball-

Rhythmic Activities-

Tri-Fit Report

Participation

Underhand Serve

Dribbling

Stick Handling

Running Form

Dribbling

Keeping Time with a line dance

Overhand Throw

Forward Rope Jump- Stationary

Forward Roll

Below Waist Catch

See above