		Basketball 3rd Grade
Course/Subject: Basketball	Grade: 3	Suggested Timeline: 3 Classes

Grade Level Summary	The focus is to introduce students to a variety of basketball skills to improve health/skill-related fitness components. Students will be presented with basic hand-eye coordination skills.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Basketball
Unit Summary	Students will be provided with essential skills such as shooting, dribbling, passing, and pivoting. Through practice and repetition students will enhance their basketball skills so they can be directly incorporated into games and activities.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What are the critical cues for passing a basketball? 2. What are the critical cues for dribbling a basketball? 3. What are the critical cues for shooting a basketball? 	Key Understandings: <ol style="list-style-type: none"> 1. The students will understand the value of practice in regards to basketball skills. 2. The student will be able to demonstrate and explain critical cues for grade appropriate basketball skills. 3. The student will demonstrate safe practices while performing basketball skills.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health
10.5.3.A.	Recognize and use basic movement skills and concepts

Important Standards Addressed in the Unit:	
10.5.3.C.	Know the function of practice
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary

Misconceptions: <ul style="list-style-type: none"> • I'm too tiny and not strong enough to play basketball. 	Proper Conceptions: <ul style="list-style-type: none"> • Just like any sport and activity, basketball can be modified to meet the abilities of its participants.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use physical education appropriate terminology. Students will apply the critical cues when practicing skills in various warm-ups, games, and activities. Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. 	<ul style="list-style-type: none"> Dribbling Passing Shooting 	<ul style="list-style-type: none"> Students will be self-motivated to progress basketball skills through the implantation of critical cues.

Academic Vocabulary:

<ul style="list-style-type: none"> Dribbling Passing Shooting BEEF 	<ul style="list-style-type: none"> Foul/Violation Out-of-bounds Overhead pass Traveling 	<ul style="list-style-type: none"> Double dribble Chest pass Bounce pass
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
 - Skill test
-

Interdisciplinary Connections:


- Health
-

Additional Resources:

- Websites
-

Created By:

Tyler Smith & Kim Reichart

		Soccer 3rd Grade
Course/Subject: Soccer	Grade: 3	Suggested Timeline: 3 Classes

Grade Level Summary	The focus is to introduce students to a variety of soccer skills to improve health/skill-related fitness components. Students will be presented with basic foot-eye coordination skills.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Soccer
Unit Summary	Students will be provided with essential skills such as kicking, dribbling, passing, and receiving. Through practice and repetition students will enhance their soccer skills so they can be directly incorporated into games and activities.

Unit Essential Questions: 1. What are the critical cues for kicking a soccer ball? 2. What are the critical cues for dribbling a soccer ball?	Key Understandings: 1. The students will understand the value of practice in regards to soccer skills. 2. The student will be able to demonstrate and explain critical cues for grade appropriate soccer skills. 3. The student will demonstrate safe practices while performing soccer skills.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health
10.5.3.A.	Recognize and use basic movement skills and concepts

Important Standards Addressed in the Unit:	
10.5.3.C.	Know the function of practice
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary

Misconceptions:	Proper Conceptions:
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<ul style="list-style-type: none"> • Kicking with the toe provides the most power when striking the ball. 	<ul style="list-style-type: none"> • In order to kick with power and accuracy, the ball should be struck with the laces or inside of the foot.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will use physical education appropriate terminology • Students will apply the critical cues when practicing skills in various warm-ups, games, and activities • Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. 	<ul style="list-style-type: none"> • Dribbling • Passing • Kicking 	<ul style="list-style-type: none"> • Students will be self-motivated to progress soccer skills through the implantation of critical cues.

Academic Vocabulary:

<ul style="list-style-type: none"> • Control dribble • Speed dribble • Passing • Receiving • Throw-In • Goal-kick • Forwards 	<ul style="list-style-type: none"> • First-touch • Kicking • Hand-ball • Trapping • Penalty kick • Corner-kick • Midfielders 	<ul style="list-style-type: none"> • Foul • Out-of-bounds • Offense • Defense • Punting • Goalkeeper • Cornerbacks
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best • Skill test

Interdisciplinary Connections:


- Health

Additional Resources:

- Websites

Created By:

Tyler Smith & Kim Reichart

		Gymnastics 3rd Grade
Course/Subject: Gymnastics	Grade: 3	Suggested Timeline: 4 Classes

Grade Level Summary	The focus is to introduce students to a variety of gymnastic equipment to improve health/skill related fitness components. Students will be presented with basic movement skills such as core strength, balance, coordination, and flexibility.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Gymnastics
Unit Summary	The Gymnastics unit will provide students with the opportunity to promote physical fitness and health. Two classes will be spent primarily on gymnastics equipment and then the additional two classes will be spent on basic movement skills, tumbling, and gymnastic routines.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What are the safety rules for gymnastics equipment and how does it positively contribute to the overall experience? 2. What are the critical cues for various non-locomotor activities? 	Key Understandings: <ol style="list-style-type: none"> 1. Student will demonstrate expected behaviors when utilizing the gymnastics equipment. 2. Students will individually and collectively implement a variety of non-locomotor activities.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.3.D.	Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

Important Standards Addressed in the Unit:	
10.4.3.E.	Identify reasons why regular participation in physical activities improves motor skills.
10.4.3.F	Recognize positive and negative interactions of small group activities.

Misconceptions: <ul style="list-style-type: none"> • Gymnastics is primarily a female sport. 	Proper Conceptions: <ul style="list-style-type: none"> • Gymnastics is a representation of strength, flexibility, balance, etc. for all genders.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn the rules and regulations for gymnastics equipment Students will demonstrate an understanding of the value of stretching before an activity Students will demonstrate safety procedures for conducting gymnastic activities. 	<ul style="list-style-type: none"> Stretches Animal movements Basic Rolls Basic stunts Partner Activities Gymnastic apparatuses 	<ul style="list-style-type: none"> Students will be given the opportunity to be creative both individually and collectively

Academic Vocabulary:

<ul style="list-style-type: none"> Personal space Muscular strength Flexibility Balance 	<ul style="list-style-type: none"> Core strength Static balance Symmetrical Non-Symmetrical 	<ul style="list-style-type: none"> Inverted Upright Counter-Balance Counter-Tension
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
-

Interdisciplinary Connections:

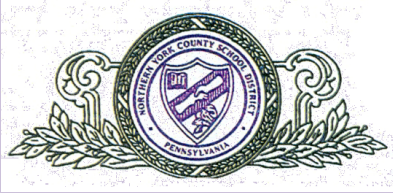
- Science: Various type of animal movements
- Health: Balance, muscular system

Additional Resources:

- Single balance worksheet, Posters, Audio system
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Created By:

Tyler Smith & Kim Reichart



Cooperative Games

3rd Grade

Course/Subject:
Cooperative Games

Grade:
3

Suggested Timeline:
1 Class

Grade Level Summary	The focus is to have each student perform activities and games in a setting built for cooperation and team-building.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Cooperative Games
Unit Summary	Through cooperative games students will learn a variety of character building traits and expectations such as sharing, empathizing with others, expressing an understanding of a fellow classmate's emotions, and working together as a group to achieve a common goal.

Unit Essential Questions:

1. How does cooperative play impact real-life scenarios?
2. What character traits exist in someone that can work cooperatively with others?

Key Understandings:

1. Safety rules and behaviors in the gymnasium will be identified and explained
2. Students will be able to use previous life experiences to impact their decision making in a cooperative game setting
3. Positive social interactions will develop throughout the cooperative game play with all group members

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.3.D.	Analyze the role of individual responsibility for safety during physical activity.
10.4.3.F.	Identify and describe positive and negative interactions of group members in physical activities.

Important Standards Addressed in the Unit:

10.4.3.D.	Describe factors that affect childhood physical activity preferences.
10.5.3.F.	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> My idea for this activity works better than what you had in mind. 	<ul style="list-style-type: none"> We all have various talents to contribute to challenges and by working together we can piece together a solution to reach a common goal.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will follow the rules and parameters of the learning environment. Students will listen respectfully to corrective feedback from others. 	<ul style="list-style-type: none"> Students will demonstrate competency in various character traits such as sharing, mindfulness, acceptance, and respect for equipment and peers. 	<ul style="list-style-type: none"> Students will think critically to develop creative solutions to complete cooperative activities Students will communicate and provide feedback on the pros and cons of strategies attempted to complete the challenge

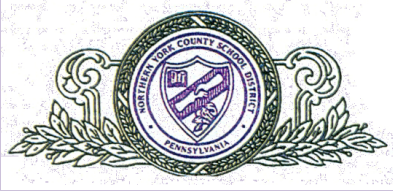
Academic Vocabulary:		
<ul style="list-style-type: none"> Sharing Cooperation Empathize Goal 	<ul style="list-style-type: none"> Strategy Solution Respect Character 	<ul style="list-style-type: none"> Positive interactions Negative Interactions

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Ticket out the door

Interdisciplinary Connections:
<ul style="list-style-type: none"> Geography – Island names Guidance – Social responsibilities

Additional Resources:
<ul style="list-style-type: none"> PE Central Online

Created By:
Tyler Smith & Kim Reichart



Gym Scooters

3rd Grade

Course/Subject:

Gym Scooters

Grade:

3

Suggested Timeline:

2 Classes

Grade Level Summary

The focus is to have each student participate in a variety of games and activities using gym scooters to enhance their current fitness level. An emphasis will be placed on safety to assure students become self-aware of their personal actions and how it may affect their health and the health of others.

Grade Level Units

Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title

Gym Scooters

Unit Summary

The Gym Scooters unit will provide students with the opportunity to enhance their current level of fitness. Activities will include team sports adapted to scooters, individual spatial exploration, movements that isolate body parts, and the opportunity to demonstrate responsible personal and social behavior.

Unit Essential Questions:

1. How does being self-aware contribute to the safety of yourself and others during physical activity?
2. How can gym scooters be used to adapt games and activities?

Key Understandings:

1. The student will demonstrate responsible personal and social behavior, follow directions for each activity, and use appropriate practices to ensure a safe environment.
2. The student will be able to identify positive and negative interactions during small group activities.
3. The student will be able to demonstrate movements using isolated body parts.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.3.D.	Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
10.4.3.F.	Recognize positive and negative interactions of small group activities.

Important Standards Addressed in the Unit:

10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.
10.5.3.A.	Recognize and use basic movement skills and concepts.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> There are a limited number of uses for gym scooters. 	<ul style="list-style-type: none"> A wide range of activities can be adapted using the gym scooters including basketball, hockey and soccer.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Perform movements while isolating certain body parts such as arms only and legs only. 	<ul style="list-style-type: none"> Students will collaborate with fellow classmates to progress toward the accomplishment of a common goal. Students will be competent of how their decisions can affect themselves and others.

Academic Vocabulary:		
<ul style="list-style-type: none"> Isolated movements Cross leg sitting Push Pull 	<ul style="list-style-type: none"> Speed Teamwork Self-esteem Goal 	<ul style="list-style-type: none"> Personal space Open space Balance Traveling

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:
<ul style="list-style-type: none"> Guidance: Self-esteem, Health: Safety, parts of the body

Additional Resources:
<ul style="list-style-type: none"> Audio system

Created By:
Tyler Smith & Kim Reichart



Locomotor Movement

3rd Grade

Course/Subject:

Locomotor Movement

Grade:

3

Suggested Timeline:

2 Classes

Grade Level Summary	The focus is to have each student demonstrate competency in a variety of locomotor skills.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Locomotor Skills
Unit Summary	Students will explore traveling while using different locomotor skills. Through practice and repetition students will enhance their locomotor skills so they can be directly incorporated into games and activities. Students will use a mature pattern in the grade appropriate locomotor skills.

Unit Essential Questions:

1. What are the critical cues for the following locomotor skills?
2. How can locomotor skills be incorporated into everyday life and activities?

Key Understandings:

1. The student will understand the value of practice in regards to physical skills.
2. The student will be able to demonstrate and explain the critical cues for grade appropriate locomotor skills.
3. The student will demonstrate safe practices while performing locomotor skills.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.3.D.	Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

Important Standards Addressed in the Unit:

10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.
10.5.3.A.	Recognize and use basic movement skills and concepts.
10.5.3.C.	Know the function of practice.

Misconceptions:
Proper Conceptions:

<ul style="list-style-type: none"> Only younger students perform locomotor skills such as galloping, skipping, etc. 	<ul style="list-style-type: none"> Locomotor skills are used in a variety of sports and activities that all age levels can participate in
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use physical education appropriate terminology. Students will apply the critical cues when practicing skills in various warm-ups, activities, and games. 	<ul style="list-style-type: none"> Review hop, gallop, run, skip, slide, and standing broad jump using a mature pattern Introduce leaping and running long jump 	<ul style="list-style-type: none"> Students will be self-motivated (conscientious) to progress their locomotor skills through the implementation of critical cues

Academic Vocabulary:

<ul style="list-style-type: none"> Hop Gallop Run Skip Standing broad jump Slide 	<ul style="list-style-type: none"> Personal space General space Heel Ball of foot Leaping 	<ul style="list-style-type: none"> Lead leg Trail leg Rhythm Pumping the arms Running long jump
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Unit will include a skill test and/or cognitive assessment

Interdisciplinary Connections:


- Health: Parts of the body

Additional Resources:

- Critical cue posters, Locomotor skill rubrics, Grade Level Outcomes for K-12 Physical Education by SHAPE America.

Created By:

Tyler Smith & Kim Reichart

		Lacrosse 3rd Grade
Course/Subject: Lacrosse	Grade: 3	Suggested Timeline: 2 Classes

Grade Level Summary	The focus is to develop and perform movement sequences that are sport specific but incorporate strategies that impact multiple games and activities.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Lacrosse
Unit Summary	Students will learn a variety of lacrosse skills and concepts to improve their understanding of the sport. An emphasis will be placed on cradling as this is one of the foundational skills. Also, students will be identifying and performing strategies that improve the probability of success for a team.

Unit Essential Questions: 1. What is the importance of cradling in relation to the game of lacrosse? 2. What concepts and schemes can be implemented into lacrosse gameplay?	Key Understandings: 1. Students will be able to explain and directly apply movement sequences and skills. 2. Lacrosse game strategies will be developed and their relationship to other sports and activities will be identified.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.5.3.A.	Recognize and use basic movement skills and concepts.
10.5.3.F.	Recognize and describe game strategies using appropriate vocabulary.

Important Standards Addressed in the Unit:	
10.3.3.D.	Identify likes and dislikes related to participation in physical activities.
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.

Misconceptions: <ul style="list-style-type: none"> Lacrosse conflicts with baseball and other spring sports, and therefore you have to choose one or the other. 	Proper Conceptions: <ul style="list-style-type: none"> There are opportunities year-round to play lacrosse both indoors and outdoors.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will implement strategies and concepts such as give and go, one on one, and open space into gameplay. Students will be competent in the roles of both offense and defense and the skills each possess. 	<ul style="list-style-type: none"> Students will demonstrate movement skills such as cradling, catching, scooping, and passing. 	<ul style="list-style-type: none"> Creative plays and strategies will be developed through problem solving, trial and error, and risk taking. Through collaboration students will identify the role they have on their team and the impact they each have on accomplishing a task.

Academic Vocabulary:

<ul style="list-style-type: none"> Cradling Scooping Catching Passing 	<ul style="list-style-type: none"> Strategy Faking/dodging Defense Offense 	<ul style="list-style-type: none"> Give and go One on one Peer communication Open space
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
-

Interdisciplinary Connections:


- Health: Hand-eye coordination, Parts of the body and how they sequence to perform movement
-

Additional Resources:

- High school lacrosse team
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Created By:

Tyler Smith & Kim Reichart

			Floor Hockey 3rd Grade
Course/Subject: Floor Hockey	Grade: 3		Suggested Timeline: 2 classes

Grade Level Summary	The focus is to introduce each student to the basic skills of floor hockey.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Floor Hockey
Unit Summary	Students will learn vocabulary and basic skills that are necessary for playing hockey. Participation in floor hockey allows a student to improve their fitness level.

Unit Essential Questions: 1. How does participation in floor hockey improve one's physical fitness?	Key Understandings: 1. The student will be responsible for their personal and social behavior and follow directions to ensure a safe classroom environment. 2. The student will cooperate with others during activities. 3. The student will understand the importance of practicing skills.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.
10.5.3.F.	Recognize and describe game strategies using appropriate vocabulary.

Important Standards Addressed in the Unit:	
10.3.3.D.	Identify and use safe practices in physical activity settings..
10.5.3.A.	Recognize and use basic movement skills and concepts.

Misconceptions: <ul style="list-style-type: none"> Hockey is only for boys. 	Proper Conceptions: <ul style="list-style-type: none"> Hockey is a sport that can be enjoyed by males and females.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate proper safety procedures when participating in hockey related activities. Students will demonstrate critical cues when practicing skills. The students will demonstrate sportsmanship when participating in games. 	<ul style="list-style-type: none"> Students will demonstrate movement skills such as stick handling, dribbling, passing, and receiving. 	<ul style="list-style-type: none"> Students will be given the opportunity to be competent by increasing their knowledge of a team sport.

Academic Vocabulary:

<ul style="list-style-type: none"> Grip Shaft Ragging Dominant Hand 	<ul style="list-style-type: none"> Stance Control Dribble Passing 	<ul style="list-style-type: none"> Blade Loose Dribble Receiving
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:

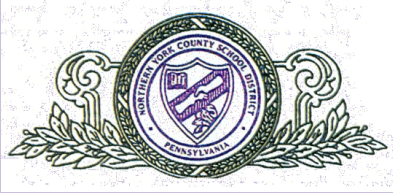
- Health

Additional Resources:

- Websites

Created By:

Tyler Smith & Kim Reichart



Physical Fitness

3rd Grade

Course/Subject:
Physical Fitness

Grade:
3

Suggested Timeline:
4 Classes

Grade Level Summary

The focus is to have each student correctly perform each Physical Fitness test to the best of their ability while attempting to achieve the Healthy Fitness Zone.

Grade Level Units

Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title

Physical Fitness

Unit Summary

The Physical Fitness unit will provide students with the opportunity to self-assess various levels of their health and well-being through FitnessGram testing. Students will be attempting to reach the Healthy Fitness Zone while understanding the importance of maintaining a health-enhancing level of physical activity and fitness.

Unit Essential Questions:

1. What are the benefits of completing the FitnessGram physical fitness tests?
2. How do we self-assess our personal level of fitness?

Key Understandings:

1. The student will respond verbally/non-verbally (e.g. “thumbs up”) when responding to the effect of the physical activity on their body.
2. The student will understand the value of repetition and practice in regards to physical activity and skills.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

10.4.3.A.

Identify and engage in physical activities that promote physical fitness and health.

10.4.3.B.

Know the positive and negative effects of regular participation in moderate to vigorous physical activities

10.4.3.C.

Know and recognize changes in body responses during moderate to vigorous physical activity.

Important Standards Addressed in the Unit:

10.1.3.B.

Identify and know the location and function of the major body organs and systems.

10.5.3.C.

Know the function of practice.

10.5.3.D.

Identify and use principles of exercise to improve movement and fitness activities.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Athletes are good at all fitness tests 	<ul style="list-style-type: none"> Physical fitness is about a person's total well-being and not just one aspect

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology and the benefits of fitness testing. 	<ul style="list-style-type: none"> Students will have the opportunity to develop and improve upon their physical fitness skills. 	<ul style="list-style-type: none"> Students will have the opportunity to provide feedback to fellow students throughout fitness testing. Students will be conscientious of the effects of life choices on their overall well-being and health.

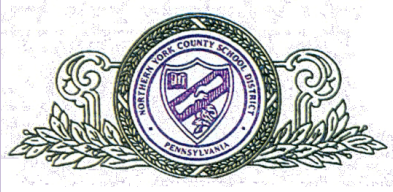
Academic Vocabulary:		
<ul style="list-style-type: none"> Cardiovascular endurance Muscular endurance Muscular strength Flexibility 	<ul style="list-style-type: none"> Heart rate Health fitness zone Goals 	

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Student assessment on the following FitnessGram tests; Fitness run, PACER, push-ups, curl-ups, pull-ups, flex arm hang, shoulder stretch, and sit & reach test

Interdisciplinary Connections:
<ul style="list-style-type: none"> Science: Cardiovascular system, muscular system

Additional Resources:
<ul style="list-style-type: none"> Northern School District Fitness Card; FitnessGram Healthy Fitness Zone Poster

Created By:
Tyler Smith & Kim Reichart

			Cage Ball 3rd Grade
Course/Subject: Cage Ball	Grade: 3		Suggested Timeline: 2 classes

Grade Level Summary	The focus is to have each student participate in a variety of drills and games using cage balls to enhance their current fitness level. An emphasis will be placed on safety to assure students become self-aware of their personal actions and how it may affect their health and the health of others.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Cage Ball
Unit Summary	The Cage Ball unit will provide students with the opportunity to enhance their current level of fitness through the use of drills and games. Students will have the opportunity to improve and develop in the area of ball skills, to develop teamwork, and to demonstrate personal and social behavior.

Unit Essential Questions: 1. What skills are involved in cage ball activities?	Key Understandings: 1. The students will be responsible for their personal and social behavior and follow directions to ensure a safe classroom environment. 2. The student will be able to identify positive and negative interactions during small group activities. 3. The students will participate in group activities designed to enhance teamwork, offensive and defensive strategy, and cardiovascular endurance.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.3.3 D	Identify and use safe practices in physical education settings.
10.5.3 A	Recognize and use basic skills and concepts.

Important Standards Addressed in the Unit:	
10.4.3 F	Recognize positive and negative interactions of small group activities.
10.5.3 F	Recognize and describe game strategies using appropriate vocabulary.


Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> The students are just playing. 	<ul style="list-style-type: none"> Cage Balls can help with coordination, strength, agility, and teamwork.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. Students will participate in group activities and games allowing them to focus on coordination, strength, and agility. 	<ul style="list-style-type: none"> Throwing, Rolling, Kicking, and Passing. Games 	<ul style="list-style-type: none"> Students will be given the opportunity to collaborate with classmates during the activities.

Academic Vocabulary:		
<ul style="list-style-type: none"> Accuracy Strength Endurance 	<ul style="list-style-type: none"> Communication Cooperation 	<ul style="list-style-type: none"> Personal Space Teamwork

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health
Additional Resources:
<ul style="list-style-type: none"> Websites
Created By:
Tyler Smith & Kim Reichart

		Hula Hoops 3rd Grade	
Course/Subject: Hula Hoops	Grade: 3		Suggested Timeline: 2 classes

Grade Level Summary	The focus is to have each student participate in a variety of hula hoop activities and games. An emphasis will be placed on safety to assure students become self-aware of their personal actions.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Hula Hoops
Unit Summary	The students will explore hula hoop activities/games by practicing the different ways to manipulate the hoop using the body. The students will work on agility, balance, coordination, and creativity. Students will follow safety rules presented by the teacher and be expected to maintain self-control during the activities.

Unit Essential Questions: 1. What are the different ways we can use a hula hoop? 2. What are the benefits of using a Hula Hoop?	Key Understandings: 1. Participation with hula hoops provides the opportunity to improve health-related and skill-related physical fitness. 2. Participation with hula hoops will enhance student activity and creativity.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.3. D	Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
10.5.3. A	Recognize and use basic motor skills: locomotor movements, non-locomotor movements, manipulative movements, relationships, combination movements, space awareness, effort.

Important Standards Addressed in the Unit:	
10.4.3. D	Identify likes and dislikes related to participation in physical activities.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Hula Hooping is not an activity for this generation. 	<ul style="list-style-type: none"> Hula Hooping is a great, full body workout that also helps with one's flexibility. It is good for your heart and helps to improve motor skills while having fun.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Activities and Games using the hula hoops 	<ul style="list-style-type: none"> Students will be given the opportunity to be aware of personal challenge, self-expression, social interaction and enjoyment.


Academic Vocabulary:		
<ul style="list-style-type: none"> General Space Vertical 	<ul style="list-style-type: none"> Personal Space Waist 	<ul style="list-style-type: none"> Horizontal

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health, Music

Additional Resources:
<ul style="list-style-type: none"> Websites

Created By:
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			Jump Rope Grade 3
Course/Subject: Jump Rope	Grade: 3		Suggested Timeline: 2 classes

Grade Level Summary	The focus is to introduce students to a variety of jump rope skills to improve health/skill related fitness components. Students will be presented with basic jumping skills that will enhance their fitness level.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Jump Rope
Unit Summary	The jump rope unit will provide students with multiple opportunities to practice their jumping skills which will enhance their fitness level. Activities will include short/long ropes, trick jumps, jump stick, and games using a rope.

Unit Essential Questions: 1. How does jumping affect my fitness level?	Key Understandings: 1. The student will understand the value of practice in regards to physical skills. 2. The student will be able to demonstrate and explain the critical cues for grade appropriate jump rope skills. 3. The student will demonstrate safe practices while performing.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.3.D.	Identify and use safe practices in physical activity settings
10.5.3.C	Know the function of practice.

Important Standards Addressed in the Unit:	
10.4.3.B.	Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

Misconceptions: <ul style="list-style-type: none"> Jump Rope is an activity that is just for girls. 	Proper Conceptions: <ul style="list-style-type: none"> Jump Rope is an activity for all genders.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use the critical cues when practicing jump rope skills. The students will demonstrate responsible personal social behaviors, following directions and use appropriate practices to insure a safe environment. Students will have an opportunity to work on cardiovascular endurance, balance and coordination. 	<ul style="list-style-type: none"> Double Leg Jump Stagger Single Leg Alternating Long Jump Rope Trick Jumps 	<ul style="list-style-type: none"> Students will be self-motivated(conscientious) when practicing their skills.

Academic Vocabulary:

<ul style="list-style-type: none"> Double Jump Single Leg Rhythm General Space Double Side Swing 	<ul style="list-style-type: none"> Stagger Alternating Ball of Foot Head to toe checklist 	<ul style="list-style-type: none"> Endurance Personal Space Trick Jumps Single Side Swing
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Evidence: Assessments and Performance Task(s)

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- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
 - Skill test
-

Interdisciplinary Connections:


- Health
-

Additional Resources:

- Posters
-

Created By:

Tyler Smith & Kim Reichart

		Manipulatives 3rd Grade
Course/Subject: Manipulatives	Grade: 3	Suggested Timeline: 1-3 Classes

Grade Level Summary	The focus is to introduce students to a variety of manipulative skills to improve health/skill-related fitness components. Students will be presented with basic coordination skills.
Grade Level Units	Basketball, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Lacrosse, Floor Hockey, Physical Fitness, Cage Ball, Hula Hoops, Jump Ropes, Manipulatives

Unit Title	Manipulatives
Unit Summary	Students will experience a variety of activities including badminton, volleyball, and frisbees to improve basic coordination skills. Through practice and repetition, students will enhance their skills so they can be directly incorporated into games and activities.

Unit Essential Questions: 1. How do manipulative skills improve hand-eye coordination? 2. How do I position my body to be proficient in manipulative skills?	Key Understandings: 1. The student will understand the value of practice in regards to manipulatives skills. 2. The student will demonstrate safe practices while performing games and activities. 3. The student will demonstrate responsible personal and social behaviors.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.4.3.A.	Identify and engaged in physical activities that promote physical fitness and health.
10.5.3.E.	Know and describe scientific principles that affect movement skills and concepts using appropriate vocabulary.

Important Standards Addressed in the Unit:	
10.4.3.D.	Identify likes and dislikes related to participation in physical activities

Misconceptions: <ul style="list-style-type: none"> Students learn manipulative techniques outside of the school setting and are already familiar with them before coming to Physical Education class. 	Proper Conceptions: <ul style="list-style-type: none"> There are several students that have their first exposure to appropriate vocabulary for manipulative skills in primary school Physical Education class.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Setting Bumping Serving Grip 	<ul style="list-style-type: none"> Students will be self-motivated to progress manipulative skills through the usage of critical cues.

Academic Vocabulary:

<ul style="list-style-type: none"> Toss Catching Net Bumping Serving Backhand 	<ul style="list-style-type: none"> Racket Personal space General space Follow-through Grip Strategy 	<ul style="list-style-type: none"> Catching Hand-eye coordination Setting Shuttlecock Forehand
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
-

Interdisciplinary Connections:

- Science
- Health

Additional Resources:

- Websites

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