

GRADE LEVEL: THIRD

SUBJECT: PHYSICAL EDUCATION

DATE: 2017-2018

GRADING PERIOD: QUARTER 1

MASTER COPY 2-27-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>MOTOR SKILLS AND MOVEMENT</b>					
<b>Locomotor Skills</b>	<b>3.1.1.A:</b> Performs mature patterns in locomotor skills in isolation (leap).	<ul style="list-style-type: none"> <li>Performs mature patterns in locomotor skills in isolation (leap).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Leap</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Hopping</li> <li>Galloping</li> <li>Running</li> <li>Sliding</li> <li>Skipping</li> <li>Leaping</li> <li>Walking</li> <li>Running</li> </ul>	<b>3.1.1.B:</b> Applies mature pattern in locomotor skills in a variety of activities.	<ul style="list-style-type: none"> <li>Applies mature pattern in locomotor skills in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubric</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>Jumping and landing patterns <ul style="list-style-type: none"> <li>Horizontal plane</li> <li>Vertical plane</li> </ul> </li> </ul>	<b>3.1.2.A:</b> Jumps and lands in the horizontal and vertical planes using an emerging pattern.	<ul style="list-style-type: none"> <li>Demonstrates jumping in horizontal and vertical planes.</li> <li>Demonstrates landing in horizontal and vertical planes.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>Dance</li> <li>Rhythm</li> </ul>	<b>3.1.3.A:</b> Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	<ul style="list-style-type: none"> <li>Performs dance steps.</li> <li>Perform movement patterns.</li> </ul>		<ul style="list-style-type: none"> <li>Side step</li> <li>Grapevine</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Nonlocomotor Skills</b> <ul style="list-style-type: none"> <li>Bend</li> <li>Twist</li> <li>Turn</li> <li>Sway</li> </ul>	<b>3.1.4.A:</b> Applies mature pattern in non-locomotor skills in a variety of activities.	<ul style="list-style-type: none"> <li>Demonstrates mature pattern in non-locomotor skills in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Balance</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Weight transfer</li> </ul>	<b>3.1.6.A:</b> Transfers weight from feet to hand for momentary weight support.	<ul style="list-style-type: none"> <li>Transfers weight from feet to hand for momentary weight support.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Manipulative Skills</b> <ul style="list-style-type: none"> <li>Throw</li> </ul>	<b>3.1.7.A:</b> Throws underhand to a partner or target with reasonable accuracy.	<ul style="list-style-type: none"> <li>Throws underhand to a partner with reasonable accuracy.</li> <li>Throws underhand to a target with reasonable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Underhand</li> </ul>	CRITICAL
	<b>3.1.7.B:</b> Performs mature pattern in an overhand throw.	<ul style="list-style-type: none"> <li>Performs mature pattern in an overhand throw.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Overhand</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Catch</li> </ul>	<b>3.1.9.A:</b> Catches a gently tossed hand-size ball from a partner, demonstrating a mature pattern in a non-dynamic environment.	<ul style="list-style-type: none"> <li>Catches a gently tossed hand-size ball from a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Catching Rubric</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>Foot</li> <li>Pass/Kick</li> </ul>	<b>3.1.11.A:</b> Passes & receives a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.	<ul style="list-style-type: none"> <li>Pass a ball with the inside of the foot to a stationary partner.</li> <li>Receives a ball “giving” on reception before returning the pass.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Inside foot</li> <li>Trapping</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<b>3.1.11.B:</b> Demonstrates a mature pattern and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.	<ul style="list-style-type: none"> <li>• Demonstrates a kick along the ground.</li> <li>• Demonstrates a kick in the air.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
	<b>3.1.11.C:</b> Uses a running approach and kicks a stationary ball for accuracy.	<ul style="list-style-type: none"> <li>• Run and kick a stationary ball to a target.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Foot Dribble</li> </ul>	<b>3.1.12.A:</b> Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.	<ul style="list-style-type: none"> <li>• Dribbles with the feet at slow to moderate jogging speed with control of ball and body.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Inside foot dribble</li> <li>• Outside foot dribble</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Foot Trap Receive</li> </ul>	<b>3.1.13.A:</b> Performs mature pattern while receiving with the foot when stationary.	<ul style="list-style-type: none"> <li>• Receives with the foot when stationary.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Trap</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Strike</li> <li>– Underhand</li> <li>– Sidearm</li> </ul>	<b>3.1.14.A:</b> Demonstrates emerging pattern while striking an object underhand or sidearm, sending it upward and forward.	<ul style="list-style-type: none"> <li>• Demonstrates emerging pattern while striking an object underhand, sending it up and forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>	<b>3.1.16.A:</b> Performs intermediate jump-rope skills (such as a variety of tricks, running in and out of long rope) for both long and short ropes.	<ul style="list-style-type: none"> <li>• Performs intermediate jump-rope skills with long rope.</li> <li>• Performs intermediate jump-rope skills with short rope.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>KNOWLEDGE</b>					
<b>Space</b>	<b>3.2.1.A:</b> Recognizes the concept of open spaces in a movement context.	<ul style="list-style-type: none"> <li>Recognizes the concept of open spaces in a movement context.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Pathways, Shapes, Levels</b>	<b>3.2.2.A:</b> Recognizes locomotor skills specific to a wide variety of physical activities.	<ul style="list-style-type: none"> <li>Recognizes locomotor skills specific to a wide variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		IMPORTANT
<b>Speed, Direction, Force</b>	<b>3.2.3.A:</b> Combines movement concepts with skills as directed by the teacher.	<ul style="list-style-type: none"> <li>Combines movement concepts with skills as directed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Force</li> </ul>	IMPORTANT
<b>Strategies and Tactics</b>	<b>3.2.4.A:</b> Applies simple strategies and tactics in chasing activities.	<ul style="list-style-type: none"> <li>Applies simple strategies in chasing activities.</li> <li>Applies simple tactics in chasing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
	<b>3.2.4.B:</b> Applies simple strategies in fleeing activities.	<ul style="list-style-type: none"> <li>Applies simple strategies in fleeing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>PHYSICAL ACTIVITY AND FITNESS LEVEL</b>					
<b>Physical activity knowledge</b>	<b>3.3.1.A:</b> Documents participation in physical activities outside physical education class.	<ul style="list-style-type: none"> <li>Documents participation in physical activities outside physical education class.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>		IMPORTANT
	<b>3.3.1.B:</b> Identifies physical activity benefits as a way to become healthier.	<ul style="list-style-type: none"> <li>Identifies physical activity benefits as a way to become healthier.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Verbal communication</li> </ul>		CRITICAL
<b>Engages in physical activity</b>	<b>3.3.2.A:</b> Actively engages in the activities of physical education class with minimal teacher prompting.	<ul style="list-style-type: none"> <li>Actively engages in physical education activities.</li> </ul>	Teacher observation		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Fitness knowledge</b>	<b>3.3.3.A:</b> Describes the concept of fitness and provides examples of physical activity to enhance fitness.	<ul style="list-style-type: none"> <li>• Describes the concept of fitness.</li> <li>• Provides examples of physical activity to enhance fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal communication</li> </ul>		IMPORTANT
	<b>3.3.3.B:</b> Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.	<ul style="list-style-type: none"> <li>• Recognizes the importance of warm-up relative to vigorous physical activity</li> <li>• Recognizes the importance of cool-down relative to vigorous physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
<b>Fitness Assessment &amp; Wellness Planning</b>	<b>3.3.4.A:</b> Demonstrates, with teacher direction, the health-related fitness components.	<ul style="list-style-type: none"> <li>• Demonstrates, with teacher direction, the health-related fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiovascular endurance</li> <li>• Muscular endurance</li> <li>• Muscular strength</li> <li>• Flexibility</li> <li>• Body composition</li> </ul>	IMPORTANT
<b>Body Systems</b>	<b>3.3.5.A:</b> Describes connections between muscular and skeletal systems.	<ul style="list-style-type: none"> <li>• Describes connections between muscular and skeletal systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Muscular</li> <li>• Skeletal</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Nutrition</b>	<b>3.3.6.A:</b> Identifies foods that are beneficial for before and after physical activity.	<ul style="list-style-type: none"> <li>Identifies foods that are beneficial for before physical activity.</li> <li>Identifies foods that are beneficial for after physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>MyPlate</li> <li>Food Groups <ul style="list-style-type: none"> <li>Vegetables</li> <li>Fruits</li> <li>Protein</li> <li>Grains</li> <li>Dairy</li> </ul> </li> </ul>	CRITICAL
<b>PERSONAL AND SOCIAL BEHAVIOR</b>					
<b>Personal Responsibility</b>	<b>3.4.1.A:</b> Exhibits responsible behavior in both independent and group situations	<ul style="list-style-type: none"> <li>Exhibits responsible behavior in independent situations.</li> <li>Exhibits responsible behavior in group situations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
	<b>3.4.1.B:</b> Works independently for extended periods of time.	<ul style="list-style-type: none"> <li>Works independently for extended periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Accepting Feedback</b>	<b>3.4.2.A:</b> Accepts and implements specific corrective feedback from the teacher.	<ul style="list-style-type: none"> <li>Accepts specific corrective feedback.</li> <li>Implements specific corrective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Working with Others</b>	<b>3.4.3.A:</b> Works cooperatively with others.	<ul style="list-style-type: none"> <li>Works cooperatively with others.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
	<b>3.4.3.B:</b> Praises others for their success in movement performance.	<ul style="list-style-type: none"> <li>Praises others for their success in movement performance.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Rules &amp; Etiquette</b>	<b>3.4.4.A:</b> Recognizes the role of rules and etiquette in physical activity with peers.	<ul style="list-style-type: none"> <li>Recognizes the role of rules in physical activity with peers.</li> <li>Recognizes the role of etiquette in physical activity with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Safety</b>	<b>3.4.5.A:</b> Works safely with peers, independently, and with/without equipment in physical activity settings.	<ul style="list-style-type: none"> <li>Works safely with peers with equipment.</li> <li>Works safely with peers without equipment.</li> <li>Works safely independently with equipment.</li> <li>Works safely independently with equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>VALUE OF PHYSICAL ACTIVITY</b>					
<b>Health</b>	<b>3.5.1.A:</b> Discusses the relationship between physical activity and good health.	<ul style="list-style-type: none"> <li>Discusses the relationship between physical activity and good health.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>		CRITICAL
<b>Challenge</b>	<b>3.5.2.A:</b> Discusses the challenge that comes from learning a new physical activity.	<ul style="list-style-type: none"> <li>Discusses the challenge that comes from learning a new physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>		CRITICAL
<b>Self-expression and Enjoyment</b>	<b>3.5.3.A:</b> Reflects on the reasons for enjoying selected physical activities.	<ul style="list-style-type: none"> <li>Reflects on the reasons for enjoying selected physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self-assessment</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Social Interaction</b>	<b>3.5.4.A:</b> Describes the positive social interactions that come when engaged with others in physical activity.	<ul style="list-style-type: none"><li>• Describes the positive social interactions that come when engaged with others in physical activity.</li></ul>	<ul style="list-style-type: none"><li>• Group discussion</li></ul>		IMPORTANT

GRADE LEVEL: THIRD

SUBJECT: PHYSICAL EDUCATION

DATE: 2017-2018

GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>MOTOR SKILLS AND MOVEMENT</b>					
<b>Locomotor Skills</b>	<b>3.1.1.A:</b> Performs mature patterns in locomotor skills in isolation (leap).	<ul style="list-style-type: none"> <li>Exhibits mature patterns in locomotor skills in isolation (leap).</li> </ul>			IMPORTANT
<ul style="list-style-type: none"> <li>Hopping</li> <li>Galloping</li> <li>Running</li> <li>Sliding</li> <li>Skipping</li> <li>Leaping</li> <li>Walking</li> <li>Running</li> </ul>	<b>3.1.1.B:</b> Applies mature pattern in locomotor skills in a variety of activities.	<ul style="list-style-type: none"> <li>Implements a mature pattern in locomotor skills in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubric</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>Jumping and landing patterns               <ul style="list-style-type: none"> <li>Horizontal plane</li> <li>Vertical plane</li> </ul> </li> </ul>	<b>3.1.2.A:</b> Jumps and lands in the horizontal and vertical planes using an emerging pattern.	<ul style="list-style-type: none"> <li>Jumps in horizontal and vertical planes.</li> <li>Lands in horizontal and vertical planes.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>Dance</li> <li>Rhythm</li> </ul>	<b>3.1.3.A:</b> Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	<ul style="list-style-type: none"> <li>Demonstrates dance steps.</li> <li>Demonstrates movement patterns.               <ul style="list-style-type: none"> <li>Teacher-selected</li> <li>Developmentally Appropriate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Side step</li> <li>Grapevine</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Nonlocomotor Skills</b> <ul style="list-style-type: none"> <li>Bend</li> <li>Twist</li> <li>Turn</li> <li>Sway</li> </ul>	<b>3.1.4.A:</b> Applies mature pattern in non-locomotor skills in a variety of activities.	<ul style="list-style-type: none"> <li>Applies mature pattern in non-locomotor skills in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Balance</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Balance</li> </ul>	<b>3.1.5.A:</b> Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.	<ul style="list-style-type: none"> <li>Demonstrates balance on different bases of support combining muscular tension with extensions of free body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>Weight transfer</li> </ul>	<b>3.1.6.A:</b> Transfers weight from feet to hand for momentary weight support.	<ul style="list-style-type: none"> <li>Applies weight transfer from feet to hand for momentary weight support.</li> </ul>			CRITICAL
<b>Manipulative Skills</b> <ul style="list-style-type: none"> <li>Throw</li> </ul>	<b>3.1.7.A:</b> Throws underhand to a partner or target with reasonable accuracy.	<ul style="list-style-type: none"> <li>Performs underhand throw to a partner with reasonable accuracy.</li> <li>Performs underhand throw to a target with reasonable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Underhand</li> </ul>	CRITICAL
	<b>3.1.7.B:</b> Performs mature pattern in an overhand throw.	<ul style="list-style-type: none"> <li>Exhibits mature pattern in an overhand throw.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Overhand</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Catch</li> </ul>	<b>3.1.9.A:</b> Catches a gently tossed hand-size ball from a partner, demonstrating a mature pattern in a non-dynamic environment.	<ul style="list-style-type: none"> <li>Demonstrates a catch from a gently tossed hand-size ball from a partner.</li> <li>Demonstrates a mature pattern in a non-dynamic environment.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Hand dribble	<b>3.1.10.A:</b> Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.	<ul style="list-style-type: none"> <li>• Dribbles in general space traveling at slow to moderate jogging speed</li> <li>• Dribbles with varying speed with control of ball and body.</li> </ul>	<ul style="list-style-type: none"> <li>• Dribble rubric</li> <li>• Teacher observation</li> </ul>	Finger pads	CRITICAL
<ul style="list-style-type: none"> <li>• Foot <ul style="list-style-type: none"> <li>– Pass</li> <li>– Kick</li> </ul> </li> </ul>	<b>3.1.11.A:</b> Passes & receives a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.	<ul style="list-style-type: none"> <li>• Pass a ball with the inside of the foot to a stationary partner.</li> <li>• Receive a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.</li> </ul>			IMPORTANT
	<b>3.1.11.B:</b> Demonstrates a mature pattern and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.	<ul style="list-style-type: none"> <li>• Demonstrates a mature pattern.</li> <li>• Executes a kick along the ground.</li> <li>• Executes a kick in the air.</li> <li>• Demonstrates four of the five critical elements of a mature pattern for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		IMPORTANT
	<b>3.1.11.C:</b> Uses a running approach and kicks a stationary ball for accuracy.	<ul style="list-style-type: none"> <li>• Performs a running kick of a stationary ball to a target.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Foot Dribble</li> </ul>	<b>3.1.12.A:</b> Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.	<ul style="list-style-type: none"> <li>• Demonstrates a dribble with the feet at slow to moderate jogging speed.</li> <li>• Demonstrates dribble with control of ball and body.</li> </ul>			ADDITIONAL
<ul style="list-style-type: none"> <li>• Strike</li> <li>– Underhand</li> <li>– Sidearm</li> </ul>	<b>3.1.14.A:</b> Demonstrates emerging pattern while striking an object underhand or sidearm, sending it upward and forward.	<ul style="list-style-type: none"> <li>• Demonstrates emerging pattern while striking an object underhand sending it upward and forward.</li> <li>• Performs emerging pattern while striking an object sidearm, sending it upward and forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>	<b>3.1.16.A:</b> Performs intermediate jump-rope skills (such as a variety of tricks, running in and out of long rope) for both long and short ropes.	<ul style="list-style-type: none"> <li>• Jumps using intermediate jump-rope skills with long rope.</li> <li>• Jumps using intermediate jump-rope skills with short rope.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		IMPORTANT
<b>KNOWLEDGE</b>					
<b>Space</b>	<b>3.2.1.A:</b> Recognizes the concept of open spaces in a movement context.	<ul style="list-style-type: none"> <li>• Identifies the concept of open spaces in a movement context.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
<b>Pathways, Shapes, Levels</b>	<b>3.2.2.A:</b> Recognizes locomotor skills specific to a wide variety of physical activities.	<ul style="list-style-type: none"> <li>• Understands physical activities use a wide variety of specific locomotor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Speed, Direction, Force</b>	<b>3.2.3.A:</b> Combines movement concepts with skills as directed by the teacher.	<ul style="list-style-type: none"> <li>Combines movement concepts with skills as directed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Force</li> </ul>	CRITICAL
	<b>3.2.4.B:</b> Applies simple strategies in fleeing activities.	<ul style="list-style-type: none"> <li>Engages in simple strategies in fleeing activities.</li> </ul>			IMPORTANT
<b>PHYSICAL ACTIVITY AND FITNESS LEVEL</b>					
<b>Physical activity knowledge</b>	<b>3.3.1.A:</b> Documents participation in physical activities outside physical education class.	<ul style="list-style-type: none"> <li>Records participation in physical activities outside physical education class.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>		CRITICAL
	<b>3.3.1.B:</b> Identifies physical activity benefits as a way to become healthier.	<ul style="list-style-type: none"> <li>Identifies as a way to become healthier physical activity benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Verbal communication</li> </ul>		CRITICAL
<b>Engages in physical activity</b>	<b>3.3.2.A:</b> Actively engages in the activities of physical education class with minimal teacher prompting.	<ul style="list-style-type: none"> <li>Participates in physical education activities with little prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Fitness knowledge</b>	<b>3.3.3.A:</b> Describes the concept of fitness and provides examples of physical activity to enhance fitness.	<ul style="list-style-type: none"> <li>Verbalizes the concept of fitness.</li> <li>Records examples of physical activity to enhance fitness.</li> </ul>			IMPORTANT
	<b>3.3.3.B:</b> Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.	<ul style="list-style-type: none"> <li>Identifies the importance of warm-up relative to vigorous physical activity</li> <li>Identifies the importance of cool-down relative to vigorous physical activity.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Fitness Assessment &amp; Wellness Planning</b>	<b>3.3.4.A:</b> Demonstrates, with teacher direction, the health-related fitness components.	<ul style="list-style-type: none"> <li>Performs health-related fitness components with teacher direction.</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>Cardiovascular endurance</li> <li>Muscular endurance</li> <li>Muscular strength</li> <li>Flexibility</li> <li>Body composition</li> </ul>	IMPORTANT
<b>Nutrition</b>	<b>3.3.6.A:</b> Recognizes foods that are beneficial for before and after physical activity.	<ul style="list-style-type: none"> <li>Recognizes foods that are beneficial for before physical activity.</li> <li>Recognizes foods that are beneficial for after physical activity.</li> </ul>			IMPORTANT
<b>PERSONAL AND SOCIAL BEHAVIOR</b>					
<b>Personal Responsibility</b>	<b>3.4.1.A:</b> Exhibits responsible behavior in both independent and group situations	<ul style="list-style-type: none"> <li>Behaves responsibly in independent situations.</li> <li>Behaves responsibly in group situations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
	<b>3.4.1.B:</b> Works independently for extended periods of time.	<ul style="list-style-type: none"> <li>Plays independently for extended periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Accepting Feedback</b>	<b>3.4.2.A:</b> Accepts and implements specific corrective feedback from the teacher.	<ul style="list-style-type: none"> <li>Receives specific corrective feedback positively.</li> <li>Executes specific corrective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Working with Others</b>	<b>3.4.3.A:</b> Works cooperatively with others.	<ul style="list-style-type: none"> <li>Plays cooperatively with others.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<b>3.4.3.B:</b> Praises others for their success in movement performance.	<ul style="list-style-type: none"> <li>Verbalizes praise for others for success in movement performance.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Safety</b>	<b>3.4.5.A:</b> Works safely with peers, independently, and with/without equipment in physical activity settings.	<ul style="list-style-type: none"> <li>Performs safe behaviors with peers and equipment.</li> <li>Plays safely with peers without equipment.</li> <li>Exhibits safe behavior independently with equipment.</li> <li>Works safely independently without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>VALUE OF PHYSICAL ACTIVITY</b>					
<b>Health</b>	<b>3.5.1.A:</b> Discusses the relationship between physical activity and good health.	<ul style="list-style-type: none"> <li>Compares the relationship between physical activity and good health.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Challenge</b>	<b>3.5.2.A:</b> Discusses the challenge that comes from learning a new physical activity.	<ul style="list-style-type: none"> <li>Verbalizes the challenge that comes from learning a new physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Self-expression and Enjoyment</b>	<b>3.5.3.A:</b> Reflects on the reasons for enjoying selected physical activities.	<ul style="list-style-type: none"> <li>Understands the reasons for enjoying selected physical activities.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Social Interaction</b>	<b>3.5.4.A:</b> Describes the positive social interactions that come when engaged with others in physical activity.	<ul style="list-style-type: none"><li>• Discusses the positive social interactions that come when engaged with others in physical activity.</li></ul>			IMPORTANT

GRADE LEVEL: THIRD

SUBJECT: PHYSICAL EDUCATION

DATE: 2017-2018

GRADING PERIOD: QUARTER 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>MOTOR SKILLS AND MOVEMENT</b>					
<b>Locomotor Skills</b>	<b>3.1.1.A:</b> Performs mature patterns in locomotor skills in isolation (leap).	<ul style="list-style-type: none"> <li>Executes mature patterns in locomotor skills in isolation (leap).</li> </ul>			IMPORTANT
<b>Locomotor Skills</b> <ul style="list-style-type: none"> <li>Hopping</li> <li>Galloping</li> <li>Running</li> <li>Sliding</li> <li>Skipping</li> <li>Leaping</li> <li>Walking</li> <li>Running</li> </ul>	<b>3.1.1.B:</b> Applies mature pattern in locomotor skills in a variety of activities.	<ul style="list-style-type: none"> <li>Executes mature pattern in locomotor skills in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubric</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>Jumping and landing patterns <ul style="list-style-type: none"> <li>Horizontal plane</li> <li>Vertical plane</li> </ul> </li> </ul>	<b>3.1.2.A:</b> Jumps and lands in the horizontal and vertical planes using an emerging pattern.	<ul style="list-style-type: none"> <li>Performs jumping in horizontal and vertical planes.</li> <li>Performs landing in horizontal and vertical planes.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		IMPORTANT
<b>Locomotor Skills</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Rhythm</li> </ul>	<b>3.1.3.A:</b> Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	<ul style="list-style-type: none"> <li>Performs dance steps.</li> <li>Implements movement patterns. <ul style="list-style-type: none"> <li>Teacher selected</li> <li>Developmentally appropriate</li> </ul> </li> </ul>			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Nonlocomotor Skills</b> <ul style="list-style-type: none"> <li>Bend</li> <li>Twist</li> <li>Turn</li> <li>Sway</li> </ul>	<b>3.1.4.A:</b> Applies mature pattern in non-locomotor skills in a variety of activities.	<ul style="list-style-type: none"> <li>Applies mature pattern in non-locomotor skills in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Balance</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Balance</li> </ul>	<b>3.1.5.A:</b> Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.	<ul style="list-style-type: none"> <li>Executes balance on different bases of support.</li> <li>Demonstrates muscular tension and extensions of free body parts.</li> </ul>			IMPORTANT
<ul style="list-style-type: none"> <li>Weight transfer</li> </ul>	<b>3.1.6.A:</b> Transfers weight from feet to hand for momentary weight support.	<ul style="list-style-type: none"> <li>Demonstrates weight transfer from feet to hand for momentary weight support.</li> </ul>			IMPORTANT
<b>Manipulative Skills</b> <ul style="list-style-type: none"> <li>Throw</li> </ul>	<b>3.1.7.A:</b> Throws underhand to a partner or target with reasonable accuracy.	<ul style="list-style-type: none"> <li>Executes, with reasonable accuracy, underhand throw to a partner.</li> <li>Executes, with reasonable accuracy, underhand throw to a target.</li> </ul>			IMPORTANT
	<b>3.1.7.B:</b> Performs mature pattern in an overhand throw.	<ul style="list-style-type: none"> <li>Executes mature pattern in an overhand throw.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Overhand</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Catch</li> </ul>	<b>3.1.9.A:</b> Catches a gently tossed hand-size ball from a partner, demonstrating a mature pattern in a non-dynamic environment.	<ul style="list-style-type: none"> <li>Catches a gently tossed hand-size ball from a partner</li> <li>Utilizes a mature pattern in a non-dynamic setting.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Hand dribble</li> </ul>	<p><b>3.1.10.A:</b> Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.</p>	<ul style="list-style-type: none"> <li>Applies dribbling pattern while traveling in general space at slow to moderate jogging speed, with control of ball.</li> <li>Dribbles while traveling at a slow to moderate jog with control of the body.</li> </ul>			IMPORTANT
<ul style="list-style-type: none"> <li>Foot               <ul style="list-style-type: none"> <li>- Pass</li> <li>- Kick</li> </ul> </li> </ul>	<p><b>3.1.11.A:</b> Passes &amp; receives a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.</p>	<ul style="list-style-type: none"> <li>Passes a ball with the inside foot to a stationary partner.</li> <li>Receives a ball “giving” on reception before returning the pass.</li> </ul>			IMPORTANT
	<p><b>3.1.11.B:</b> Demonstrates a mature pattern and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.</p>	<ul style="list-style-type: none"> <li>Kicks a ball along the ground executing four of the five critical elements of a mature pattern.</li> <li>Demonstrates a kick in the air applying four of the five critical elements of a mature pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
	<p><b>3.1.11.C:</b> Uses a running approach and kicks a stationary ball for accuracy.</p>	<ul style="list-style-type: none"> <li>Runs and kicks a stationary ball to a target.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Foot Dribble</li> </ul>	<p><b>3.1.12.A:</b> Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.</p>	<ul style="list-style-type: none"> <li>Dribbles with the feet at slow to moderate jogging speed with control of ball.</li> <li>Dribbles with the feet at slow to moderate jogging speed with control of body.</li> </ul>			IMPORTANT
<ul style="list-style-type: none"> <li>Foot Trap               <ul style="list-style-type: none"> <li>- Receive</li> </ul> </li> </ul>	<p><b>3.1.13.A:</b> Performs mature pattern while receiving with the foot when stationary.</p>	<ul style="list-style-type: none"> <li>Receives with the foot when stationary demonstrating a mature pattern.</li> </ul>			IMPORTANT
<ul style="list-style-type: none"> <li>Strike               <ul style="list-style-type: none"> <li>- Underhand</li> <li>- Sidearm</li> </ul> </li> </ul>	<p><b>3.1.14.A:</b> Demonstrates emerging pattern while striking an object underhand or sidearm, sending it upward and forward.</p>	<ul style="list-style-type: none"> <li>Strikes an object sidearm, sending it upward and forward.</li> <li>Strikes an object underhand, sending it upward and forward.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>- Short handle</li> </ul>	<p><b>3.1.15.A:</b> Strikes and object with a short-handled implement sending it forward over a low net or to a wall.</p>	<ul style="list-style-type: none"> <li>Strikes and object with a short handled implement.</li> <li>Strikes in a forward motion to a wall.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Racquet</li> <li>Overhand swing</li> <li>Underhand swing</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
– Long handle	<b>3.1.15.B:</b> Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement.	<ul style="list-style-type: none"> <li>Using proper grip, strikes a ball with long-handled implement.</li> <li>Strikes a ball with long-handled implement in a forward motion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Blade</li> <li>Stick/Handle</li> <li>Grip</li> </ul>	CRITICAL
• Jump Rope	<b>3.1.16.A:</b> Performs intermediate jump-rope skills (such as a variety of tricks, running in and out of long rope) for both long and short ropes.	<ul style="list-style-type: none"> <li>Demonstrates intermediate jump-rope skills long rope.</li> <li>Demonstrates intermediate jump-rope skills short rope.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubric</li> </ul>		CRITICAL
<b>KNOWLEDGE</b>					
<b>Space</b>	<b>3.2.1.A:</b> Recognizes the concept of open spaces in a movement context.	<ul style="list-style-type: none"> <li>Understands the concept of open spaces in a movement context.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Pathways, Shapes, Levels</b>	<b>3.2.2.A:</b> Recognizes locomotor skills specific to a wide variety of physical activities.	<ul style="list-style-type: none"> <li>Identifies locomotor skills specific to a wide variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Speed, Direction, Force</b>	<b>3.2.3.A:</b> Combines movement concepts with skills as directed by the teacher.	<ul style="list-style-type: none"> <li>Combines movement concepts with skills as directed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Strategies and Tactics</b>	<b>3.2.4.A:</b> Applies simple strategies and tactics in chasing activities.	<ul style="list-style-type: none"> <li>Implements simple strategies in chasing activities.</li> <li>Applies simple tactics in chasing activities.</li> </ul>			IMPORTANT
	<b>3.2.4.B:</b> Applies simple strategies in fleeing activities.	<ul style="list-style-type: none"> <li>Implements simple strategies in fleeing activities.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Physical activity knowledge</b>	<b>3.3.1.A:</b> Documents participation in physical activities outside physical education class.	<ul style="list-style-type: none"> <li>Documents participation in physical activities outside physical education class.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>		CRITICAL
	<b>3.3.1.B:</b> Identifies physical activity benefits as a way to become healthier.	<ul style="list-style-type: none"> <li>Describes physical activity benefits as a way to become healthier.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Verbal communication</li> </ul>		CRITICAL
<b>Engages in physical activity</b>	<b>3.3.2.A:</b> Actively engages in the activities of physical education class with minimal teacher prompting.	<ul style="list-style-type: none"> <li>Participates actively in physical education activities with little prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Fitness knowledge</b>	<b>3.3.3.A:</b> Describes the concept of fitness and provides examples of physical activity to enhance fitness.	<ul style="list-style-type: none"> <li>Communicates the concept of fitness.</li> <li>Identifies examples of physical activity to enhance fitness.</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> </ul>		IMPORTANT
	<b>3.3.3.B:</b> Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.	<ul style="list-style-type: none"> <li>Recalls the importance of warm-up relative to vigorous physical activity</li> <li>Recalls the importance of cool-down relative to vigorous physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Fitness Assessment &amp; Wellness Planning</b>	<b>3.3.4.A:</b> Demonstrates, with teacher direction, the health-related fitness components.	<ul style="list-style-type: none"> <li>• Demonstrates, with teacher direction, the health-related fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiovascular endurance</li> <li>• Muscular endurance</li> <li>• Muscular strength</li> <li>• Flexibility</li> <li>• Body composition</li> </ul>	CRITICAL
<b>Nutrition</b>	<b>3.3.6.A:</b> Identifies foods that are beneficial for before and after physical activity.	<ul style="list-style-type: none"> <li>• List foods that are beneficial for before physical activity.</li> <li>• List foods that are beneficial for after physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Quiz</li> </ul>		CRITICAL
<b>PERSONAL AND SOCIAL BEHAVIOR</b>					
<b>Personal Responsibility</b>	<b>3.4.1.A:</b> Exhibits responsible behavior in both independent and group situations	<ul style="list-style-type: none"> <li>• Demonstrates responsible behavior in independent situations.</li> <li>• Demonstrates responsible behavior in group situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
	<b>3.4.1.B:</b> Works independently for extended periods of time.	<ul style="list-style-type: none"> <li>• Exercises independently for extended periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
<b>Accepting Feedback</b>	<b>3.4.2.A:</b> Accepts and implements specific corrective feedback from the teacher.	<ul style="list-style-type: none"> <li>• Accepts specific corrective feedback.</li> <li>• Utilizes specific corrective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Working with Others</b>	<b>3.4.3.A:</b> Works cooperatively with others.	<ul style="list-style-type: none"> <li>• Interacts cooperatively with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
	<b>3.4.3.B:</b> Praises others for their success in movement performance.	<ul style="list-style-type: none"> <li>• Verbally communicates to others for their success in movement performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
<b>Rules &amp; Etiquette</b>	<b>3.4.4.A:</b> Recognizes the role of rules and etiquette in physical activity with peers.	<ul style="list-style-type: none"> <li>• Identifies the role of rules in physical activity with peers.</li> <li>• Identifies the role of etiquette in physical activity with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
<b>Safety</b>	<b>3.4.5.A:</b> Works safely with peers, independently, and with/without equipment in physical activity settings.	<ul style="list-style-type: none"> <li>• Exhibits safe behavior with peers with equipment.</li> <li>• Exhibits safe behavior with peers without equipment.</li> <li>• Exercises safely independently with equipment.</li> <li>• Exercises safely independently with equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
<b>VALUE OF PHYSICAL ACTIVITY</b>					
<b>Health</b>	<b>3.5.1.A:</b> Discusses the relationship between physical activity and good health.	<ul style="list-style-type: none"> <li>• Verbalizes the relationship between physical activity and good health.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Challenge</b>	<b>3.5.2.A:</b> Discusses the challenge that comes from learning a new physical activity.	<ul style="list-style-type: none"> <li>• Identifies the challenge that comes from learning a new physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>		CRITICAL
<b>Self-expression and Enjoyment</b>	<b>3.5.3.A:</b> Reflects on the reasons for enjoying selected physical activities.	<ul style="list-style-type: none"> <li>• Reflects on the reasons for enjoying selected physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> </ul>		CRITICAL
<b>Social Interaction</b>	<b>3.5.4.A:</b> Describes the positive social interactions that come when engaged with others in physical activity.	<ul style="list-style-type: none"> <li>• Describes the positive social interactions that come when engaged with others in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>		CRITICAL

GRADE LEVEL: THIRD

SUBJECT: PHYSICAL EDUCATION

DATE: 2017-2018

GRADING PERIOD: QUARTER 4

MASTER COPY 3-21-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>MOTOR SKILLS AND MOVEMENT</b>					
<b>Locomotor Skills</b> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Rhythm</li> </ul>	<b>3.1.3.A:</b> Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	<ul style="list-style-type: none"> <li>• Performs teacher-selected and developmentally appropriate dance steps.</li> <li>• Applies teacher-selected and developmentally appropriate movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Crossover skating</li> </ul>	CRITICAL
<b>Nonlocomotor Skills</b> <ul style="list-style-type: none"> <li>• Bend</li> <li>• Twist</li> <li>• Turn</li> <li>• Sway</li> </ul>	<b>3.1.4.A:</b> Applies mature pattern in non-locomotor skills in a variety of activities.	<ul style="list-style-type: none"> <li>• Demonstrates mature pattern in non-locomotor skills in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Balance</li> </ul>	<b>3.1.5.A:</b> Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.	<ul style="list-style-type: none"> <li>• Balances on different bases of support, demonstrating muscular tension of free body parts.</li> <li>• Balances on different bases of support, demonstrating muscular extensions of free body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Manipulative Skills</b> <ul style="list-style-type: none"> <li>• Throw</li> </ul>	<b>3.1.7.A:</b> Throws underhand to a partner or target with reasonable accuracy.	<ul style="list-style-type: none"> <li>• Throws underhand to a partner with reasonable accuracy</li> <li>• Executes an underhand throw to a target with reasonable accuracy.</li> </ul>			ADDITIONAL
	<b>3.1.7.B:</b> Performs mature pattern in an overhand throw.	<ul style="list-style-type: none"> <li>• Demonstrates mature pattern in an overhand throw.</li> </ul>			ADDITIONAL
<ul style="list-style-type: none"> <li>• Catch</li> </ul>	<b>3.1.9.A:</b> Catches a gently tossed hand-size ball from a partner, demonstrating a mature pattern in a non-dynamic environment.	<ul style="list-style-type: none"> <li>• Catches a gently tossed hand-size ball from a partner.</li> <li>• Demonstrates a mature pattern in a non-dynamic environment.</li> </ul>			ADDITIONAL
<ul style="list-style-type: none"> <li>• Kick</li> </ul>	<b>3.1.11.B:</b> Demonstrates a mature pattern and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.	<ul style="list-style-type: none"> <li>• Demonstrates a kick along the ground.</li> <li>• Demonstrates a kick in the air.</li> <li>• Demonstrates four of the five critical elements of a mature pattern for each kick.</li> </ul>			ADDITIONAL
	<b>3.1.11.C:</b> Uses a running approach and kicks a stationary ball for accuracy.	<ul style="list-style-type: none"> <li>• Run and kick a stationary ball to a target.</li> </ul>			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Jump Rope</li> </ul>	<b>3.1.16.A:</b> Performs intermediate jump-rope skills (such as a variety of tricks, running in and out of long rope) for both long and short ropes.	<ul style="list-style-type: none"> <li>Executes intermediate jump-rope skills for long rope.</li> <li>Demonstrates intermediate jump-rope skills for short rope.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>KNOWLEDGE</b>					
<b>Space</b>	<b>3.2.1.A:</b> Recognizes the concept of open spaces in a movement context.	<ul style="list-style-type: none"> <li>Utilizes open spaces in movement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Speed, Direction, Force</b>	<b>3.2.3.A:</b> Combines movement concepts with skills as directed by the teacher.	<ul style="list-style-type: none"> <li>Integrates movement concepts with skills as directed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>PHYSICAL ACTIVITY AND FITNESS LEVEL</b>					
<b>Physical activity knowledge</b>	<b>3.3.1.A:</b> Documents participation in physical activities outside physical education class.	<ul style="list-style-type: none"> <li>Revises participation in physical activities outside physical education class.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>		CRITICAL
	<b>3.3.1.B:</b> Identifies physical activity benefits as a way to become healthier.	<ul style="list-style-type: none"> <li>Communicates physical activity benefits as a way to become healthier.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Verbal communication</li> </ul>		IMPORTANT
<b>Engages in physical activity</b>	<b>3.3.2.A:</b> Actively engages in the activities of physical education class with minimal teacher prompting.	<ul style="list-style-type: none"> <li>Participates in physical education activities with minimal prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>		CRITICAL
<b>Fitness Assessment &amp; Wellness Planning</b>	<b>3.3.4.A:</b> Demonstrates, with teacher direction, the health-related fitness components.	<ul style="list-style-type: none"> <li>Demonstrates, with teacher direction, the</li> </ul>			IMPORTANT

		health-related fitness components.			
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>Nutrition</b>	<b>3.3.6.A:</b> Identifies foods that are beneficial for before and after physical activity.	<ul style="list-style-type: none"> <li>• Lists foods beneficial to before engaging in physical activity.</li> <li>• Lists foods that are beneficial for after physical activity.</li> </ul>			IMPORTANT
<b>PERSONAL AND SOCIAL BEHAVIOR</b>					
<b>Personal Responsibility</b>	<b>3.4.1.A:</b> Exhibits responsible behavior in both independent and group situations.	<ul style="list-style-type: none"> <li>• Uses responsible behavior in independent situations.</li> <li>• Uses responsible behavior in group situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer observation</li> </ul>		CRITICAL
	<b>3.4.1.B:</b> Works independently for extended periods of time.	<ul style="list-style-type: none"> <li>• Engages in activity independently for extended periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
<b>Accepting Feedback</b>	<b>3.4.2.A:</b> Accepts and implements specific corrective feedback from the teacher.	<ul style="list-style-type: none"> <li>• Responds appropriately to specific corrective feedback.</li> <li>• Implements specific corrective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		CRITICAL
<b>Working with Others</b>	<b>3.4.3.A:</b> Works cooperatively with others.	<ul style="list-style-type: none"> <li>• Engages in activity cooperatively with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer Assessment</li> </ul>		CRITICAL

	<b>3.4.3.B:</b> Praises others for their success in movement performance.	<ul style="list-style-type: none"> <li>• Praises others for their success in movement performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer Assessment</li> </ul>		CRITICAL
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<b>Rules &amp; Etiquette</b>	<b>3.4.4.A:</b> Recognizes the role of rules and etiquette in physical activity with peers.	<ul style="list-style-type: none"> <li>• Identifies the role of rules in physical activity with peers.</li> <li>• Identifies the role of etiquette in physical activity with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer Assessment</li> </ul>		CRITICAL
<b>Safety</b>	<b>3.4.5.A:</b> Works safely with peers, independently, and with/without equipment in physical activity settings.	<ul style="list-style-type: none"> <li>• Engages safely with peers with equipment.</li> <li>• Engages safely with peers without equipment.</li> <li>• Plays safely independently with equipment.</li> <li>• Plays safely independently with equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer Assessment</li> </ul>		CRITICAL
<b>VALUE OF PHYSICAL ACTIVITY</b>					
<b>Health</b>	<b>3.5.1.A:</b> Discusses the relationship between physical activity and good health.	<ul style="list-style-type: none"> <li>• Verbalizes the relationship between physical activity and good health.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>		ADDITIONAL

<b>Challenge</b>	<b>3.5.2.A:</b> Discusses the challenge that comes from learning a new physical activity.	<ul style="list-style-type: none"> <li>Communicates the challenge that comes from learning a new physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>		ADDITIONAL
<b>Self-expression and Enjoyment</b>	<b>3.5.3.A:</b> Reflects on the reasons for enjoying selected physical activities.	<ul style="list-style-type: none"> <li>Verbalizes reasons for enjoying selected physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self-assessment</li> </ul>		IMPORTANT