

# Map Report

**Grade: 3 | Subject: PE | Quarter: 1 |**

**Map Title: 3rd Q1-U1**

**Unit Title: *Intro/Ice Breakers/Team Building***

## **(IN 2010) PE.3.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.3.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.3.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## **Applicable Weeks:**

1, 2, 3

## **Unit Information:**

Intro to PE

Ice Breakers

Team Building

## **Big Idea:**

Students will gain the value of physical education and learn the importance of the rules. They will also have the opportunity to work with and get to know their classmates. The team building activities will teach them to work together in the future

## **Essential Questions:**

**Why is it important to have rules and expectations in class?**

Why is it important to work with and be nice to everyone?

## **Learning Activities:**

Name Games

Sub Games (line tag, sharks and minnows, stuck in the mud, dice game)

## **Vocabulary:**

Team work

Flee

Chase

Dodge

Locomotor

Skip

Gallop

Jump

## **Student Objectives:**

TSWBAT:

Cooperate with others

Verbally list three classroom rules

Successfully demonstrate all 5 locomotor skills

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**Resources Used:**

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**Assessments Used:**

-Locomotor Skills Assessment (helps to know where you need to start)

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

Grade: 3 | Subject: PE | Quarter: 1 |

Map Title: 3rd Q1 U2

Unit Title: *Throwing and Catching/Ultimate Frisbee*

## (IN 2010) PE.3.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## (IN 2010) PE.3.3 2008

Physical Activity: Students participate regularly in physical activity.

## (IN 2010) PE.3.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

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## Applicable Weeks:

4, 5, 6

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## Unit Information:

Throwing frisbee to a target and to a partner

Ultimate Frisbee lead up games

Ultimate frisbee

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## Big Idea:

The students will continue to work on throwing and catching skills as well as developing the necessary skills for ultimate frisbee.

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## Essential Questions:

In what sports/games would you use throwing and catching skills?

**What life skills could you take from the game?**

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## Learning Activities:

Throwing and catching to a partner

Throwing to a target

Throwing on the move

Ultimate frisbee

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## Vocabulary:

-frisbee

-ultimate frisbee

-target

-throw

-catch

-face guarding

-offense

-defense

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## Student Objectives:

TSWBAT:

Throw a frisbee to a partner atleast 4/5 times

Catch a frisbee atleast 4/5 times

Verbally tell three rules of the game

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**Resources Used:**

PE Central

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**Assessments Used:**

Throwing and Catching Assessment

Game play/participation assessment

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

Grade: 3 | Subject: PE | Quarter: 1 |

Map Title: 3rd Q1-U3

Unit Title: Soccer skills/Soccer

## (IN 2010) PE.3.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## (IN 2010) PE.3.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## (IN 2010) PE.3.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## Applicable Weeks:

7, 8, 9

## Unit Information:

May need to transport equipment from other schools. Go over safety issues such as proper techniques for tackling and kicking.

## Big Idea:

Students will practice the skills used in soccer and lead up to some team games to apply those skills. They will also understand which fitness components are involved in soccer.

## Essential Questions:

What soccer skills or tactics could you use in other sports?

**How can soccer help my physical fitness?**

## Learning Activities:

- dribbling lesson
- passing and trapping with partner
- Pin Soccer
- small sided games

## Vocabulary:

- soccer
- pass
- trap
- dribble
- hand ball
- hooks

## Student Objectives:

TSWBAT:

- dribble the soccerball with control atleast %80 of the time.
- verbally tell how to trap the soccer ball
- pass the soccerball to a partner 8 out of 10 times

## Resources Used:

PE Central

**Assessments Used:**

Dribbling assessment

Passing and trapping assessment

**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 3 | Subject: PE | Quarter: 2 |**

**Map Title: 3rd Q2 U1**

**Unit Title: *Fitness***

## **(IN 2010) PE.3.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.3.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.3.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.3.4 2008**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

## **(IN 2010) PE.3.6 2008**

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

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## **Applicable Weeks:**

10, 11, 12

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## **Unit Information:**

The fitness components of muscular strength/endurance, cardiovascular, aerobic/anaerobic and flexibility will be discussed throughout the unit. The teacher will select from a number of fitness activities.

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## **Big Idea:**

The students will understand what exercises or activities work on the different fitness concepts. They will also understand why fitness is important and how to stay healthy outside of school

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## **Essential Questions:**

**Why is it important to be physically fit?**

Why is it important to lead a healthy life style?

What can you do outside of school to be physically active?

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## **Learning Activities:**

- Fitness Stations
- Fitness obstacle courses
- Fitness Testing
- Fitness related games
- Jump Rope
- My Plate

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## **Vocabulary:**

- Health
- Nutrition
- Fitness
- (station activities) (Jumping Jacks, pushups, Windmills, jump rope)

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## **Student Objectives:**

TSWBAT:

- Tell the importance of being healthy and physically active.
- demonstrate some fitness skills (from the stations)

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**Resources Used:**

PE Central

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**Assessments Used:**

Fitness Testing

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 3 | Subject: PE | Quarter: 2 |**

**Map Title: 3rd Q2 U2**

**Unit Title: Volleyball**

## **(IN 2010) PE.3.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.3.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.3.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## **Applicable Weeks:**

13, 14, 15

## **Unit Information:**

The unit will begin by working on skills. Once they have developed the appropriate skills we will put the new up and move into game play.

## **Big Idea:**

The students will learn/practice the skills needed to play the game of volleyball.

## **Essential Questions:**

What life skills can you take from the game of volleyball?

**Why is it important to use teamwork when playing volleyball?**

## **Learning Activities:**

There will be different lessons where the students will learn to:

-serve

-bump

-set

Modified game play

## **Vocabulary:**

-volleyball

-serve

-bump

-set

-spike

## **Student Objectives:**

TSWBAT:

Bump, set, spike and serve the ball correctly at least 8 out of 10 times.

## **Resources Used:**

PE Central

## **Assessments Used:**

Assessments will be done on the different skills

-bump

-set

-spike

-serve

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 3 | Subject: PE | Quarter: 2 |**  
**Map Title: 3rd Q2 U3**  
**Unit Title: *Holiday games/assessment***

## **(IN 2010) PE.3.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.3.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.3.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## **(IN 2010) PE.3.6 2008**

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

## **Applicable Weeks:**

16, 17, 18

## **Unit Information:**

Finish assessments for the quarter  
Fun Holiday games

## **Big Idea:**

To give the students an activity that is fun and keeps them active leading up to th holidays.  
-Knock the elf ff the shelf  
-Sleigh rides  
-Shadow dodging

## **Essential Questions:**

**Why is it important to stay active around the holidays?**

## **Learning Activities:**

-Sleigh rides  
-Shadow Dodging  
-Snowball Fight  
-Hungry Hungry Hippos (Christmas Version)  
-Skating (carpet squares)  
-Obstacle Course  
-Station Assessments

## **Vocabulary:**

-Holidays  
-Sleigh  
-shadow  
-dodging  
--obstacle course

## **Student Objectives:**

TSWBAT:

-Work together cooperatively and use good sportsmanship while playing the different games.

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**Resources Used:**

PE Central

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**Assessments Used:**

Station assessments

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

Grade: 3 | Subject: PE | Quarter: 3 |  
Map Title: 3rd Q3 U1  
Unit Title: *Basketball*

## (IN 2010) PE.3.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## (IN 2010) PE.3.2 2008

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## (IN 2010) PE.3.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## Applicable Weeks:

19, 20, 21

## Unit Information:

Review skills, small sided game play,

## Big Idea:

The students will begin by working on/reviewing the skills needed to play basketball  
We will move on to small sided game play and rules of the game.

## Essential Questions:

What life skills can you take from the game of basketball?

What is your greatest strength in the area of basketball?

**What is your biggest weakness in the game of basketball?**

## Learning Activities:

- Dribbling
- Passing
- Shooting
- 3 on 3 game play
- dribble knock out
- shooting knockout
- pig tournament
- basketball golf

## Vocabulary:

- Basketball
- chest pass
- bounce pass
- overhead pass
- offense
- defense
- jump shot
- set shot
- lay up
- half court

-free throw

-traveling

-turn over

-steal

-pick

-double dribble

-checking

-rebound

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**Student Objectives:**

TSWBAT:

-correctly play a pick up game of basketball

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**Resources Used:**

PE Central

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**Assessments Used:**

Pre/Post test

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

Grade: 3 | Subject: PE | Quarter: 3 |

Map Title: 3rd Q3 U2

Unit Title: *Striking with rackets and paddles*

## (IN 2010) PE.3.1 2008

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## (IN 2010) PE.3.5 2008

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## Applicable Weeks:

22, 23

## Unit Information:

Activities may be dependant upon available equipment.

## Big Idea:

Students will understand the basic movement of striking an object with a paddle or racket. Work on hand eye coordination. If the equipment is available and the students are proficient in their skills.

## Essential Questions:

**In what fames do you strike a ball with a racket or paddle?**

## Learning Activities:

- Striking against the wall
- Hit to a target
- Hit back and forth over the net with partner
- 1V1 or 2V2 games

## Vocabulary:

- Strike
- Target
- Paddle
- Racket
- Tennis
- Badminton
- Table Tennis
- Birdie

## Student Objectives:

TSWBAT:

- Strike a ball with a paddle or racket at least 8 out of 10 times
- Serve a ball over the net with correct form

## Resources Used:

PE Central

## Assessments Used:

Check list assessment for

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 3 | Subject: PE | Quarter: 3 |**  
**Map Title: 3rd Q3 U3**  
**Unit Title: *Dance/Fitness/Tumbling***

## **(IN 2010) PE.3.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **(IN 2010) PE.3.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

## **(IN 2010) PE.3.3 2008**

Physical Activity: Students participate regularly in physical activity.

## **(IN 2010) PE.3.4 2008**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

## **(IN 2010) PE.3.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## **(IN 2010) PE.3.6 2008**

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

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## **Applicable Weeks:**

24, 25, 26, 27

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## **Unit Information:**

Will pick 1-3 of the areas to cover during this unit. It may vary from year to year the duration of each area.

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## **Big Idea:**

For the students to learn movement patterns and body manipulate body parts

For the students to practice/learn differnt fitness concepts

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## **Essential Questions:**

Why is maintaining a healthy level of physical fitness important?

**Why is learning to dance important?**

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## **Learning Activities:**

Tumbling- forward roll/cartwheel/backward roll/log rolls/donkey kicks

Dance- Youtube dances - Whip Nae Nae (fitness version), Hampster Dance, creative movements, line dance, wedding dances

Fitness- stations, games (tri-athalons, obstacle course)

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## **Vocabulary:**

-tumbling

-forward roll

-log roll

-donkey kick

-circuit

-rhythm

-movement

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**Student Objectives:****Student Objectives:**

TSWBAT:

- Correctly demonstrate a forward roll, log roll, cartwheel
- willingly participate in the dance activities
- give one reason why fitness is important

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**Resources Used:**

PE Central

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**Assessments Used:**

Tumbling skills assessments

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**Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 3 | Subject: PE | Quarter: 4 |**  
**Map Title: 3rd Q4 U1**  
**Unit Title: *Literacy in PE***

## **Applicable Weeks:**

28, 29, 30

## **Unit Information:**

- Spelling words from regular classroom can be used.
- Collaborate with classroom teacher.
- May need special equipment/supplies in preparation for the unit.

## **Big Idea:**

To use literacy skills in a different setting and understand the value of using the skills in P.E.

## **Essential Questions:**

How can using work in PE help in other places?

## **Learning Activities:**

Locomotor Go Fish, Books in Motion, Turn and talk (about the activity for the day), Fitness activity logs, fitness stations

literacy

spelling words from classroom

exercise names

## **Vocabulary:**

literacy

spelling words from classroom

exercise names

## **Student Objectives:**

The students will be able to tell you why reading and words are important in sports.

The students will be able to talk to a classmate about an activity (What was your favorite part? What was a problem you had?)

## **Resources Used:**

PE CENTRAL

## **Assessments Used:**

## **Comments:**

Attached Files:

*There are no files attached to this map.*

# Map Report

**Grade: 3 | Subject: PE | Quarter: 4 |**  
**Map Title: 3rd Q4 U2**  
**Unit Title: *Outdoor Recreation***

**(IN 2010) PE.3.1 2008**

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**(IN 2010) PE.3.2 2008**

Movement Concepts: Students demonstrate an understanding of movement concepts principles strategies and tactics as they apply to the learning and performance of physical activities.

**(IN 2010) PE.3.3 2008**

Physical Activity: Students participate regularly in physical activity.

**(IN 2010) PE.3.4 2008**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

**(IN 2010) PE.3.5 2008**

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**(IN 2010) PE.3.6 2008**

Value of Physical Activity: Students value physical activity for health enjoyment challenge self-expression and/or social interaction.

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**Applicable Weeks:**

31, 32, 33, 34, 35, 36

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**Unit Information:**

The unit is more up to teacher discretion to choose activities. They might also need to finish assessments for the year during this time.

Go over some field day games. Activities may include Scavenger Hunt, whiffle ball, and kickball.

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**Big Idea:**

The students should understand basic concepts of game play for baseball (base running/rules).

Know how to do basic skills of throwing/catching/batting.

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**Essential Questions:**

What is your favorite part of baseball?

**What are some games I can play outside at home?**

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**Learning Activities:**

Whiffle ball- hit and run 1 base.

Scavenger Hunt

Kickball

Field Day games

Any final assessments for quarter or SLO's

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**Vocabulary:**

1st, 2nd, 3rd base/home plate

field day game names and names of skills

scavenger

bat

baseball/softball/whiffle ball

**Student Objectives:**

The students will be able to correctly play a game of whiffle ball

The students will be able to run when the ball is hit and run the bases in the correct order.

**Resources Used:**

PE Central

**Assessments Used:**

Batting assessment

Verbal formative assessment for batting

SLO

**Comments:**

Attached Files:

*There are no files attached to this map.*