

Focus: Students will demonstrate developmentally appropriate progress in manipulative, locomotor, and balance and weight transfer skills. Students will build on proper skill techniques and performance of skills in combination while incorporating fitness, body awareness and movement concepts. Students will develop personal responsibility, cooperative interactions, and the ability to analyze and correct movement during physical activity. Students will strengthen and expand their knowledge of the benefits of exercise on the brain and body.					
Manipulatives	Understanding: Students will execute a variety of motor patterns and skills needed to participate in physical activities and become competent movers.	District/IL Standard/SHAPE	Pacing	Key Vocabulary	
3.PE.1	Students who demonstrate understanding will be able to:				
3.PE.1.1	Throw underhand to a partner or target with mature form and reasonable accuracy.	S1.E13.3, IL19A.1a, IL19A.1b			
3.PE.1.2	Throw overhand, demonstrating 3 of the 6 critical elements of a mature pattern, in non dynamic environments, for distance and/or force.	S1.E14.3, IL19A.1a			
3.PE.1.3	Catch a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.	S1.E16.3, IL19A.1a			
3.PE.1.4	Dribble and travel in general space at slow to moderate jogging speed, with control of ball and body.	S1.E17.3, IL19A.1a, IL19A.1b			
3.PE.1.5	Dribble with the feet in general space with a mature pattern at slow to moderate jogging speed with control of ball and body.	S1.E18.3, IL19A.1a, IL19A.1b			
3.PE.1.6	Pass & receive a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.	S1.E19.3, IL19A.1a			
3.PE.1.7	Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.	S1.E21.3a, IL19A.1a, IL19A.1b			
3.PE.1.8	Use a continuous running approach and kick a stationary ball for accuracy.	S1.E21.3b, IL19A.1a, IL19A.1b			
3.PE.1.9	Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.	S1.E22.3, IL19A.1a			
3.PE.1.10	Strike an object with a short-handled implement, sending it forward over a low net or to a wall.	S1.E24.3a, IL19A.1a			
3.PE.1.11	Strike an object underhand with a short-handled implement demonstrating a mature pattern.	S1.E24.3b, IL19A.1a, IL19A.1b			
3.PE.1.12	Strike a ball with a long-handled implement, sending it forward, while using proper grip for the implement.	S1.E25.3, IL19A.1a			
3.PE.1.13	Perform intermediate jump rope skills for both long and short ropes.	S1.E27.3, IL19A.1a, IL19A.1b			
Locomotor	Understanding: Students will demonstrate a mature pattern of locomotor skills and begin to transition from one locomotor skill to another.	District/IL Standard/SHAPE	Pacing	Key Vocabulary	
3.PE.2	Students who demonstrate understanding will be able to:				
3.PE.2.1	Leap using a mature pattern.	S1.E1.2, IL19A.1a			
3.PE.2.2	Travel showing differentiation between sprinting and running.	S1.E2.3, IL19A.1a, IL19A.1b			
3.PE.2.3	Jump and land in the horizontal and vertical planes using a mature pattern.	S1.E3.3, 19A.1C, 19A.3B			
3.PE.2.4	Perform teacher selected and developmentally appropriate dance steps and movement patterns.	S1.E5.3, IL19A.1a, IL19A.1b			
3.PE.2.5	Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.	S1.E6.3, IL19A.1a, IL19A.1b			
Balance and Weight Transfer	Understanding: Students will be able to explore changes in body position and its effect on balance and stability.	District/IL Standard/SHAPE	Pacing	Key Vocabulary	
3.PE.3	Students who demonstrate understanding will be able to:				
3.PE.3.1	Balance on different bases of support demonstrating muscular tension and extension of free body parts.	S1.E7.3, IL19A.1a			

3.PE.3.2	Transfers weight from feet to hands for momentary weight support.		S1.E8.3, IL.19B.2b		
3.PE.3.3	Move into and out of gymnastics balances with curling, twisting and stretching actions.		S1.E10.3, IL19A.2a		
3.PE.3.4	Combine balance and weight transfers with movement concepts to create and perform a dance.		S1.E12.3, IL19A.2a, IL19B.2b		
Cooperative	Understanding: Students will demonstrate and reflect on personal responsibility with others in group settings.		District/IL Standard/SHAPE	Pacing	Key Vocabulary
3.PE.4	Students who demonstrate understanding will be able to:				
3.PE.4.1	Identify safety procedures followed when participating in group physical activity.		IL21A.1a, IL21A.1b, SEL2C.2b, SEL3A.1b		
3.PE.4.2	Work cooperatively with others.		ILB.1a, S4.E4.3a, SEL2C.1a		
3.PE.4.3	Praise others for their success in movement performance.		S4.E4.3b, SEL2B.1b, IL21B.1a		
3.PE.4.4	Recognize the role of rules and etiquette in physical activity with peers.		S4.E5.3, IL21A.1b, SEL2C.1a, SEL3B.1b		
3.PE.4.5	Give examples of ways to settle disagreements.		IL21A.2a, SEL2D.1b		
Fitness	Understanding: Students will be able to connect the skills needed to understand health and skill related fitness components.		District/IL Standard/SHAPE	Pacing	Key Vocabulary
3.PE.5	Students who demonstrate understanding will be able to:				
3.PE.5.1	Discuss changes that take place in the body after physical activity.		IL20A.1a, IL20A.1a		
3.PE.5.2	Identify the benefits of physical activity.		S3.E1.3b, IL20A.1a		
3.PE.5.3	Engage in the health-related and skill-related activities of physical education class without teacher prompting.		S3.E2.3, IL20A.1b		
3.PE.5.4	Describe the concept of fitness and provide examples of physical activity to enhance fitness.		S3.E3.3, IL20A.2a, IL20B.1a		
3.PE.5.5	Match the components of health related fitness to fitness assessments.		IL20B.2b		
3.PE.5.6	Demonstrate, with teacher direction, the health-related fitness components.		S3.E5.3		
3.PE.5.7	Set a goal based on fitness data with teacher guidance.		IL20C.1a		
3.PE.5.8	Match individual level of fitness to the corresponding health-related fitness zone score.		IL20B		
3.PE.5.9	Define perceived exertion.		IL.20B.2a		
Personal Responsibility	Understanding: Students will exhibit responsible personal and social behavior that respects self and others.		District/IL Standard/SHAPE	Pacing	Key Vocabulary
3.PE.6	Students who demonstrate understanding will be able to:				
3.PE.6.1	Exhibit personal responsibility in teacher directed activities.		S4.E1.3, IL21A.2a		
3.PE.6.2	Work independently for extended periods of time.		S4.E2.3, IL.21A.2c		
3.PE.6.3	Accept and implement specific corrective feedback from the teacher.		S4.E3.3, IL21A.2a		
3.PE.6.4	Work independently and safely in physical activity settings.		S4.E6.3, IL21A.1a, SEL3A.1b		
Analyze Various Movement Concepts	Understanding: Students will identify and demonstrate components of movement skills in a variety of activities.		District/IL Standard/SHAPE	Pacing	Key Vocabulary
3.PE.7	Students who demonstrate understanding will be able to:				
3.PE.7.1	Define offense and defense in activities, games or sports.		IL.19C.2b		
3.PE.7.2	Identify simple cues involved in selected skills.		IL.19B.1b		
3.PE.7.3	Demonstrate the ability to adjust force on an object to change direction or distance.		IL.19B.2a		
3.PE.7.4	Combine locomotor skills and movement concepts to create and perform a dance		S1.E11.3, IL19A.2a		

Neuroscience/ Health Enhancing Concepts	Understanding: Students will be able to explain the benefits of exercise and the basic parts of the brain.		District/IL Standard/SHAPE	Pacing	Key Vocabulary
3.PE.8	Students who demonstrate understanding will be able to:				
3.PE.8.1	Locate basic parts of the brain		IL 23D.1a		
3.PE.8.2	Discuss the benefits of exercise on the brain		IL 23D.1a		