



HPS Scope & Sequence  
K-8 Grade Level Essential Skills  
Created: 2009-2011  
Published: Fall 2011

Grade Level: 3  
Subject: Physical Education

Howell Public Schools (HPS) has studied the work of Dr. Robert Marzano and other educational consultants. In Marzano's book *What Works in Schools: Translating Research into Action*, the author points to the necessity of school districts having a "guaranteed and viable curriculum." Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan's Grade Level Content Expectations (GLCEs), as well as the new national Common Core Standards. The timeline of our Scope & Sequence development is as follows:

2008-09






Small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject "Essential Skills". Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at [http://www.michigan.gov/mde/0,1607,7-140-28753\\_33232---,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html)

Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight. These documents were then published in August 2009.

2009-2011

Teachers of the elective classes (Art, Music, Technology, Physical Education, Consumers Science, World Language, etc.) began creating Scope & Sequence documents for their subjects in 2009. The Michigan Department of Education (MDE) did not initially provide standards for most of these subjects, so these teachers looked to national standards as their guide. Later, as time went on, the MDE began releasing K-8 aligned standards that our teachers began incorporating. Finished documents began materializing in the spring of 2011, with a goal of each subject having a Scope & Sequence by the summer of 2012. Please Note: Elective teachers at the elementary see students approximately one day a week, so the Scope & Sequences for these subjects are relatively short compared to secondary elective teachers who see students daily for either a quarter, a semester or a year long experience.

HPS Scope Sequence  
3rd Grade Physical Education  
Created 2/2011






Standard or GLCE #	Standard or GLCE Language	What this means:	S	Time Days	Possible Embedded Assessment(s)	Vocabulary
	Students will . . . .					

## Physical Education Scope and Sequence-3rd Grade

### Spatial Awareness

M.MC.03.07	Demonstrate all effort movement concepts for force (i.e., strong and light) in isolated settings.	Beware of surroundings.	S1	1		Space awareness, self-space, general space.
M.MC.03.08	Demonstrate all effort movement concepts for flow (i.e., bound and free) in isolated settings.	Controlled movement with expression.	S1	1		Control, expression, flow.
M.MC.03.10	Demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.	Body awareness of self and others.	S1	1		Body awareness.
M.MC.03.02	Demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.	Body awareness of self in varying directions.	S1	1		Body awareness.
M.MC.03.11	Demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.	Body awareness of self and others.	S1	1		Body awareness.

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## Physical Education Scope and Sequence-3rd Grade

K.MC.03.11	Distinguish among all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups).	Body awareness of self and others.	S2	1		Body awareness, movement .
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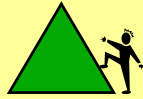

### Rhythmic

K.RA.03.01	Create a simple repeating rhythmic sequence by combining a variety of movement skills.	Moving to a pattern in relationship to a rhythm.	S2	1		Rhythmic patterns.
M.RA.03.01	Demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms in repetition.	Move to a beat.	S2	1		Locomotor/axial movements, even/uneven rhythms.

### Manipulatives

M.MS.03.04	Demonstrate selected elements of the mature form of manipulative skills of catch, kick, foot dribble, and strike with hand in isolated settings.	Object control.	S1	1		Catch, Kick, Dribble.
K.MS.03.03	Distinguish between all of the critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.	Object control.	S1	1		Roll, Throw-Underhand/Overhand.
M.MS.03.03	Demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.	Object control.	S1	1		Roll, Throw-Underhand/Overhand.

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## Physical Education Scope and Sequence-3rd Grade

B.PS.03.02	Exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.	Behavior and cooperation with others.	S1	1		Responsibility, cooperation.
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### Motor Skills

M.MS.03.01	Demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.	Ability to move body in a controlled manner.	S2	1		Bend, twist, roll curl.
M.MS.03.02	Demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge in isolated settings.	Ability to move body in a controlled manner.	S1	1		Run, leap, skip.
K.MS.03.01	Distinguish among the critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	Understand body movement in a control setting.	S2	1		Bend, twist, roll curl, knowledge.
K.MS.03.02	Distinguish among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.	Understand body movement in a control setting.	S1	1		Run, leap, skip, knowledge.

### Fitness

K.RP.03.01	Identify positive feelings associated with regular participation in physical activities in isolated settings.	Understand feelings associated with physical activity.	S1	1		Feelings, physical activity.
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## Physical Education Scope and Sequence-3rd Grade

K.RP.03.02	Recognize the need to practice skills for which improvement is needed in isolated settings.	Understand the need to practice skills.	S2	1		Practice, skills, development.
A.PE.03.01	Participate regularly (i.e., a minimum of 33% of class time) in physical activities in physical education class, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.	Participation in physical education.	S1	1		Participation, movement.
A.PA.03.01	Choose to participate regularly (i.e., a minimum of 60 minutes per day for 7 days a week) in physical activities outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.	Participate regularly in physical activity outside school.	S2	1		Regular physical activity, outside school.
B.PS.03.01	Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.	Cooperation with other students while displaying positive character traits.	S1	1		Responsibility, cooperation, compassion.
B.RP.03.01	Identify a limited number of positive feelings associated with regular participation in physical activities in isolated settings.	Understand feelings associated with physical activity.	S1	1		Feelings, physical activity.

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B.RP.03.02	Choose to practice skills for which improvement is needed in isolated settings.	Practice to improve skills.	S2	1		Practice, skills, development.
B.ID.03.01	Participate with students of varying skill and fitness levels in isolated settings.	Cooperation with other students while displaying	S1	1		Cooperation, compassion,

## Nutrition and Physical Activity

K.AN.03.01	Identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).	Understand effects of physical activity and nutrition on the body.	S2	1		Nutrition, health, body structure.
K.AN.03.02	Describe the physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration,	Understand basic functions of their bodies as it relates to exercise.	S2	1		Fitness, knowledge.
K.AN.03.04	Identify non-manipulative activities that promote healthy joint flexibility.	Understand joint health and flexibility.	S2	1		Flexibility, stretching.
B.SB.03.01	Identify benefits of social interaction as part of participation in physical activities in isolated settings.	Understand interaction with other students.	S1	1		Teamwork, cooperation.
B.ID.03.02	Identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.	Understand what a healthy body image is.	S2	1		Media, health, body, image.

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B.FE.03.01	Identify emotions related to how individuals feel while participating in physical activity in isolated settings.	Understand and exemplifies compassion for others.	S1	1		Compassion.
A.AN.03.01	Identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).	Understand effects of physical activity and nutrition on the body.	S2	1		Nutrition, health, body structure.
A.AN.03.02	Support body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.	Able to support body weight during physical activities.	S2	1		Strength, effort, health.
A.AN.03.03	Participate in non-locomotor activities that promote healthy joint flexibility.	Able to stretch to improve flexibility and joint health.	S2	1		Stretch, joint, health.

## Outdoors Pursuits

K.OP.03.01	Describe selected elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.	Understand the importance of caring for their surroundings.	S2	1		Responsibility.
K.OP.03.03	Identify the function of clothing and equipment associated with selected outdoor pursuits.	Understand the function of clothing and equipment associated with selected outdoor pursuits.	S2	1		Responsibility, clothing/equipment.
K.OP.03.04	Identify selected safety features of outdoor pursuits.	Able to identify selected safety features.	S2	1		Responsibility, safety.