

## What is it we expect students to learn? Identifying Essential Standards

**Grade Level:** Third Grade

**Subject:** Physical Education      **Team Members:** Joe Masciovecchio

1. Standard/Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught?	6. Enrichment Standards
Demonstrate specific elements of throwing skills (HM1E5)	Non-dominant shoulder faces target, arm/leg opposition; transfer of weight, arm follow through	Familiarity with throwing form from previous years	<u>Linda Carson Skill Evaluations:</u> Throwing	August and ongoing	
Demonstrate combination of tumbling skills (HM1D3)	Student is able to roll or safety roll and complete a cart wheel or safety cart wheel	Mastery of <u>Kidnastic</u> basic tumbles	Groups create a tumbling routine using <u>Kidnastic</u> movements	August and ongoing	
Demonstrate combination of locomotor skills while performing manipulative skill (HM1E3)	Student is able to skip while dribbling	Mastery of locomotor skills from previous years	Teacher observation	August and ongoing	
Demonstrate appropriate teamwork and cooperative skills when involved in a team activity (HM1F3)	Student is able to display respectful language and physical conduct with peers during and after a team activity	Participation in games with low organization	Peer discussion and teacher observation	August and ongoing	
Realize appropriate	Student is able to	Familiarity with the	Teacher and peer	August and ongoing	

## What is it we expect students to learn? Identifying Essential Standards

force needed when playing with a partner (HM1E2)	recognize and respond appropriately if he or she throws too hard or too soft with a partner	definition of hard and soft	observation
--	---	-----------------------------	-------------

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary
2. Example/ Rigor: What does the proficient student work look like? Provide an example and/or description.
3. Prior skills needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessments(s) will be used to measure the student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/ skills enrich the essential standard?

Mattos, Buffum, Weber, 2010