

PE Grade 3

September 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEQ:</p> <ul style="list-style-type: none"> WHY SHOULD WE BE HEALTHY AND PHYSICALLY ACTIVE? WHAT DOES SPORTSMANSHIP LOOK LIKE IN PHYSICAL EDUCATION? HOW ARE YOU GOING TO USE THE SKILLS AND ACTIVITIES YOU LEARN IN PHYSICAL EDUCATION IN DAILY LIFE? <p>UEQ:</p> <ul style="list-style-type: none"> <i>How do I stay safe when I come to Phy Ed?</i> <i>What is the purpose of warming up before activity?</i> <i>Why is it important to follow rules during games and activities?</i> 	<p>Daily Routine (throughout the entire year)</p> <ol style="list-style-type: none"> Enter the gym quietly. Exercises in squads Warm-up Activity Come prepared for physical activity with proper clothing and footwear. Walking to line up at the door showing line basics <p>Rules, Procedures, Expectations</p> <ol style="list-style-type: none"> Discuss classroom rules and expectations for bathroom use, water rules, safety, participation, injuries, and grading. Practice signals for starting and stopping activity. Come prepared for physical activity with proper clothing and footwear. <p>Movement Concepts</p> <ol style="list-style-type: none"> Discuss safety while moving in space. Demonstrate safe and proper movement. Demonstrate and perform proper technique of basic exercises such as sit-ups, push-ups, jumping jacks, etc. Perform walk, jog, run, skip, hop, leap, gallop, slide on teacher's command. Perform chase, flee, tag, and 		<p>3.1.1.1</p> <p>3.1.1.2</p> <p>3.1.1.3</p> <p>3.3.5.1</p> <p>3.4.4.1</p> <p>3.5.1.1</p> <p>3.5.3.1</p>	<p>Daily Routine (throughout the entire year)</p> <p>1-5, Observation, Q&A</p> <p>Rules, Procedures, Expectations</p> <p>1-3, Observation, Q&A</p> <p>Movement Concepts</p> <p>1-5, Observation, Q&A</p> <p>CSA= LOCOMOTOR ASSESSMENTS</p> <p>CSA = SKILLS TESTING</p>	<p>Daily Routine (throughout the entire year)</p> <p>1ST DAY PLANS</p> <p>Rules, Procedures, Expectations</p> <p>STMA PHYSICAL EDUCATION RULES AND GRADING</p> <p>Movement Concepts</p> <p>LOCOMOTOR ASSESSMENTS</p>

Daily Routine (throughout the entire year)

- Enter gym
- Exercises in squad spot
- Warm-up activity
- Lesson/Activity
- Line up

Rules, Procedures, Expectations

- Classroom rules and expectations
- Signals
- Prepared

Movement Concepts

- Safety
- Exercises
- Locomotor Movements
- Chasing, Fleeing, Dodging

dodge during tag games and warm-ups.

<p>Daily Routine (throughout the entire year)</p> <ul style="list-style-type: none">• Enter gym• Exercises in squad spot• Warm-up activity• Lesson/Activity• Line up <p>Rules, Procedures, Expectations</p> <ul style="list-style-type: none">• Classroom rules and expectations• Signals• Prepared <p>Movement Concepts</p> <ul style="list-style-type: none">• Safety• Exercises• Locomotor Movements• Chasing, Fleeing, Dodging	<p>dodge during tag games and warm-ups.</p>				
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<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>What part of the foot should you use to kick a ball correctly?</i> • <i>Who can use their hands in a soccer game? When do you use a throw-in during a soccer game?</i> • <i>What things constitute a good pass?</i> <p>Soccer</p> <ol style="list-style-type: none"> 1. Dribbling 2. Passing 3. Trapping 4. Rules/Game Play 	<p>Soccer</p> <ol style="list-style-type: none"> 1a. Dribble a soccer ball in open space. 1b.. Dribble a ball with defensive pressure. 1c.. Dribble a ball with a partner through small cones. 2. Demonstrate passing with inside and outside of foot. 3. Demonstrate trapping with sole of the foot. 4a. Play lead-up games of soccer to practice skills. 4b. Demonstrate goalkeeping technique. 4c. Play games of soccer. 	<p>Soccer</p> <p>LT1. I will kick a ball with the inside part of the foot.</p> <p>LT2. I will understand who can use their hands in a soccer game.</p> <p>LT3. I will understand when to use a throw-in during a soccer game</p> <p>LT4. I can demonstrate what constitutes a good pass</p> <p>LT5. I will demonstrate sportsmanship and fair play.</p>	<p>Soccer</p> <p>3.1.3.6</p> <p>3.1.3.7</p> <p>3.1.3.9</p>	<p>Soccer</p> <p>1-4 Teacher Observation</p> <p>CFA = SOCCER UNIT CFA = SKILLS</p> <p>CSA = SOCCER UNIT CSA = SKILLS TESTING</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p>	<p>Soccer</p> <p>SOCCER UNIT http://www.pecentral.org</p> <p>www.pecentral.org</p>
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October

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>What are four parts of throwing correctly?</i> • <i>Give three parts involved in punting a football?</i> • <i>What are some key ingredients in kicking a football?</i> <p>Football</p> <ol style="list-style-type: none"> 1. Passing 2. Catching 3. Punting 4. Tee Kicking 5. Continuous Flag Tag <p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>Name the Presidential Fitness Tests.</i> • <i>What fitness components do the fitness tests measure?</i> • <i>What can you do to improve your fitness scores?</i> <p>Fitness Testing</p> <ol style="list-style-type: none"> 1. Sit-ups 2. Shuttle Run 3. Sit and Reach 4. ½ Mile Run 5. Arm Hang 	<p>Football</p> <ol style="list-style-type: none"> 1a. Demonstrate a proper pass using the checklist as a guideline. 2a. Demonstrate proper catching technique. 1-2b. Pass and catch with a partner. 3. Perform the two-step punt. 4. Kick a football off a kicking tee. 5a. Put on flag football belts 5b. Play “Continuous Flag Tag” 5c. Play miscellaneous football lead-up games. <p>Fitness Testing</p> <ol style="list-style-type: none"> 1-5. Discuss the Presidential Physical Fitness Test, and how it tests muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and speed/agility. 1-5. Demonstrate how to perform each of the five areas of the test. 1-5. Perform each of the tests. 	<p>Football</p> <p>LT1. I can identify all four parts of throwing correctly</p> <p>LT2. I can demonstrate three parts involved in punting a football.</p> <p>LT3. I can explain how to kick a football off a tee.</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p> <p>Fitness Testing</p> <p>LT1. I can name the Presidential Fitness Tests.</p> <p>LT2. I can explain what the fitness tests measure</p> <p>LT3. I will identify what I can do to improve your fitness scores</p>	<p>Football</p> <p>3.1.3.9 3.1.3.10</p>	<p>Football</p> <p>1-5, Teacher Observation</p> <p>CSA = FOOTBALL UNIT CSA = SKILLS TESTING</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p> <p>Fitness Testing</p> <p>1-5 Fitness Tests</p> <ol style="list-style-type: none"> 1. Sit-ups 2. Shuttle Run 3. Sit and Reach 4. ½ Mile Run 5. Arm Hang <p>Self-Assessment on tests – at or above 50th Percentile</p> <p>CSA = Formal Test - Presidential Physical Fitness Test</p> <p>Comparison of results from previous year.</p> <p>CFA = FITNESS TEST PRACTICE</p>	<p>Football</p> <p>FOOTBALL UNIT http://www.pecentral.org</p> <p>www.pecentral.org</p> <p>Fitness Testing President's Council on Physical Fitness Materials, 2014-2015</p> <p>www.presidentschallenge.org/</p>

November

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCE & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>Where should your hands be on the basketball when you are shooting?</i> • <i>Give three tips for dribbling a basketball correctly.</i> • <i>What are the three important parts of passing a basketball?</i> <p>Basketball</p> <ol style="list-style-type: none"> 1. Rules 2. Dribbling 3. Passing 4. Shooting 5. Lay-ups 6. Game play 	<p>Basketball</p> <ol style="list-style-type: none"> 1. Introduce sport of basketball and related skills and rules. 2a. Dribble a ball without pressure. 2b.. Dribble against a partner or group playing defense. Defend a dribbler. 3. Pass with a partner, including bounce pass, chest pass, and overhead pass. 4. Shoot using correct form. 5. Demonstrate lay-up form. 1-5.. Perform skill stations. 6.. Play modified basketball games. 	<p>Basketball</p> <p>LT1. I can show where my hands should be on the basketball when I am shooting.</p> <p>LT2. I can identify three tips for dribbling a basketball correctly.</p> <p>LT3. I can demonstrate 2 ways to pass a basketball.</p> <p>LT4. • I will demonstrate sportsmanship and fair play.</p>	<p>Basketball</p> <p>3.1.3.4</p> <p>3.1.3.5</p>	<p>Basketball</p> <p>Peer critique</p> <p>1-6 Teacher Observation and Correction of Technique</p> <p>CSA= BASKETBALL UNIT CSA = SKILLS TESTING</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p>	<p>Basketball</p> <p>BASKETBALL UNIT</p> <p>www.pcentral.org</p>

December

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate basic calls in a scattered square dance.</i> • <i>List basic moves in a line dance.</i> • <i>List differences between a line dance and a scattered square dance.</i> <p>Rhythms / Dance</p> <ol style="list-style-type: none"> 1. Locomotor Skills 2. Line Dance 3. Aerobic Dance 4. Square Dance 5. Scatter Square Dance 6. Cultural Dances 	<p>Rhythms / Dance</p> <p>1-6. Introduce locomotor movements, dance, rhythm and movement, as well as coordination, balance, and social aspects of dance.</p> <p>1-6. Learn cultural concepts related to the dances and songs performed.</p> <p>1-6. Learn and practice steps to many different dances, including line dances, folk dance, modern dance, cultural dances, aerobic dance, square dance etc.</p>	<p>Rhythms / Dance</p> <p>LT1. I will recognize basic calls in a scattered square dance.</p> <p>LT2. I can follow basic moves in a line dance.</p> <p>LT3. I can list differences between a line dance and a square dance.</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p>	<p>Rhythms/Dance</p> <p>3.1.1.1</p> <p>3.1.1.2</p> <p>3.1.1.3</p> <p>3.1.1.4</p>	<p>Rhythms / Dance</p> <p>1-3 Teacher Observation</p> <p>CSA = DANCE UNIT</p> <p>CSA = SKILLS TESTING</p> <p>CFA= DANCE UNIT</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p>	<p>Rhythms / Dance</p> <p>Various Dance Music CD's</p> <p>DANCE UNIT</p>

January

EQ & CONTENT	SKILLS	LEARNING TARGET	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i> <i>Where should your hands be placed on a forward roll?</i></p> <ul style="list-style-type: none"> <i>Where should your hands be placed on a backward roll?</i> <i>Explain why a "triangle" is needed to do a tripod or headstand.</i> <p>Tumbling</p> <ol style="list-style-type: none"> Animal Rolls and Walks Forward Rolls Backward Rolls Tripods/Headstands Cartwheels 	<p>Tumbling</p> <p>1-5. Introduce gymnastics and related skills and rules. 1-3. Tumble on mats in various ways, including egg roll, log roll, forward and backward rolls, etc. 1, 4, 5. Tumble on mats using animal walks, tripods, and headstands.</p>	<p>Tumbling</p> <p>LT1. I can demonstrate where my hands should be placed on a forward roll LT2. I can demonstrate where my hands should be placed on a backward roll. LT3. I can explain why a "triangle" is needed to do a tripod or headstand. LT4. I will demonstrate sportsmanship and fair play.</p>	<p>Tumbling</p> <p>3.1.2.1 3.1.2.2 3.1.2.3 3.1.2.4 3.1.2.5</p>	<p>Tumbling</p> <p>1-3 Teacher Observation and Correction of Technique</p> <p>CFA=GYMNASTICS UNIT</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p> <p>CSA = GYMNASTICS UNIT</p> <p>CSA = SKILLS TESTING</p>	<p>Tumbling</p> <p>GYMNASTICS UNIT</p>

February

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>How do you hold a hockey stick?</i> • <i>What is the difference between a forehand and a backhand?</i> • <i>What three things are needed in order for a pass to be considered "good"?</i> • <i>How should a goalie stand?</i> <p>Floor Hockey</p> <ol style="list-style-type: none"> 1. Stick Handling 2. Passing 3. Receiving 4. Shooting 5. Goaltending 	<p>Floor Hockey</p> <p>1-5. Introduce floor hockey skills and related skills, stressing safety.</p> <p>1a. Stick-handle a puck/hockey ball without pressure.</p> <p>1b. Stick-handle a puck/hockey ball with pressure from a partner or group of defenders.</p> <p>2. Pass and receive a puck/hockey ball with a partner.</p> <p>4. Shoot against a goaltender.</p> <p>1-5. Play modified floor hockey games.</p>	<p>Floor Hockey</p> <p>LT1. I will demonstrate how you hold a hockey stick</p> <p>LT2. I can demonstrate the difference between a forehand and a backhand</p> <p>LT3. I will list three cues needed to be considered a "good" pass.</p> <p>LT4. I will demonstrate how a goalie should stand.</p> <p>LT5. I will demonstrate sportsmanship and fair play.</p>	<p>Floor Hockey</p> <p>3.1.3.13</p> <p>3.1.3.14</p> <p>3.4.5.1</p>	<p>Floor Hockey</p> <p>1-6 Teacher Observation and Correction of Technique</p> <p>CFA= FLOOR HOCKEY UNIT</p> <p>CSA = FLOOR HOCKEY UNIT</p> <p>CSA = SKILLS TESTING</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p>	<p>Floor Hockey</p> <p>FLOOR HOCKEY UNIT</p>

March

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> Describe how your hands and arms should look when bumping a volleyball. How would you teach someone to serve a volleyball? What is the ready position? <p>Volleyball</p> <ol style="list-style-type: none"> Rules of volleyball Bumping Serving Scoring <p><i>UEQ:</i></p> <ul style="list-style-type: none"> Why do you use both hands in cupstacking? What are the different competition stacks? What can make you a faster cupstacker? 	<p>Volleyball</p> <ol style="list-style-type: none"> Discuss the rules of volleyball. 2-3. Demonstrate proper form for bumping, and serving using a volley trainer. Bump volley trainer to a partner to catch it. Serve volleyball over a lowered net. Discuss scoring procedures for modified volleyball games. <p>1-4. Play modified volleyball games.</p>	<p>Volleyball</p> <p>LT1. I can describe how my hands and arms should look when bumping a volleyball.</p> <p>LT2. I will list 3 cues to serve a volleyball correctly.</p> <p>LT3. I can demonstrate the ready position</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p>	<p>Volleyball</p> <p>3.1.3.11</p> <p>3.1.3.12</p> <p>3.2.1.5</p>	<p>Volleyball</p> <p>1-6 Teacher Observation and Correction of Technique</p> <p>CFA= VOLLEYBALL UNIT</p> <p>CSA = VOLLEYBALL UNIT</p> <p>CSA = SKILLS TESTING</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p> <p>Cupstacking</p> <p>1-6 Teacher Observation and Correction of Technique</p>	<p>Volleyball</p> <p>VOLLEYBALL UNIT</p> <p>Cupstacking</p> <p>CUPSTACKING UNIT</p>
<p>Cupstacking</p> <ol style="list-style-type: none"> Rules of cupstacking Different types of stacks Strategies Upstacking Downstacking Relays 	<p>Cupstacking</p> <ol style="list-style-type: none"> Introduce rules and strategies for cupstacking Improve hand-eye coordination through continued practice of stacks and the cycle. Compete with partners or small groups for best times. Upstack and downstack the 3-3-3, 3-6-3, 6-6, 1-10-1. 	<p>Cupstacking</p> <p>LT1. I can explain why I use both hands in cupstacking</p> <p>LT2. I can list the different competition stacks</p> <p>LT3. I can identify the 3 strategies to make me a faster cupstacker.</p>	<p>Cupstacking</p> <p>3.4.1.1</p> <p>3.4.2.1</p> <p>3.4.3.1</p>	<p>Cupstacking</p> <p>1-6 Teacher Observation and Correction of Technique</p> <p>CSA = CUPSTACKING UNIT</p> <p>CFA= CUPSTACKING UNIT</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p>	

	<p>6a. Compete against yourself using teacher timed challenges.</p> <p>6b. Perform relays using the various stacks.</p>	LT4. • I will demonstrate sportsmanship and fair play.			
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April

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> Name one strategy for staying safe while moving in space. Demonstrated safe and proper movements during indoor games. Give an example of good sportsmanship when playing our games. <p>Indoor Games</p> <ol style="list-style-type: none"> Safety Locomotor Movements Chasing, Fleeing, Dodging <p><i>UEQ:</i></p> <ul style="list-style-type: none"> Why is it important to step with your opposite foot when throwing? When hitting, why is it important to stand sideways to the pitcher? Explain why you should catch a softball with two hands. 	<p>Indoor Games</p> <p>1a. Discuss safety while moving in space.</p> <p>1b. Demonstrate safe and proper movement.</p> <p>2. Perform walk, jog, run, skip, hop, leap, gallop, slide on teacher's command.</p> <p>3. Perform chase, flee, tag, and dodge during tag games and miscellaneous activities.</p> <p>1-3. Develop strategies during games and activities.</p> <p>Ball Striking</p> <ol style="list-style-type: none"> Introduce the sports of softball and baseball, including rules, skills, and their differences. Throw and catch with a partner using baseball gloves, including ground balls, pop flies, and regular throws. 	<p>Indoor Games</p> <p>LT1. I can name one strategy for staying safe during an indoor game.</p> <p>LT2. I will demonstrate the proper skills needed to play and stay safe during indoor games.</p> <p>LT3. I can give an example of good sportsmanship when playing our games.</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p> <p>Ball Striking</p> <p>LT1. I can explain why it is important to step with your opposite foot when throwing.</p> <p>LT2. I can explain why is it important to stand sideways to the pitcher when hitting.</p> <p>LT3. I can explain why you should catch a softball with two hands.</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p>	<p>Indoor Games</p> <p>3.1.3.1</p> <p>3.1.3.2</p> <p>3.1.3.3</p> <p>3.2.1.1</p> <p>3.2.1.2</p> <p>3.2.1.3</p> <p>3.2.1.4</p> <p>3.2.1.6</p> <p>Ball Striking</p>	<p>Indoor Games 1-5. Observation, Q&A CSA = LOCOMOTOR ASSESSMENTS</p> <p>CFA = LOCOMOTOR ASSESSMENTS</p> <p>Ball Striking 1-4 Teacher Observation and Correction of Technique CFA =BALL STRIKING UNIT</p> <p>CSA = BALL STRIKING UNIT CSA = SKILLS TESTING</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p>	<p>Indoor Games LOCOMOTOR ASSESSMENTS</p> <p>Ball Striking BALL STRIKING UNIT</p>

Ball Striking 1. Rules of Baseball and Softball 2. Throwing and Catching 3. Hitting / Striking 4. Fielding	3-4. Practice hitting off of batting tees to fielders. 1-4. Play modified games and lead-up games.		3.1.3.13		
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May

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> Name the Presidential Fitness Tests. What fitness components do the fitness tests measure? What can you do to improve your fitness scores? <p>Fitness Testing</p> <ol style="list-style-type: none"> Sit-ups Shuttle Run Sit and Reach ½ Mile Run Arm Hang <p><i>UEQ:</i></p> <ul style="list-style-type: none"> Describe the components of a relay. What is a "scratch" in the long jump? What is an important strategy in running a distance race? 	<p>Fitness Testing</p> <p>1-5. Discuss the Presidential Physical Fitness Test, and how it tests muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and speed/agility.</p> <p>1-5. Demonstrate how to perform each of the five areas of the test.</p> <p>1-5. Perform each of the tests.</p> <p>Track and Field</p> <ol style="list-style-type: none"> Introduce Track and Field, including its many events and rules. Run relays in small groups at increasing distances, using proper hand-off technique. Run hurdle races <ol style="list-style-type: none"> Jump for distance (long jump). Throw a softball and frisbee for distance. Tug with a team against an opponent. Discuss rules and information related to the upcoming Track and Field Day. 	<p>Fitness Testing</p> <p>LT1. I can name the Presidential Fitness Tests.</p> <p>LT2. I can explain what the fitness tests measure.</p> <p>LT3. I can identify what can you do to improve your fitness scores</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p> <p>Track and Field</p> <p>LT1. I can describe the components of a relay.</p> <p>LT2. I can identify what a "scratch" is in the long jump</p> <p>LT3. I can name an important strategy in running a distance race.</p> <p>LT4. I can describe the best running strategy when running over a hurdle?</p>	<p>Fitness Testing</p> <p>3.3.1.1</p> <p>3.3.2.1</p> <p>3.3.3.1</p> <p>3.3.3.2</p> <p>3.3.4.1</p> <p>Track and Field</p>	<p>Fitness Testing</p> <p>1-3 Fitness Tests</p> <ol style="list-style-type: none"> Sit-ups Shuttle Run Sit and Reach ½ Mile Run Arm Hang <p>Self-Assessment on tests – at or above 50th Percentile</p> <p>CFA = Formal Test - Presidential Physical Fitness Test</p> <p>CSA = Formal Test - Presidential Physical Fitness Test</p> <p>Comparison of results from previous year</p> <p>Track and Field 1-8 Teacher Observation</p> <p>CSA = TRACK AND FIELD CSA = SKILLS TESTING</p>	<p>Fitness Testing President's Council on Physical Fitness Materials, 2009-2010</p> <p>http://www.presidentschallenge...www.presidentschallenge.org/</p> <p>Track and Field TRACK AND FIELD</p> <p>http://www.peccental.org%3cbr%3ewww.peccental.org</p> <p>Outdoor Games OUTDOOR GAMES UNIT</p>

<ul style="list-style-type: none"> • <i>What is the best running strategy when running over a hurdle?</i> <p>Track and Field</p> <ol style="list-style-type: none"> 1. Relays 2. Individual Races 3. Hurdles 4. Field Events 5. Track and Field Day <p>UEQ:</p> <ul style="list-style-type: none"> • <i>Name one strategy for staying safe while moving in space.</i> • <i>Demonstrated safe and proper movements during outdoor games.</i> • <i>Give an example of good sportsmanship when playing our games.</i> <p>Outdoor Games</p> <ol style="list-style-type: none"> 1. Bocce Ball 2. Frisbee toss and catch 3. Scoop throw and catch 4. Paddles 	<p>5b. Practice all events that will take place on Track and Field Day.</p> <p>Outdoor Games</p> <ol style="list-style-type: none"> 1. Learn bocce ball rules, scoring, and strategies. 2. Play bocce ball with a group of students. 3. Practice throwing and catching to a partner with scoops and frisbees. 4. Participate in individual activities using scoops, zballs, and paddles. 	<p>LT5. I will demonstrate sportsmanship and fair play.</p> <p>Outdoor Games</p> <p>LT1. I can name one strategy for staying safe while moving in space. LT2. I can demonstrate safe and proper movements during outdoor games. LT3. I will demonstrate sportsmanship and fair play.</p>	<p>3.1.3.16</p> <p>3.1.3.17</p> <p>3.5.2.1</p> <p>3.5.3.1</p> <p>Outdoor Games</p> <p>3.1.3.1</p> <p>3.1.3.2</p> <p>3.1.3.3</p> <p>3.2.1.1</p> <p>3.2.1.2</p> <p>3.2.1.3</p> <p>3.2.1.4</p> <p>3.2.1.6</p>	<p>CFA = TRACK AND FIELD CFA = SPORTSMANSHIP SELF ASSESSMENT</p> <p>Outdoor Games</p> <p>1-4. Teacher Observation</p> <p>CSA = OUTDOOR GAMES</p> <p>CFA = OUTDOOR GAMES</p> <p>CFA = SPORTSMANSHIP SELF ASSESSMENT</p>	
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