

## Wilson Area School District Planned Course Guide

**Title of planned course:** 3rd Grade Physical Education

**Subject Area:** Physical education

**Grade Level:** 3<sup>rd</sup> Grade

**Course Description:** Elementary physical education

**Time/Credit for this Course:** 1 day/week for 40 weeks

**Curriculum Writing Committee:** Nicholas Woodward

## Curriculum Map

<b><u>August:</u></b>	Introduction to physical education: Safety guidelines and course expectations
<b><u>September:</u></b>	Introduce guidelines and expectations Body movement: General movement and game concepts Invasion: Soccer skills
<b><u>October:</u></b>	Invasion: Soccer skills Hit, run and field: Passing, receiving and kicking skills
<b><u>November:</u></b>	Body movement: Health-related components of fitness Body movement: Formative fitness assessments
<b><u>December:</u></b>	Invasion: Hockey skills Hit, run and field: Striking skills
<b><u>January:</u></b>	Hit, run and field: Striking skills Body movement: Jump rope skills and dance
<b><u>February:</u></b>	Body movement: Jump rope skills and dance Invasion: Basketball skills
<b><u>March:</u></b>	Invasion: Basketball skills Net/Wall: Volleyball skills Target: Frisbee/Disc golf skills
<b><u>April:</u></b>	Body movement: Summative fitness assessments Cooperative: Cooperative activities
<b><u>May:</u></b>	Hit, run and field: Diamond activities
<b><u>June:</u></b>	Wrap-up activity

## Planned Course Materials

**Course Title:** 3rd Grade Physical Education

**Teacher Resources:**

- Dynamic Physical Education for Elementary School Children (Kirchner)
- Dynamic Physical Education for Elementary School Children (Pangrazi)
- The Ultimate Sport Lead-Up Game Book (Bailey)
- The Great Games Handbook for Elementary Physical Education (Tiller)
- Great Activities: K-6 Physical Education Games and Activities
- PE2theMax (Hughes)
- Pre-Sport Skills Activities Program (Turner)
- Fitness for Children (Hinson)
- Active Bodies, Active Brains (Clancy)
- No Standing Around In My Gym (Hughes)
- P.E. Central
- Mr. Gym
- PE4Life
- Aahperd.org
- Pelinks4u
- Open PE.com

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Introduction to Physical Education: Safety Guidelines and Course Expectations

**Time frame:** 1 - 2 classes

**State Standards:** 10.3.3.A-D

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize safe/unsafe practices in the home, school and community.
- Recognize emergency situations and explain appropriate responses.
- Recognize conflict situations and identify strategies to avoid or resolve.
- Recognize the importance of a warm-up and cool-down
- Identify class expectations specific to 3<sup>th</sup> grade physical education
- Follow the rules and etiquette so that everyone is safe and has fun
- Work to increase their heart rate
- Discuss the importance of moving to open space
- Demonstrate fitness activities with proper form and attention to safety
- Use positive language and encouraging words with their partners

**Core Activities:**

- Class procedures
- Review of all locomotor movements
- Tag games

**Extensions:** Cue card relay race reinforcing safety rules and class expectations

**Remediation:**

- Proximity instruction
- Reiteration
- Partner share

**Instructional Methods:**

- Teacher demonstration and explanation
- Student observation
- Question and answer session

**Materials & Resources:**

- Teacher generated poster or hand-out
- Cue cards
- Rubric assessment cards
- Class recording sheet

**Assessments:**

- Teacher observation
- Question and answer responses

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Body Movement: General Movement and Game Concepts

**Time frame:** 1-2 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the importance of a warm-up and cool-down
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Recognize positive and negative interactions of small groups during invasion/tagging games
- Recognize and use basic movement skills and concepts
- Recognize and describe the concepts of motor skill development using appropriate vocabulary
- Recognize and describe game strategies using appropriate vocabulary for invasion/tagging games
- Demonstrate chasing and fleeing while performing locomotor movements
- Discuss the importance of moving to open space
- Demonstrate fitness activities with proper form and attention to safety
- Follow the rules and etiquette so that everyone is safe and has fun
- Work to increase their heart rate
- Demonstrate fitness activities with proper form and attention to safety
- Use positive language and encouraging words with their partners

**Core Activities:**

- Buzz off tag (bump tag)
- Sneak up tag
- Everyone's It
- Toilet tag
- Circle tag
- Cone tag
- Partner tag
- Eleves, wizards, giants tag
- Rock, paper, scissor tag

**Extensions:**

- Choose a new skill to learn
- Practice
- Monitor one's own progress

**Remediation:**

- Partner work
- Small grouping
- Content reiteration

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Cones
- Poly spots
- Floor tape
- Whistle
- Stopwatches
- Cue cards
- Hula hoops

**Assessments:**

- Teacher observation
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Invasion: Soccer Skills

**Time frame:** 3 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the importance of a warm-up and cool-down
- Identify and engage in physical activities that promote physical fitness and health
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Describe and discuss the social benefits of participating in group physical activities
- Recognize and describe the concepts of motor skill development using appropriate vocabulary
- Recognize and describe game strategies using appropriate vocabulary
- Discuss the importance of moving to open space
- Work to increase their heart rate to a moderate to vigorous level
- Use all parts of both feet to control the ball and then return a passes
- Recognize and use basic movement skills and concepts
- Discuss offensive and defensive strategies used in the game of Soccer
- Review and recite the critical cues for passing, trapping, punting, and sideline throw-ins

**Core Activities:**

- Passing and trapping with a partner
- Place kicking
- Punting
- Sideline throw-ins
- Goalie throwings
- Dribbling: toe taps, dominant foot, non-dominant foot, both feet, inside, outside, laces, dribble and mark, dribble and steal
- Passing: dominant foot, non-dominant foot, both feet, inside, outside, laces, monkey in the middle
- Shooting: dominant foot, non-dominant foot, inside, laces,
- Stations
- Slot soccer, scooter soccer, one goal soccer, sideline soccer, monkey in the middle (5v1, 4v2), [partner soccer](#)

**Extensions:**

- Create his/her own game to conduct in class
- Research the origin of a sport
- Map out game strategies in a given sport/activity
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**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Scooters

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric



## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Invasion: Passing, receiving, and kicking skills

**Time frame:** 4 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the importance of a warm-up and cool-down
- Identify and engage in physical activities that promote physical fitness and health
- Know the positive and negative effects of regular participation in moderate to vigorous physical activities
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in football activities
- Identify reasons why regular participation in physical activities improves motor skills
- Support peers with positive comments as they attempt to improve their distance scores
- Recognize and use basic movement skills and concepts in passing, receiving and kicking activities
- Recognize and describe the concepts of motor skill development using appropriate vocabulary
- Recognize and describe game strategies using appropriate vocabulary for invasion games
- Discuss the importance of moving to open space when playing against a defender
- Discuss offensive and defensive strategies used in the game of football: mirroring

**Core Activities:**

- Throwing form and warmup: overhand movement
- Throwing a spiral
- Throwing and catching with a partner
- Route running without a defender
- Route running with a defender
- Place kicking
- Punting
- Passer, receiver, defender mini game
- Pass, punt and kick competition (in-class only)

**Extensions:**

- Create his/her own game to conduct in class
- Map out game strategies in a given sport/activity
- Jackpot

**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Flag belts

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Body movement: Health-Related Components of Fitness and Formative Fitness Assessments

**Time frame:** 5 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the importance of a warm-up and cool-down
- Identify and engage in physical activities that promote physical fitness and health
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Recognize and use basic movement skills and concepts
- Discuss the importance of skill-related fitness
- Demonstrate fitness activities with proper form and attention to safety
- Demonstrate components of health- and skill related fitness
- Discuss skill-related fitness and give examples of when its components are applied in activity
- Find their pulse throughout class and calculate their heart rate
- Discuss the differences and similarities between health- and skill-related fitness
- Use positive language and encouraging words with their peers

**Core Activities:**

- [Assessing and tracking health related components of fitness](#)
- [Assessing and tracking skill related components of fitness](#)
- Tracking resting and active heart rate
- Fitness stations

**Extensions:** Allow additional time and opportunity for additional fitness work

**Remediation:**

- Adaptations to fitness assessment
- Opportunity for modified exercise
- Visual aide
- Partner support

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Folding mats
- Agility ladders
- Stopwatches
- Medicine balls
- Pull up/chin up bar
- Elastic bands
- Floor tape
- Pacer Test CD
- Sit 'N Reach Box
- Standing Broad Jump Mat
- Cones
- Cue cards

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Invasion: Hockey Skills

**Time frame:** 3 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the importance of a warm-up and cool-down
- Identify and engage in physical activities that promote physical fitness and health
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Describe and discuss the social benefits of participating in group physical activities
- Recognize and describe the concepts of motor skill development using appropriate vocabulary
- Recognize and describe game strategies using appropriate vocabulary
- Discuss the importance of moving to open space
- Work to increase their heart rate to a moderate to vigorous level
- Use both sides of the blade to control the ball and then return a passes
- Recognize and use basic movement skills and concepts
- Discuss offensive and defensive strategies used in the game of Hockey
- Review and recite the critical cues for passing, trapping, and slap shots

**Core Activities:**

- Passing and receiving with a partner
- Passing: Dominant side, non-dominant side, monkey in the middle
- Shooting: Dominant side, non-dominant side, wrist shots, slap shots, distance, accuracy
- Dribbling: inside and outside side of stick, dribble and mark, dribble and steal
- Stations
- Slot hockey, scooter hockey, one goal hockey, sideline hockey, monkey in the middle (5v1 4v2), [noodle hockey](#)

**Extensions:**

- [Create his/her own game to conduct in class](#)
- Map out game strategies in a given sport/activity
- Monkey in the middle (3v3)

**Remediation:**

- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various balls
- Poly spots
- Goals
- Cones
- Pinnies
- Short sticks
- Long sticks
- Scooters

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Hit, run and field: Striking Skills

**Time frame:** 3 classes

**State Standards:** 10.3.3.D, 10.4.3.D-F, 10.5.3.A-C, E & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the importance of a warm-up and cool-down
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Recognize and use basic movement skills and concepts
- Know and describe scientific principles that affect movement and skills using appropriate vocabulary
- Use cues for striking a ball while batting
- Use all equipment in a safe and appropriate manner
- Discuss movement concepts related to hit run and field games
- Demonstrate responsible behavior in a team setting
- Hit a stationary ball
- Hit a soft tossed ball
- Hit a underhand thrown ball
- Safely transition from batting to running
- Remain actively engaged in the activity
- Discuss the skill cues for throwing, catching, and batting

**Core Activities:**

- Hitting a stationary ball
- Soft toss
- Hitting an underhand thrown ball
- Hit, run and field
- Home run derby

**Extensions:**

- Self pitch
- Acquire and practice the desired skills using the non-dominant hand (switch hitting)

**Remediation:**

- Use of a batting tee
- Shorter implement
- Larger striking surface
- Larger object to strike
- Change distance between thrower and striker

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Assortment of striking implements
- Assortment of targeted objects
- Bases
- Nets
- Targets

**Assessments:**

- Teacher observation
- Technique rubric
- Student self-assessment



## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Body movement: Jump rope skills and dance

**Time frame:** 4 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Identify reasons why regular participation in physical activities improves motor skills
- Variety of jump rope skills using the cues the teacher gives me in class
- Give examples of physical activities that enhance fitness
- Work to stay actively engaged during all of the jump rope activities
- Demonstrate safe behaviors without being reminded by a teacher
- Perform correct number of consecutive jumps in a row using a self-turned rope
- Identify the fitness components that this activity enhances
- Work cooperatively with their partner
- Work safely with classmates and equipment
- Jump to the rhythm of the music
- Discuss the fact that the song we danced to are made up of many 8-counts
- Actively engage during the dance by following their classmates' movements
- Perform the correct movements with the beat of the music
- Move safely and respectfully in self-space
- Dance with their best effort to warm up all the parts of their body
- Will encourage their classmates as we learn the movements and have fun
- Remember the names of dance steps and perform the correct movements when they are called

**Core Activities:**

- Singles: Straight jumps, backward jumps, scissor jumps, x-jumps, double jumps
- Partner: Single turner, double turner, long ropes, jumping bands
- Jumping stations
- Jumping bands
- Team challenges: one turn per student, multiple students jumping at one time
- Ballroom: waltz box step, cha-cha basic, mambo basic, tango basic, swing basic
- Silly dances: follow the music dances, chicken dance, YMCA, cupid shuffle, cha-cha slide, electric slide, cotton eyed joe

**Extensions:**

- Develop advanced jumping skills and routines
- Double dutch (turning and jumping )
- Long jump rope with recommended tricks

**Remediation:**

- Place rope on ground
- Jump with no rope
- Slow turning rate
- Cut the rope in half to practice the act of jumping and the timing of the spin
- Start inside of the long jump rope(s) before spinners spin the rope

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Short jump ropes
- Long jump ropes
- Lemon twists
- Individual jumping wands
- Skip-it
- Hula hoops
- Music
- Dyna-Bands
- Chinese jump ropes
- Stopwatches
- Posters
- Cue cards

**Assessments:**

- Teacher observation
- Student tracking
- Peer monitoring
- Technique rubric

## Curriculum Scope & Sequence

**Planned Course:** 3<sup>rd</sup> Grade Physical Education

**Unit:** Invasion: Basketball Skills

**Time frame:** 4 classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A-C, F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Discuss the reasons why warming-up is important to activity performance
- Complete the dribble triathlon in order to warm up their body and improve their ball handling skills
- Identify and engage in physical activities that promote physical fitness and health
- Identify likes and dislikes related to participation in physical activities
- Dribble the basketball using the skills cues learned in class
- Discuss the importance of moving to open space
- Move into open space in order to get open for a pass from their teammate
- Move into open space and away from potential taggers while keeping control of their dribble
- Discuss offensive and defensive strategies: mirroring, shadowing
- Show hands in order to give their partner a passing target
- Give all of the cues for passing and catching during group discussion
- Work to increase their heart rate
- Work through challenges in order to improve their skills
- Follow the rules and etiquette of game play so that everyone is safe and has fun

**Core Activities:**

- Dribbling: dominant hand, non-dominant hand, crossover, behind back, between legs, dribble and steal
- Passing: chest, bounce, overhead, monkey in the middle (5v1, 4v2)
- Rebounding: shoot and rebound before the ball bounces
- Shooting: free throws, layups, jump shorts, skyhook
- Covering: mirror, shadow, space
- Stations
- Games: dunkball, scooter basketball, slot basketball, three team rotation with half court play

**Extensions:**

- Chart your shooting percentage of a non-dominant handed lay-up
- Develop your own basketball style game

**Remediation:**

- Smaller basketball
- Lowered hoop
- Two-handed dribble
- Unlimited steps on a lay-up

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session
- Student provided examples and ideas

**Materials & Resources:**

- Basketballs
- Basketball hoops
- Pinnies
- Cones
- Stopwatches
- Floor tape
- Visual aide
- Whistle
- Music
- Scooters

**Assessments:**

- Teacher observation
- Technique rubric
- Student self-assessment

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Net/Wall: Volleyball skills

**Time frame:** 2 classes

**State Standards:** 10.4.6.D-F, 10.5.6.C, E & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Actively participate in the class warm-up to prepare for the activities
- Practice my underhand serve using the skill cues we learned in class
- Hit the ball to my partner with accuracy
- Use an appropriate amount of force in order to keep ball under control
- Describe how force affects accuracy
- Practice passing using the skill cues they learned in class
- Play in their designated area and respond to a ball that enters it
- Actively engage and work to improve their skill

**Core Activities:**

- Passing: Throwing, catching, bumping, setting
- Serving: Throwing, underhand serving
- Covering: Special awareness, rotation
- Keep-it-up, serve, bump set

**Extensions:**

- Newcomb ball
- Overhand serving
- Tracking number of consecutive independent bumps/set
- Tracking number of consecutive group bumps/set
- Four square
- Badminton: serve and catch, serve and volley

**Remediation:**

- Beach volleyball
- Balloon
- Catch the ball when needed to allow play to continue
- Allow the ball to bounce and remain in play

**Instructional Methods:**

- Teacher demonstration and explanation
- Student demonstrations
- Independent practice
- Group practice and application
- Peer monitoring and feedback

**Materials & Resources:**

- Oversized volleyballs
- Beach volleyball
- Whistle
- Cones
- Cone topper quick nets
- Mats
- Rackets
- Birdies

**Assessments:**

- Teacher observation
- Student self-assessment
- Skill rubric

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Target: Frisbee/Disc golf

**Time frame:** 2 classes

**State Standards:** 10.3.3.D, 10.4.3.A-C, D-F, 10.5.3.A, C & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the importance of a warm-up and cool-down
- Identify and engage in physical activities that promote physical fitness and health
- Identify likes and dislikes related to participation in physical activities
- Recognize positive and negative interactions of small group activities
- Properly hold a disc with a power grip and fan grip
- Putt a disc towards a basket with a spin and push
- Throw a disc with using a backhand motion with a one step run up
- Throw a disc with using forehand motion with a one step run up
- Play a jackpot style game
- Run a predetermined route agist a defender

**Core Activities:**

- Backhand throwing
- Throwing a disc on hyzer
- Throwing and catching with a partner
- Putting: Spin, push and spush
- Forehand throwing
- Student designed route running without a defender
- Student designed route running with a defender
- Passer, receiver, defender mini game
- Frisbee jackpot

**Extensions:**

- Longer throws
- Throwing a disc on an-hyzer
- Map out game strategies in a given sport/activity

**Remediation:**

- Shorter distance
- Soft disc
- Small group activity
- Teacher pairing
- Additional time for skill development

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student question and answer session

- Student provided examples and ideas

**Materials & Resources:**

- Whistles
- Stopwatches
- Various Frisbees in size, weight and softness
- Poly spots
- Goals
- Cones

**Assessments:**

- Teacher observation
- Student self-assessment
- Rubric



## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Summative fitness assessment  
Cooperative games

**Time frame:** 4 Classes

**State Standards:** 10.3.3.D, 10.4.3.A-F, 10.5.3.A, B, D & E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Recognize the importance of a warm-up and cool-down
- Identify and engage in physical activities that promote physical fitness and health
- Know and recognize changes in body responses during moderate to vigorous physical activity
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Recognize and use basic movement skills and concepts
- Discuss the importance of skill-related fitness
- Demonstrate fitness activities with proper form and attention to safety
- Demonstrate components of health- and skill related fitness
- Discuss skill-related fitness and give examples of when its components are applied in activity
- Find their pulse throughout class and calculate their heart rate
- Discuss the differences and similarities between health- and skill-related fitness
- Use positive language and encouraging words with their peers
- Discuss the importance of moving to open space
- Move into open space and away from potential taggers
- Discuss offensive and defensive strategies

**Core Activities:**

- [Post assessments health related components of fitness](#)
- [Post assessments skill related components of fitness](#)
- [Operation gumball](#)
- Indoor capture the flag

**Extensions:**

- Presidential fitness testing
- Execution of student created fitness program and routine
- Create your own capture the flag game

**Remediation:**

- Adaptations to fitness assessment
- Opportunity for modified exercise
- Visual aide
- Partner support

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring

- Student provided examples and ideas

**Materials & Resources:**

- Folding mats
- Agility ladders
- Stopwatches
- Medicine balls
- Warrior ropes
- Pull up/chin up bar
- Elastic bands
- Floor tape
- Pacer Test CD
- Sit 'N Reach Box
- Standing Broad Jump Mat
- Cones
- Cue cards
- Field paint

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics

## Curriculum Scope & Sequence

**Planned Course:** 3rd Grade Physical Education

**Unit:** Hit, run and field: Diamond Activities

**Time frame:** 4 Classes

**State Standards:** 10.3.3.D, 10.4.3.D-F, 10.5.3.A-C, E & F

**Essential content/objectives:** At the end of the unit, students will be able to:

- Work cooperatively with team to earn an out
- Recognize the importance of a warm-up and cool-down
- Identify likes and dislikes related to participation in physical activities
- Identify reasons why regular participation in physical activities improves motor skills
- Recognize and use basic movement skills and concepts
- Know and describe scientific principles that affect movement and skills using appropriate vocabulary
- Use all equipment in a safe and appropriate manner
- Discuss movement concepts related to hit run and field games (kickball/baseball/softball/wiffle ball)
- Demonstrate responsible behavior in a team setting
- Safely transition from kicking to running
- Remain actively engaged in the activity
- Discuss the skill cues for throwing, catching, and kicking
- Work collaboratively to earn an out by fielding and throwing the ball

**Core Activities:**

- Feilding: Throwing and catching
- Striking: Kicking and hitting
- Base running: First through home, British longball, Kick-run-field
- Kickball: Pitchers poison, force runners, tagging and throwing out

**Extensions:**

- Stealing
- Bunting
- Pickle

**Remediation:**

- Larger ball
- Lighter ball
- Shorter distance to base
- Kicking a stationary ball

**Instructional Methods:**

- Teacher demonstration and explanation
- Student practice
- Group practice and application
- Peer monitoring
- Student provided examples and ideas

**Materials & Resources:**

- Throw down based
- Batting tees
- Cones
- Kickballs
- Wiffle balls
- Plastic bats

**Assessments:**

- Teacher observation
- Student documentation of scores
- Technique rubrics