








Grade 3 PE

Month	Content	Skills	Assessment
August 2006	<p>A.Team Building Activities and Games</p> <p>B.Character Education Respect</p>	<p>A1.Determine and accept personal responsibility for actions.</p> <p>A2.Organize with a small group to work cooperatively to reach a shared goal.</p> <p>A3.Demonstrate positive verbal and nonverbal communication skills.</p> <p>A4.Describe key elements of a decision-making process in resolving conflict.</p> <p>B.Interpret the word respect into action by treating others the way you want to be treated.</p> 	<p>A-B.Teacher observation and anecdotal notes.</p>
September 2006	<p>A. Throwing and Catching with balls of various sizes and shapes</p> <p>B. Character education Cooperation</p>	<p>A1. Demonstrate trunk rotation</p> <p>A2. Demonstrate opposition</p> <p>A3.. Demonstrate follow-through</p> <p>A4. Demonstrate accuracy</p> <p>A5. Demonstrate hand preference</p> <p>A6. Demonstrate tracking a ball with the eyes until the ball is caught in the hands</p> <p>A7. Demonstrate grasping the ball with the hands on a catch and not dropping it</p>  <p></p> <p>B.Through verbal and nonverbal behavior demonstrate how to work together with peers of different gender, race, and ethnicity to get the job done</p> <p>B1.Seek out, participate with, and show respect to persons of like and different skill levels</p>	<p>A-B. Teacher observation, anecdotal notes, checklists</p>

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October 2006	A.Kicking Activities *Skills *Game Rules B.Character Education Patience	A1.Demonstrate kicking a stationary ball with the dominant foot A2.Demonstrate kicking a rolling ball with the dominant foot A3.Demonstrate a punt with a soccerball and a football A4.Demonstrate a kick off a football tee A5.Execute running bases, fielding, throwing, dodging A6.Implement kickball rules when playing lead-up games and kickball games B.Interpret patience into action by waiting without complaining 	A-B.Teacher observation and anecdotal records
November 2006	A.Manipulative work in stations B.Character Education forgiveness	A.Safely move a puck and a ball with a hockey stick A1.Strike a ball with a paddle a consecutive number of times A2.Move in a variety of positions on a scooter through a designated space A3.Throw, push, and kick a Cageball through a designated space A4.Repeatedly jump a self-turned rope A5.Repeatedly jump a long rope A6.Rotate a hula hoop around various body parts A7.Move the parachute cooperatively with a group A8.Make responsible decisions about the use of time to complete assigned tasks B.Play and cooperate with others regardless of personal differences. B1.Seek out, participate with and show respect for persons of like and different skill levels. 	A-B.Teacher and peer observation, anecdotal notes, and checklists.
January 2007	A. Basketball Skills B. Character education: Patience.	A1.Move the basketball in your hands and around your body while maintaining	A-C. Teacher anecdotal notes and teacher and peer checklists.

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	C. Strength building	<p>control</p> <p>A2.Demonstrate stationary dribbling while maintaining control of the ball</p> <p>A3.Demonstrate dribbling while moving and maintaining control of the ball.</p> <p>A4. Demonstrate chest passes and bounce passes with a partner first in a stationary position; then while moving</p> <p>A5. Demonstrate the BEEF technique of shooting a basketball</p> <p>B1. Demonstrate waiting without complaining and taking turns.</p> <p>B2.Recognize that skill development requires practice.</p> <p>B3.Accept the feelings resulting from challenges, successes, and failures in physical activity.</p> <p>B2. Compare and contrast individual strengths and weakness and display tolerance personally and for others</p> <p>C1.Demonstrate curl-ups</p> <p>C2. Demonstrate push-ups</p> <p>SSS</p>	
February 2007	<p>Rhythmic Movement</p> <p>A.Aerobic Dances</p> <p>B.Folk Dances</p> <p>C.Rope Jumping to Music</p> <p>D.Musical Games</p> <p>E.Character Education Fairness</p>	<p>A1.ChaChaSlide</p> <p>A2.Electric Slide</p> <p>A3.Achy,Breaky</p> <p>B1.Hokey Pokey</p> <p>B2.LoobyLoo</p> <p>B3.Skip to My Lou</p> <p>B4.Pattycake Polka</p> <p>B5.O'Belinda Square Dance</p> <p>B6.Stomp, Clap Square Dance</p> <p>B7.Pop Goes the Weasel</p> <p>B8.Troika</p>	A-E.Teacher observation and anecdotal notes.

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		<p>B9.Hora B10.Tinnikling B11.Limbo</p> <p>C.Rope Jumping to Music using variety of CDs with cues</p> <p>D.Musical Games</p> <p>E1.Seek out, participate with, and show respect for persons of like and different skill levels. E2.Participate in games, dances, and other activities from various cultural and ethnic backgrounds. E3.Identify ways in which all students might be included in an activity. E4.Play and cooperate with others regardless of personal differences. </p>	
<p>April 2007</p>	<p>Track and Field Events A.Running sprints B.Throwing Activities C.Manipulative Activities D.Group Activities E.Character Education Caring</p>	<p>A.Develop a standing start recognizing the start line and signals: marks, set, go A1.Maintain top speed through the finish line without slowing down A2.Run in your own lane A3.Recognize that time and effort are prerequisites for skill improvement and fitness benefits A4.Recognize areas for personal improvement</p> <p>B.Throw softballs, baseballs, footballs, and frisbees for accuracy and distance</p> <p>C1.Racket and ball juggle C2.HulaHoop for time</p> <p>D.Tug of War</p> <p>E.Interpret caring into action by showing concern for others.</p>	<p>A-E.Teacher observation and anecdotal records.</p>

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		<p>C.</p> <p>C.Combine locomotor movements and manipulatives to complete a task</p> <p>D1.Identify ways all students might be included</p> <p>D2.Work with others regardless of personal or physical differences</p> <p>E.Show concern for others</p> <p></p>	