

<b>Course Name:</b>	Physical Education - 3rd Grade		
<b>Description:</b>	Improvement on physical health, with emphasis on fitness, locomotor and manipulative skills, motor concepts, social interaction and teamwork skills.	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
<b>Academic Standards:</b>	NASPE (National Association of Sport and Physical Education) Standards		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Fitness</b>	6 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing - 1 Week Scooters - 1 Week Parachute - 1 Week	1, 3, 4, and 5	The students will be able to explain how physical activity corresponds to good health. The students will be able to define the 5 Components of Fitness. The students will be able to successfully jump rope using a long or short rope. The students will be able to explain how different activities used within PE help to develop their fitness.
<b>Manipulative Skills and Sports</b>	10 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Basketball Skills - 2 Weeks Volleying - 2 Weeks	1, 2, and 4	The students will be able to throw overhand with proficiency. The students will be able to catch with proficiency. The students will be able to strike with a short-handled implement with proficiency. The students will be able to strike with a long-handled implement with proficiency. The students will be able to kick for distance and accuracy with proficiency. The students will be able to dribble a ball, with feet, with control. The students will be able to dribble a ball, with hands, with control. The students will begin to volley a ball, underhand.
<b>Motor Skills and Concepts</b>	8 Weeks Locomotor Movements - 1 Week Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 3, and 4	The students will be able to combine sequences of locomotor movements. The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to combine basic gymnastics rolls and balances. The students will be able to use their own creativity to choreograph short dances.
<b>Teamwork and Social Interaction</b>	6 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 2 Weeks	2, 3, 4, and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work together, with their classmates, to complete a variety of cooperative play challenges. The students will be introduced to a variety of Outdoor Lifetime Recreational Activities.

<b>Miscellaneous</b>	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3 and 4	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: <b>FITNESS</b>	<b>Length:</b> 6 Weeks
<b>Standards:</b> 1, 3, 4, and 5	<b>Outcomes:</b> The students will be able to explain how physical activity corresponds to good health. The students will be able to define the 5 Components of Fitness. The students will be able to successfully jump rope using a long or short rope. The students will be able to explain how different activities used within PE help to develop their fitness.
<b>Essential Questions:</b> What are different examples of the five components of fitness? Why is fitness so important for overall good health? Why is jump roping such a great physical activity? Why is climbing such a great physical activity? What are the benefits of scooter play? What are the benefits of parachute play?	<b>Learning Targets:</b> Definition of Fitness 5 Components of Fitness Understanding of Challenge Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: <b>Fitness Concepts</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Warm-Up Cool-Down
Lesson Frame: Overview of Fitness	I can chart participation in physical activities outside physical education class. (S3.E1.3a) I can identify physical activity as a way to become healthier. (S3.E1.3b) I can discuss the relationship between physical activity and good health. (S5.E1.3)
Lesson Frame: Health-Related Fitness Components	I can describe the concept of fitness and provide examples of physical activity to enhance fitness. (S3.E3.3) I can demonstrate, with teacher direction, the health-related fitness components. (S3.E5.3)
Lesson Frame: Nutrition	I can identify foods that are beneficial for before and after physical activity. (S3.E6.3)
Lesson Frame: Importance of Warm-up and Cool-Down	I can recognize the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)
<b>Performance Tasks:</b> Fitness Jeopardy	Notes:

Topic 2: <b>Jump Roping</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<b>Academic Vocabulary:</b>
Lesson Frame: Short-Rope Jumping	I can perform a variety of jump-rope skills with both long and short ropes. (S1.E27.3)
Lesson Frame: Long-Rope Jumping	I can perform a variety of jump-rope skills with both long and short ropes. (S1.E27.3)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 3: <b>Climbing</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b> Spotting
Lesson Frame: Principles and Climbing Safety	I can exhibit personal responsibility in teacher-directed activities. (S4.E1.3) I can work cooperatively with others. (S4.E4.3a)
Lesson Frame: Climbing Activities	I can praise others for their success in movement performance. (S4.E4.3b)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 4: <b> Scooters</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	<b>Academic Vocabulary:</b>
Lesson Frame: Safety and Scooter Rules	I can work cooperatively with others. (S4.E4.3a) I can work independently and safely in physical activity settings. (S4.E6.3)
Lesson Frame: Scooter Play	I can work cooperatively with others. (S4.E4.3a) I can work independently and safely in physical activity settings. (S4.E6.3)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 5: <b>Parachute</b>	<b>Length:</b> 1 Week

<b>Standard(s):</b> Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<b>Academic Vocabulary:</b>
Lesson Frame: Safety and Parachute Rules	I can exhibit personal responsibility in teacher-directed activities. (S4.E1.3)
Lesson Frame: Parachute Play	I can reflect on the reasons for enjoying selected physical activities. (S5.E3.3)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:

Unit Name: <b>MANIPULATIVE SKILLS and SPORTS</b>	<b>Length:</b> 10 Weeks
<b>Standards:</b> 1, 2, and 4	<b>Outcomes:</b> The students will be able to throw overhand with proficiency. The students will be able to catch with proficiency. The students will be able to strike with a short-handled implement with proficiency. The students will be able to strike with a long-handled implement with proficiency. The students will be able to kick for distance and accuracy with proficiency. The students will be able to dribble a ball, with feet, with control. The students will be able to dribble a ball, with hands, with control. The students will begin to volley a ball, underhand.
<b>Essential Questions:</b> What are some different situations we may change how we throw? When, in sports, do we use different catching skills? When, in sports, do we strike? How does kicking to pass differ from kicking to score? What is the purpose of trapping and dribbling in soccer? What is important to remember when we dribble a basketball?	<b>Learning Targets:</b> Throwing to a Target Catching a Ball in Activity Striking with a Short-Handled Implement Striking with a Variety of Long-Handled Implements Kicking While Moving Dribbling in Activity
Topic 1: <b>Tossing, Throwing, and Catching</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<b>Academic Vocabulary:</b> Throwing for Distance Throwing for Accuracy
Lesson Frame: Throwing	I can throw overhand, with a mature pattern, for distance and/or force. (S1.E14.3)
Lesson Frame: Catching	I can catch a gently tossed hand-size ball from a partner, using a mature pattern. (S1.E16.3)
Lesson Frame: Using Tossing, Throwing and Catching in Game-Like Activities	I can toss underhand to a partner or target with reasonable accuracy. (S1.E13.3)
<b>Performance Tasks:</b> Throwing and Catching Skill Assessment	Notes:
Topic 2: <b>Striking</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<b>Academic Vocabulary:</b> Striking Short-Handled Implement Long-Handled Implement Alternating Grip
Lesson Frame: Striking with Short-Handled Implements	I can strike an object with a short-handled implement, sending it forward to a wall. (S1.E24.3a) I can strike an object with a short-handled implement while demonstrating mature form. (S1.E24.3b)

Lesson Frame: Batting	I can strike a ball with a long-handled implement sending it forward, while using proper grip for the implement. (S1.E25.3)
Lesson Frame: Hockey Skills	I can strike a ball with a long-handled implement sending it forward, while using proper grip for the implement. (S1.E25.3)
<b>Performance Tasks:</b> Striking Oral Assessment as a Group	Notes:
Topic 3: <b>Soccer Skills</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<b>Academic Vocabulary:</b> Kicking for Power Kicking for Accuracy Dribbling Trapping
Lesson Frame: Kicking to Pass	I can pass and receive a ball with insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)
Lesson Frame: Kicking to Score	I can use a continuous running approach and intentionally perform a kick along the ground and a kick in the air. (S1.E21.3a) I can use a continuous running approach and kick a stationary ball for accuracy. (S1.E21.3b)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)
<b>Performance Tasks:</b> Soccer Skills Assessment	Notes:
Topic 4: <b>Basketball Skills</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b> Dribbling Chest Pass Bounce Pass Shooting
Lesson Frame: Dribbling and Passing	I can dribble and travel in general space at slow and moderate jogging speed, with control of the ball and my body. (S1.E17.3)
Lesson Frame: Passing	I can recognize the concept of open spaces in a movement context. (S2.E1.3)
Lesson Frame: Shooting	I can accept and implement specific corrective feedback provided by the teacher. (S4.E3.4)
Performance Tasks: Basketball Skill Assessment	Notes:

Topic 5: <b>Volleying</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b> Forearm Pass Setting Volleying
Lesson Frame: Forearm Pass	I can volley an object with an underhand striking pattern to a partner. (S1.E22.3)
Lesson Frame: Setting	I can accept and implement specific corrective feedback from the teacher. (S4.E3.3)
Lesson Frame: Volleying	I can accept and implement specific corrective feedback from the teacher. (S4.E3.3)
Performance Tasks: Forearm Pass Skill Assessment	Notes:



Unit Name: <b>MOTOR SKILLS and CONCEPTS</b>	<b>Length:</b> 8 Weeks
<b>Standards:</b> 1, 2, 3, and 4	<b>Outcomes:</b> The students will be combine sequences of locomotor movements. The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to combine basic gymnastics rolls and balances. The students will be able to use their own creativity to choreograph short dances.
<b>Essential Questions:</b> What are the main 8 locomotor movements and when are they used in sport? When, in sport, do we use the skills of chasing, fleeing and dodging? What fitness benefits do we receive from tumbling/gymnastics skills? What fitness benefits do we receive from dance? How can we use dance to express ourselves?	<b>Learning Targets:</b> All 8 Locomotor Movements Chasing, Fleeing and Dodging in Activity All Basic Gymnastics Rolls/Tumbles Combining Skills Within Dance
<b>Topic 1: Locomotor Movements</b>	
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	<b>Length:</b> 1 Week
	<b>Academic Vocabulary:</b> Locomotor Movements Skipping Gallop Sliding Jumping Hopping Leaping
Lesson Frame: Skipping, Galloping and Sliding	I can perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
Lesson Frame: Jumping, Hopping and Leaping	I can leap using a mature pattern. (S1.E2.3) I can jump and land forward, backward, up and down, using a mature pattern. (S1.E3.3)
Lesson Frame: Locomotor Movements in Activity	I can travel showing differentiation between sprinting and running. (S1.E2.3)
<b>Performance Tasks:</b> Locomotor Movements Skill Assessment	Notes:
<b>Topic 2: Chasing, Fleeing and Dodging</b>	
<b>Standard(s):</b> Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<b>Length:</b> 2 Weeks
	<b>Academic Vocabulary:</b> Chasing Fleeing Dodging

Lesson Frame: Review Chasing and Fleeing	I can apply simple strategies and tactics in chasing activities. (S2.E5.3a) I can apply simple strategies in fleeing activities. (S2.E5.3b)
Lesson Frame: Chasing and Fleeing Games	I can apply simple strategies and tactics in chasing activities. (S2.E5.3a) I can apply simple strategies in fleeing activities. (S2.E5.3b)
Lesson Frame: Dodging	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3)
<b>Performance Tasks:</b> Chasing, Fleeing, and Dodging Knowledge Assessment	Notes:
<b>Topic 3: Tumbling/Basic Gymnastics</b>	<b>Length:</b> 3 Weeks
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b> Tumbling Inverts Sequence
Lesson Frame: Basic Gymnastics Rolls and Tumbles	I can balance on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3 and S2.E4.3b) I can move into and out of gymnastics balances with curling, twisting, and stretching actions. (S1.E10.3)
Lesson Frame: Inverts	I can transfer weight from feet to hands for momentary weight support. (S1.E8.3) I can use the concept of alignment in gymnastics. (S2.E4.3a)
Lesson Frame: Putting Skills Together	I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can work independently for extended periods of time. (S4.E2.3)
<b>Performance Tasks:</b> Gymnastics Skill Assessment	Notes:
<b>Topic 4: Rhythms and Dance</b>	<b>Length:</b> 2 Weeks
<b>Standard(s):</b> Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	<b>Academic Vocabulary:</b> Choreography Self-Expression
Lesson Frame: Dancing/Moving to an 8 Count	I can employ the concept of alignment in dance. (S2.E4.3a) I can employ the concept of muscle tension with balance in dance. (S2.E4.3b)

Lesson Frame: Choreography	I can combine locomotor skills and movement concepts to create and perform a dance. (S1.E11.3) I can combine balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)
Lesson Frame: Intro to Jump Bands	I can perform teacher-selected and developmentally appropriate dance steps and movement patterns (S1.E5.3)
<b>Performance Tasks:</b> 16 Count Dance Choreography and Performance	Notes:

Unit Name: <b>TEAMWORK and SOCIAL INTERACTION</b>	<b>Length:</b> 6 Weeks
<b>Standards:</b> 2, 3, 4, and 5	<b>Outcomes:</b> The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work together, with their classmates, to complete a variety of cooperative play challenges. The students will be introduced to a variety of Outdoor Lifetime Recreational Activities.
<b>Essential Questions:</b> How do we display teamwork? How do we display sportsmanship? How can we work together to brainstorm ideas to complete a task? What is an Outdoor Lifetime Recreational Activity?	<b>Learning Targets:</b> Problem Solving/Completing Cooperative Play Tasks Etiquette Displayed During OLRA Games
Topic 1: <b>Protocols and Acquaintance Activities</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<b>Academic Vocabulary:</b>
Lesson Frame: Classroom Rules and Protocols	I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Lesson Frame: Acquaintance Activities	I can reflect on the reasons for enjoying selected physical activities. (S5.E33)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 2: <b>Organized Games</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b>
Lesson Frame: Games Used Throughout the School Year	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	Notes:
Topic 3: <b>Cooperative Play/Team Building</b>	<b>Length:</b> 2 Weeks

<p><b>Standard(s):</b> Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>Academic Vocabulary:</b> Cooperation Teamwork Sportsmanship Brainstorming Problem Solving</p>
Lesson Frame: Teamwork and Sportsmanship	I can work cooperatively with others. (S4.E4.3a) I can describe the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)
Lesson Frame: Brainstorming and Problem Solving	I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)
<p><b>Performance Tasks:</b> Cooperation Challenges Team Assessment</p>	Notes:
Topic 4: <b>Outdoor Lifetime/Recreational Activities</b>	<b>Length:</b> 2 Weeks
<p><b>Standard(s):</b> Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>Academic Vocabulary:</b> Cancellation Scoring</p>
Lesson Frame: Bocce Ball	I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)
Lesson Frame: Horseshoes	I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)
Lesson Frame: Lawn Games	I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)
<p><b>Performance Tasks:</b> Outdoor Lifetime Recreational Activities Written Assessment</p>	Notes:

Unit Name: <b>MISCELLANEOUS</b>	<b>Length:</b> 7-8 Weeks
<b>Standards:</b> 3 and 4	<b>Outcomes:</b> The students will be able to develop their fitness levels through fun, physical focused activities.
<b>Essential Questions:</b> How do the activities played/participated in, approve fitness?	<b>Learning Targets:</b> Safe Play with Peers Participation in Physical Activity
Topic 1: <b>Themed Activities</b>	<b>Length:</b> 1-2 Weeks
<b>Standard(s):</b> Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b>
Lesson Frame: TBD Depending on Activity	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	<b>Notes:</b> International Arts Festival Winter Olympics
Topic 2: <b>Summer Fun</b>	<b>Length:</b> 1 Week
<b>Standard(s):</b> Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	<b>Academic Vocabulary:</b>
Lesson Frame: Favorite Activities	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
<b>Performance Tasks:</b> Teacher Observation and Feedback Participation	<b>Notes:</b>
Topic 3: <b>Holiday Activities</b>	<b>Length:</b> 5 Weeks

<p><b>Standard(s):</b>  Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.  Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p><b>Academic Vocabulary:</b></p>
<p>Lesson Frame: TBD Depending on Holiday</p>	<p>I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3)  I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)</p>
<p><b>Performance Tasks:</b>  Teacher Observation and Feedback  Participation</p>	<p>Notes:  Halloween  Thanksgiving  Christmas/Winter Activities  Valentine's Day  Easter/Spring Activities</p>