**Unit: Movement/ Outdoor Recreation Grade:3-5 Length: 2 weeks**

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| Stage 1: Desired Results | |
| Transfer | |
| *Students will be able to independently use their learning and skills to:*  *T1: perform safe movements that provides the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle.*  *T2: establishes safe rules expectations while outside.*  *T3: participate in a variety of outdoor activities and games.* | |
| **Meaning** | |
| **Understandings:**  *Students will understand that…*   * there are safety rules of being outdoors, and the proper use of outdoor equipment. * there are rules, boundaries and skills to various outdoor games. * we are a kind and caring school that takes care of each other and our equipment. * *differences and similarities in physical abilities of self and others exit* * *the mastery of skills requires practice* | **Essential Questions:**  *Students will keep considering…*   1. Why is taking turns important? 2. Where are other students in relation to my body? 3. Will my movements hurt anyone?- include proper tagging 4. What boundaries are used when outside? 5. What sounds alert me that my teacher wants my attention? 6. How are the boundaries outside different from the boundaries in the gym? 7. What indoor safety rules also apply when outdoors? 8. What are some outdoors safety rules? 9. Am I doing the right thing? |
| **Acquisition** | |
| *Students will know…*   * *to describe the importance of protective equipment in preventing injuries.* ***3rd*** * *how to display good sportsmanship* ***3rd*** * *how to use conflict resolution is a socially acceptable way* ***3rd*** * *how to apply the rules and skills to various outdoor games.* ***3rd*** * *the rules, etiquette and skills to various outdoor games.* ***3rd*** * *how to identify goals of simple games.* ***3rd*** * *perseverance is needed in skill development* ***3rd*** * *h*ow to form fair teams that include everyone wanting to play. **4th** * how to describe the importance of protective equipment in preventing injuries. **4th** * how to display good sportsmanship **4th** * how to use conflict resolution is a socially acceptable way **4th** * how to apply the rules and skills to various outdoor games. **4th** * the rules, etiquette and skills to various outdoor games*.* **4th** * how to identify goals of simple games*.***4th** * how to form fair teams that include everyone wanting to play.**5.L030** * how to describe the importance of protective equipment in preventing injuries.**5.5A** * how to display good sportsmanship * how to use conflict resolution is a socially acceptable way * how to apply the rules and skills to various outdoor games. **5.L029** * sportsmanship skills **5.7B** * how to identify goals of simple games.**5.6A** | *Students will be skilled at…*   * *properly and safely using the slides, monkey bars and ladders while understanding the importance of taking turns.* ***3rd*** * *the importance of body positions during evacuation drills.* ***3rd*** * *rock, paper, scissors* * *properly utilizing the outdoor equipment.* ***3rd*** * *using sportsmanship for settling disagreements in socially acceptable ways.* ***3rd*** * *accepting feedback* * properly utilizing the outdoor equipment. **4.5B** * using sportsmanship for settling disagreements in socially acceptable ways.**4.L026** * responding to winning and losing with dignity **4.7B** * working independently and stay on a task * following rules, procedures and etiquette **4.7A** * properly utilizing the outdoor equipment. **5.5A** * using sportsmanship for settling disagreements in socially acceptable ways. **5.7B** * responding to winning and losing with dignity * working independently and stay on a task * following rules, procedures and etiquette **5.7A** * conflict resolution |
| Stage 2: Evidence/Assessing Learning | |
| **Performance Task(s):**  *Students will show that they really understand by…*   * *by evidenced with fewer altercations at recess and fewer visits to nurse.* * *responding quickly to their teachers’ signals to line up and listen.* * *performing more group activities at recess* | **Other Evidence:**  *Students will show they have achieved Stage 1 goals*  *by...*   * *safely enjoying recess and the equipment*   *provided.*   * *a clear observation of respect for each other and the school’s equipment.* * *being more independent at recess.* |
| Stage 3: Learning Plan | |
| **Activities:**   * 4 Square, Hopscotch, long jump rope, foxtails, cornhole, relays * Frisbee Golf.   **Recess Unit:** [Recess Activities](https://goo.gl/PA5ve4)  **Adventure Camp Unit:** [Adventure Camp](https://goo.gl/HBp8Xa)  **Scooter Unit:** [Soccer Unit](https://goo.gl/GrmSYy)   * <https://www.youtube.com/playlist?list=PLIovYQe5W0Rl43gmBpGWOgxPjB7C0oKWU>   **Scooter Games:** [Scooter Games](https://goo.gl/7atxjs)   * <https://www.youtube.com/playlist?list=PLIovYQe5W0Rl43gmBpGWOgxPjB7C0oKWU> | |