

Physical Education Grade 3

Course #5015050

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the CPALMS.org Physical Education Benchmarks. The emphasis is on how students react and respond to others and perform well-defined combinations of movements. Students will learn to develop patterns and combinations of movements using locomotor and non-locomotor skills. Students will continue to learn to manipulate objects with a partner (throwing, catching, striking, and kicking). Students will learn to analyze their performance in order to learn or improve a movement skill. Students will continue to learn fitness concepts and participate in a variety of fitness development exercises. Students will learn playground rules related to the use of equipment, safety and games. Units of instruction include social skills, fitness, movement education, and manipulatives.

The content should include, but not be limited to, the following:

- Core Concepts (health behaviors, disease prevention, body parts following rules and safety)
- Accessing Information (family rules, friend behavior, reliable resources and following rules)
- Internal and External Influences (warning labels and trusted adults/professionals)
- Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills)
- Decision Making (positive or negative health enhancing choices, healthy options)
- Self-Management (reducing risks)
- Advocacy (positive promotion, school and community rules)

Yearly Outlook

PE Quarter 1	<u>Movement Competency</u> <u>M- (Learning goal)</u> Students will:	<u>Cognitive Abilities</u> <u>C – (Learning goal)</u> Students will:	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> Students will:	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> Students will:
Grade 3	<ul style="list-style-type: none"> ○ Apply locomotor skills with proficiency in a variety of activity settings to include rhythms/dance. ○ Continuously jump a self-turned rope. 	<ul style="list-style-type: none"> ○ Understand the importance of safety rules, procedures and purposeful movement in all physical activities performed. 	<ul style="list-style-type: none"> ○ Identify and perform moderate and vigorous physical activities that enhance each component of fitness. 	<ul style="list-style-type: none"> ○ Work cooperatively with peers, use appropriate behaviors for celebrating success and sportsmanship while taking responsibility for one’s own behaviors.
PE	<u>Movement Competency</u>	<u>Cognitive Abilities</u>	<u>Lifetime Fitness</u>	<u>Responsible Behaviors and Values</u>

Quarter 2	<u>M- (Learning goal)</u> Students will:	<u>C – (Learning goal)</u> Students will:	<u>L – (learning goal)</u> Students will:	<u>R – (learning goal)</u> Students will:
Grade 3	<ul style="list-style-type: none"> ○ Perform throwing and catching techniques using different sized and weighted objects, while moving in different directions. ○ Dribble with control using hands or feet observing proper offense and defense strategies. 	<ul style="list-style-type: none"> ○ Explain how appropriate practice improves the performance of movement skills and apply peer feedback to improve performance. 	<ul style="list-style-type: none"> ○ Identify ways that technology can assist with improving strengths and weaknesses in personal fitness assessment and the personal changes needed to increase physical activity. 	<ul style="list-style-type: none"> ○ Describe ways to appreciate the good physical performance of others regardless of differing skill level or differences in cultural background.
PE Quarter 3	<u>Movement Competency</u> <u>M- (Learning goal)</u> Students will:	<u>Cognitive Abilities</u> <u>– (Learning goal)</u> Students will:	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> Students will:	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> Students will:
Grade 3	<ul style="list-style-type: none"> ○ Strike both moving and stationary objects from both moving and stationary positions for accurate direction and height using body parts and various implements. 	<ul style="list-style-type: none"> ○ Identify reasons for warm up and cool down activities. 	<ul style="list-style-type: none"> ○ Use principles of fitness and log personal record of participation in a physical activity during a period of time. ○ Identify opportunities for involvement in physical activities before, during or after the school day. 	<ul style="list-style-type: none"> ○ Discuss how physical activity can be a positive opportunity for social and group interaction.
PE Quarter 4	<u>Movement Competency</u> <u>M- (Learning goal)</u> Students will:	<u>Cognitive Abilities</u> <u>C – (Learning goal)</u> Students will:	<u>Lifetime Fitness</u> <u>L – (learning goal)</u> Students will:	<u>Responsible Behaviors and Values</u> <u>R – (learning goal)</u> Students will:
Grade 3	<ul style="list-style-type: none"> ○ Perform a teacher-designed sequence using manipulatives and one self-selected dance accurately. ○ Perform a gymnastics sequence consisting of a clear beginning and ending balances, <u>two</u> different movement elements with correct technique and smooth transitions. 	<ul style="list-style-type: none"> ○ Understand how technology can be used to gather information about performance. 	<ul style="list-style-type: none"> ○ Describe how muscular strength and endurance and flexibility enhance performance in physical activities. 	<ul style="list-style-type: none"> ○ Identify personally challenging physical activity experiences or skills.

Physical Education - Grade 3 (#5015050) 2022 - And Beyond (current)

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Course Standards

Name	Description
PE.3.C.2.1:	Identify the importance of purposeful movement and its impact on quality of performance.
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities.
PE.3.C.2.3:	Understand that technology can be utilized to gather information about performance.
PE.3.C.2.4:	Identify and explain different items that can be used for assisting in a water-related emergency.
PE.3.C.2.5:	Explain how appropriate practice improves performance of movement skills.
PE.3.C.2.6:	Analyze peer performance and provide feedback.
PE.3.C.2.7:	Identify the reasons for warm-up and cool-down activities.
PE.3.C.2.8:	Describe basic offensive and defensive tactics.
PE.3.L.3.1:	Identify a moderate physical activity.
PE.3.L.3.2:	Identify a vigorous physical activity.
PE.3.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.3.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.3.L.3.5:	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
PE.3.L.3.6:	Identify lifestyle changes that can be made to increase the level of physical activity.
PE.3.L.3.7:	Differentiate between the correct and incorrect way to fit a bicycle helmet.
PE.3.L.4.1:	Describe how muscular strength and endurance enhances performance in physical activities.
PE.3.L.4.2:	Describe the relationship between the heart and lungs during physical activity.
PE.3.L.4.3:	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.

PE.3.L.4.4:	Match physical fitness assessment events to the associated fitness component.
PE.3.L.4.5:	Identify formal and informal physical fitness assessments.
PE.3.L.4.6:	Identify ways to safely stretch major muscle groups.
PE.3.L.4.7:	Read food labels for specific nutrition facts.
PE.3.L.4.8:	Identify the principles of physical fitness.
PE.3.L.4.9:	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
PE.3.L.4.10:	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.M.1.1:	Apply locomotor skills in a variety of movement settings.
PE.3.M.1.2:	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
PE.3.M.1.3:	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.
PE.3.M.1.4:	Strike both moving and stationary objects using a long-handled implement.
PE.3.M.1.5:	Maintain control while dribbling with hands or feet against a defender.
PE.3.M.1.6:	Demonstrate a combination of basic swim skills.
PE.3.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8:	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
PE.3.M.1.9:	Perform a teacher-designed sequence using manipulatives.
PE.3.M.1.10:	Perform one dance accurately.
PE.3.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.
PE.3.M.1.12:	Continuously jump a self-turned rope.
PE.3.R.5.1:	List ways to work cooperatively with peers of differing skill levels.
PE.3.R.5.2:	List ways to show respect for the views of a peer from a different cultural background.
PE.3.R.5.3:	Identify ways to take responsibility for his/her own behavior.
PE.3.R.6.1:	List personally challenging physical-activity experiences.
PE.3.R.6.2:	Describe ways to appreciate the good physical performance of others.
PE.3.R.6.3:	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
MA.K12.MTR.1.1:	Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

[MA.K12.MTR.2.1:](#)

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.

- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

[MA.K12.MTR.5.1:](#)

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

	<p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
<p>HE.3.B.5.2:</p>	<p>List healthy options to health-related issues or problems.</p>
<p>HE.3.B.6.1:</p>	<p>Select a personal health goal and track progress toward achievement.</p>
<p>HE.3.C.2.1:</p>	<p>Explore how family and friend's traditions and customs may influence health behaviors.</p>
<p>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

General Information

Course Number: 5015050

Course Path: Section: Grades PreK to 12
Education Courses > **Grade Group:** Grades
PreK to 5 Education Courses > **Subject:**
Physical Education > **SubSubject:** General >
Abbreviated Title: PHYSICAL
EDUCATION 3

Course Attributes:

- Florida Standards Course

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Course Status: State Board Approved

Grade Level(s): 3

There are more than 960 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21371](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21371)