

# Grade 3 PE

2017 – 2018

	Week	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 10 – Oct 13	1	PE.3.C.2.2 Understand the importance of safety rules and procedures in all physical activities. ALL YEAR	<a href="#">PE.3.C.2.2</a>
	2	PE.3.R.5.3 Identify ways to take responsibility for his/her own behavior. ALL YEAR	<a href="#">PE.3.R.5.3</a>
	3		
	4	PE.3.C.2.7 Identify the reasons for warm-up and cool-down activities. ALL YEAR	<a href="#">PE.3.C.2.7</a>
	5	PE.3.L.4.6 Identify ways to safely stretch major muscle groups. ALL YEAR	<a href="#">PE.3.L.4.6</a>
	6	PE.3.L.3.7 Differentiate between the correct and incorrect way to fit a bicycle helmet.	<a href="#">PE.3.L.3.7</a>
	7	PE.3.C.2.1 Identify the importance of purposeful movement and its impact on quality of performance.	<a href="#">PE.3.C.2.1</a>
	8	PE.3.M.1.1 Apply locomotor skills in a variety of movement settings.	<a href="#">PE.3.M.1.1</a>
	9	PE.3.M.1.12 Continuously jump a self-turned rope.	<a href="#">PE.3.M.1.12</a>
	Week	Major Concepts / Topics	Possible Resources
Quarter 2 Oct 17 – Dec 21	1	PE.3.M.1.8 Throw balls of various sizes and weights to a stationary partner using a correct overhand motion. PE.3.M.1.7 Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.	<a href="#">PE.3.M.1.8</a> <a href="#">PE.3.M.1.7</a>
	2	PE.3.M.1.5 Maintain control while dribbling with hands or feet against a defender.	<a href="#">PE.3.M.1.5</a>
	3	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.	<a href="#">PE.3.M.1.2</a> <a href="#">PE.3.M.1.3</a>
	4	PE.3.M.1.4 Strike both moving and stationary objects using a long-handled implement.	<a href="#">PE.3.M.1.4</a>
	5	PE.3.C.2.8 Describe basic offensive and defensive tactics.	<a href="#">PE.3.C.2.8</a>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

## Grade 3 PE

2017 – 2018

	6	PE.3.C.2.5 Explain how appropriate practice improves performance of movement skills. ALL YEAR	<a href="#">PE.3.C.2.5</a>
	7	PE.3.L.3.4 Identify opportunities for involvement in physical activities after the school day. ALL YEAR	<a href="#">PE.3.L.3.4</a>
	8	PE.3.R.5.1 List ways to work cooperatively with peers of differing skill levels. ALL YEAR	<a href="#">PE.3.R.5.1</a>
		PE.3.R.5.2 List ways to show respect for the views of a peer from a different cultural background.	<a href="#">PE.3.R.5.2</a>
	9	<b>PE.3.R.6.2 Describe ways to appreciate the good physical performance of others. ALL YEAR</b>	<a href="#">PE.3.R.6.2</a>
		PE.3.R.6.3 Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. ALL YEAR	<a href="#">PE.3.R.6.3</a>
	<b>Week</b>	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>
Quarter 3 Jan 8 – Mar 15	1	PE.3.L.4.8 Identify the principles of physical fitness.	<a href="#">PE.3.L.4.8</a>
	2	<b>PE.3.L.3.1 Identify a moderate to physical activity.</b>	<a href="#">PE.3.L.3.1</a>
		<b>PE.3.L.3.2 Identify a vigorous physical activity.</b>	<a href="#">PE.3.L.3.2</a>
	3	<b>PE.3.L.4.2 Describe the relationship between the heart and lungs during physical activity.</b>	<a href="#">PE.3.L.4.2</a>
	4	<b>PE.3.L.4.3 Identify appropriate physical activity that result in the development of cardiorespiratory endurance.</b>	<a href="#">PE.3.L.4.3</a>
	5	PE.3.L.3.6 Identify lifestyle changes that can be made to increase the level of physical activity.	<a href="#">PE.3.L.3.6</a>
		PE.3.L.4.1 Describe how muscular strength and endurance enhances performance in physical activities.	<a href="#">PE.3.L.4.1</a>
	6	PE.3.C.2.6 Analyze peer performance and provide feedback.	<a href="#">PE.3.C.2.6</a>
		PE.3.L.4.4 Match physical fitness assessment events to the associated fitness component.	<a href="#">PE.3.L.4.4</a>
7	PE.3.L.4.5 Identify formal and informal physical fitness assessments.	<a href="#">PE.3.L.4.5</a>	
	PE.3.L.4.9 Identify individual strengths and weaknesses based upon results of a formal fitness assessment.	<a href="#">PE.3.L.4.9</a>	
8	PE.3.L.3.5 Use an activity log to maintain a personal record of participation in physical activity during a period of time.	<a href="#">PE.3.L.3.5</a>	
9	PE.3.L.4.7 Read food labels for specific nutrition facts.	<a href="#">PE.3.L.4.7</a>	
Quarter 4	<b>Week</b>	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

## Grade 3 PE

2017 – 2018

April 2 – May 24	1	PE.3.M.1.6 Demonstrate a combination of basic swim skills.	<a href="#">PE.3.M.1.6</a>
	2	PE.3.C.2.4 Identify and explain different items that can be used for assisting in a water related emergency.	<a href="#">PE.3.C.2.4</a>
	3	PE.3.M.1.9 Perform a teacher-designed sequence using manipulatives.	<a href="#">PE.3.M.1.9</a>
	4	PE.3.M.1.10 Perform one dance accurately.	<a href="#">PE.3.M.1.10</a>
	5	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.	<a href="#">PE.3.M.1.11</a>
	6	PE.3.R.6.1 List personally challenging physical activity experiences.	<a href="#">PE.3.R.6.1</a>
	7	PE.3.L.3.3 Identify opportunities for involvement in physical activities during the school day.	<a href="#">PE.3.L.3.3</a>
	8	PE.3.C.2.3 Understand that technology can be utilized to gather information about performance.	<a href="#">PE.3.C.2.3</a>
	9	PE.3.L.4.10 Identify ways that technology can assist in the pursuit of physical fitness.	<a href="#">PE.3.L.4.10</a>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.