

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-Transferring Information to Movement Competency

	<u>M- (Learning goal)</u>	<u>Cognitive Abilities</u>	<u>Lifetime Fitness</u>	<u>Responsible Behaviors and Values</u>
	<u>C – (Learning goal)</u>	<u>L – (learning goal)</u>	<u>R – (learning goal)</u>	
	<u>Students will:</u>	<u>Students will:</u>	<u>Students will:</u>	<u>Students will:</u>

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:	
PE.3.C.2.7:	Identify the reasons for warm-up and cool-down activities.

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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 formIdentifi q 187.92 456.72 529.44 13.

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:

- 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:

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| | <ul style="list-style-type: none">• 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. |
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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.
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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.

Clarifications:

See [Text Complexity](#) for grade-C0 0 BT0 ht4564 317 BT 0 (:)]TJ BT0 ht5164 317 BT002. -0.88.f8v34117 0 317 BT

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

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I

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://cpalmsmediaproduct.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)