Florida Physical Education

Grade 3

Adopted 2013

Movement Competency

1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

1. Apply locomotor skills in a variety of movement settings. PE.3.M.1.1
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.1.2
3. Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern. PE.3.M.1.3
4. Strike both moving and stationary objects using a long-handled implement. PE.3.M.1.4
5. Maintain control while dribbling with hands or feet against a defender. PE.3.M.1.5
6. Demonstrate a combination of basic swim skills. PE.3.M.1.6
7. Move in different directions to catch objects of different sizes and weights thrown by a stationary partner PE.3.M.1.7
8. Throw balls of various sizes and weights to a stationary partner using a correct overhand motion. PE.3.M.1.8
9. Perform a teacher-designed sequence using manipulatives. PE.3.M.1.9
10. Perform one dance accurately. PE.3.M.1.10
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.1.11
12. Continuously jump a self-turned rope. PE.3.M.1.12

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Perform locomotor skills in a variety of movement settings, such as sequences, dances and games. PE.3.M.1.IN.A

b. Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction. PE.3.M.1.IN.B

c. Strike an object more than once using a paddle/racket demonstrating a forehand pattern. PE.3.M.1.IN.C

d. Strike a modified, moving object using a long-handled implement. PE.3.M.1.IN.D

e. Control the ball while dribbling with hands or feet. PE.3.M.1.IN.E

f. Perform a basic swim skill such as flutter kick, alternating arm movements and treading water. PE.3.M.1.IN.F

g. Move in different directions to catch modified objects of different sizes thrown by a stationary partner. PE.3.M.1.IN.G

h. Throw balls of various sizes and weights to a stationary partner using an overhand motion. PE.3.M.1.IN.H

i. Perform a teacher designed sequence using manipulatives, such as tinikling poles, lummi sticks or jump ropes. PE.3.M.1.IN.I

j. Perform one dance, such as square, contra, step or social. PE.3.M.1.IN.J

k. Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands; and an ending. PE.3.M.1.IN.K

l. Jump a self-turned rope. PE.3.M.1.IN.L

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Supported

a. Perform selected locomotor skills in a variety of movement settings, such as sequences, dances and games. PE.3.M.1.SU.A

b. Strike a stationary object from a stationary position using body parts so that the object travels. PE.3.M.1.SU.B

c. Strike a modified object more than once with a lateral movement using a paddle/racket. PE.3.M.1.SU.C

d. Strike a modified moving object using a modified long-handled implement. PE.3.M.1.SU.D

e. Dribble an object in a specified direction with hands or feet. PE.3.M.1.SU.E

f. Perform a guided basic swim skill. PE.3.M.1.SU.F

g. Move in different directions to trap modified objects of different sizes thrown by a stationary partner. PE.3.M.1.SU.G

h. Toss balls of various sizes and weights to a stationary partner. PE.3.M.1.SU.H

i. Imitate a teacher designed movement sequence using manipulatives such as tinikling poles, lummi sticks or jump ropes. PE.3.M.1.SU.I

j. Imitate a pattern of steps associated with a dance, such as square, contra, step or social. PE.3.M.1.SU.J

k. Perform a basic gymnastics sequence with a beginning, a rolling action and an ending. PE.3.M.1.SU.K

l. Jump a turning rope. PE.3.M.1.SU.L

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Participatory

a. Imitate locomotor skills in a variety of movement settings, such as sequences, dances and games. PE.3.M.1.PA.A

b. Strike a stationary, modified object from a stationary position using body parts. PE.3.M.1.PA.B

c. Swing at a modified object with a lateral movement using a paddle/racket. PE.3.M.1.PA.C

d. Swing at a modified moving object with a modified, long-handled implement. PE.3.M.1.PA.D

e. Throw or kick an object. PE.3.M.1.PA.E

f. Perform a guided, modified basic swim skill. PE.3.M.1.PA.F

g. Trap softly tossed, modified objects of different sizes with both hands. PE.3.M.1.PA.G

h. Toss modified objects to a stationary partner. PE.3.M.1.PA.H

i. Perform a guided, teacher-designed sequence using manipulatives, such as tinikling poles, lummi sticks or jump ropes. PE.3.M.1.PA.I

j. Perform a guided movement associated with a dance, such as square, contra, step or social. PE.3.M.1.PA.J

k. Perform a guided, basic gymnastics sequence with a beginning, a rolling action and an ending. PE.3.M.1.PA.K

l. Leap and land safely using at least one piece of equipment. PE.3.M.1.PA.L

Cognitive Abilities

2 **Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

1. Identify the importance of purposeful movement and its impact on quality of performance. PE.3.C.2.1
2. Understand the importance of safety rules and procedures in all physical activities. PE.3.C.2.2
3. Understand that technology can be utilized to gather information about performance. PE.3.C.2.3
4. Identify and explain different items that can be used for assisting in a water-related emergency. PE.3.C.2.4
5. Explain how appropriate practice improves performance of movement skills. PE.3.C.2.5
6. Analyze peer performance and provide feedback. PE.3.C.2.6
7. Identify the reasons for warm-up and cool-down activities. PE.3.C.2.7
8. Describe basic offensive and defensive tactics. PE.3.C.2.8

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm. PE.3.C.2.IN.A

b. Identify the importance of safety rules and procedures in physical activities. PE.3.C.2.IN.B

c. Identify that technology can be used to gather information about performance, such as pedometers, heart-rate monitors and videos. PE.3.C.2.IN.C

d. Identify items that can be used for assisting in a water-related emergency. PE.3.C.2.IN.D

e. Identify how practice improves performance of movement skills. PE.3.C.2.IN.E

f. Interpret peer performance and offer feedback. PE.3.C.2.IN.F

g. Recognize reasons for warming up and cooling down. PE.3.C.2.IN.G

h. Recognize a basic offensive and defensive tactic. PE.3.C.2.IN.H

Supported

a. Recognize a purposeful movement, such as timing, flow, sequencing, transfer of weight or rhythm. PE.3.C.2.SU.A

b. Recognize the importance of safety rules and procedures in physical activities. PE.3.C.2.SU.B

c. Recognize that technology that can be used to gather information about performance, such as pedometers, heart-rate monitors and videos. PE.3.C.2.SU.C

d. Recognize items that can be used for assisting in a water-related emergency. PE.3.C.2.SU.D

e. Recognize how practice improves performance of movement skills. PE.3.C.2.SU.E

f. Examine peer performance and offer feedback. PE.3.C.2.SU.F

g. Recognize reasons for warming up or cooling down. PE.3.C.2.SU.G

h. Identify the difference between offense and defense. PE.3.C.2.SU.H

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Participatory

a. Recognize the sequence in purposeful movement, such as forward and backward. PE.3.C.2.PA.A
b. Recognize the importance of safety rules and procedures for selected physical activities. PE.3.C.2.PA.B
c. Associate technology with gathering information about physical performance. PE.3.C.2.PA.C
d. Recognize an item that can be used for assisting in a water related emergency. PE.3.C.2.PA.D
e. Recognize the practice of movement skills. PE.3.C.2.PA.E
f. Recognize peer performance and offer feedback. PE.3.C.2.PA.F
g. Recognize a reason for warming up or cooling down. PE.3.C.2.PA.G
h. Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object. PE.3.C.2.PA.H

Lifetime Fitness

3 Participate regularly in physical activity.

1. Identify a moderate physical activity. PE.3.L.3.1
2. Identify a vigorous physical activity. PE.3.L.3.2
3. Identify opportunities for involvement in physical activities during the school day. PE.3.L.3.3
4. Identify opportunities for involvement in physical activities after the school day. PE.3.L.3.4
5. Use an activity log to maintain a personal record of participation in physical activity during a period of time. PE.3.L.3.5
6. Identify lifestyle changes that can be made to increase the level of physical activity. PE.3.L.3.6
7. Differentiate between the correct and incorrect way to fit a bicycle helmet. PE.3.L.3.7

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize a moderate physical activity. PE.3.L.3.IN.A

b. Recognize a vigorous physical activity. PE.3.L.3.IN.B

c. Recognize opportunities for involvement in selected physical activities during the school day. PE.3.L.3.IN.C

d. Recognize selected opportunities for involvement in physical activities after the school day. PE.3.L.3.IN.D

e. Keep a personal record of participation in physical activity during a period of time, such as a week. PE.3.L.3.IN.E

f. Recognize lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity. PE.3.L.3.IN.F

g. Identify the correct way to fit a bicycle helmet. PE.3.L.3.IN.G

Supported

a. Recognize a moderate modified physical activity. PE.3.L.3.SU.A

b. Recognize a physical activity. PE.3.L.3.SU.B

c. Recognize opportunities for involvement in modified physical activities during the school day. PE.3.L.3.SU.C

d. Recognize an opportunity for involvement in physical activities after the school day. PE.3.L.3.SU.D

e. Record personal participation in physical activity during a period of time, such as a day or week. PE.3.L.3.SU.E

f. Recognize a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity. PE.3.L.3.SU.F

g. Recognize the correct way to fit a bicycle helmet. PE.3.L.3.SU.G

Participatory

a. Recognize a modified physical activity. PE.3.L.3.PA.A

b. Explore physical activities. PE.3.L.3.PA.B

c. Recognize an opportunity for involvement in a selected modified physical activity during the school day. PE.3.L.3.PA.C

d. Associate involvement in physical activities with experiences after the school day. PE.3.L.3.PA.D

e. Indicate personal participation in physical activity during a period of time, such as a day. PE.3.L.3.PA.E

f. Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity. PE.3.L.3.PA.F

g. Recognize a person wearing a bicycle helmet correctly. PE.3.L.3.PA.G

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4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

1. Describe how muscular strength and endurance enhances performance in physical activities. PE.3.L.4.1
2. Describe the relationship between the heart and lungs during physical activity. PE.3.L.4.2
3. Identify appropriate physical activities that result in the development of cardio-respiratory endurance. PE.3.L.4.3
4. Match physical fitness assessment events to the associated fitness component. PE.3.L.4.4
5. Identify formal and informal physical fitness assessments. PE.3.L.4.5
6. Identify ways to safely stretch major muscle groups. PE.3.L.4.6
7. Read food labels for specific nutrition facts. PE.3.L.4.7
8. Identify the principles of physical fitness. PE.3.L.4.8
9. Identify individual strengths and weaknesses based upon results of a formal fitness assessment. PE.3.L.4.9
10. Identify ways that technology can assist in the pursuit of physical fitness. PE.3.L.4.10

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify how muscular strength and endurance enhance performance in physical activities. PE.3.L.4.IN.A

b. Identify the effect of physical activity on the heart and lungs. PE.3.L.4.IN.B

c. Recognize a physical activity that promotes cardio respiratory endurance. PE.3.L.4.IN.C

d. Match selected physical fitness assessment events to the associated fitness component. PE.3.L.4.IN.D

e. Recognize selected modified formal and informal physical fitness assessment. PE.3.L.4.IN.E

f. Identify how to safely stretch a muscle. PE.3.L.4.IN.F

g. Locate nutrition facts on a food label. PE.3.L.4.IN.G

h. Recognize the principles of physical fitness, such as progression, overload and specificity. PE.3.L.4.IN.H

i. Recognize individual strengths and weaknesses based on results of formal fitness test. PE.3.L.4.IN.I

j. Recognize ways that technology can assist in the pursuit of physical fitness. PE.3.L.4.IN.J

Supported

a. Recognize how muscular strength and endurance enhance performance in physical activities. PE.3.L.4.SU.A

b. Recognize the effect of physical activity on the heart and lungs. PE.3.L.4.SU.B

c. Recognize a modified physical activity that promotes cardiorespiratory endurance PE.3.L.4.SU.C

d. Match a physical fitness assessment event to the associated fitness component. PE.3.L.4.SU.D

e. Recognize that there are modified formal and informal physical fitness assessments. PE.3.L.4.SU.E

f. Recognize how to safely stretch a muscle. PE.3.L.4.SU.F

g. Recognize food labels have food information. PE.3.L.4.SU.G

h. Recognize selected principles of physical fitness, such as progression, overload or specificity. PE.3.L.4.SU.H

i. Recognize an area of strength and weakness based on results of formal fitness test. PE.3.L.4.SU.I

j. Recognize a way that technology can assist in the pursuit of physical fitness. PE.3.L.4.SU.J

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Participatory

a. Recognize how endurance helps performance. PE.3.L.4.PA.A

b. Associate physical activity with its effect on the body. PE.3.L.4.PA.B

c. Associate physical activity with the development of cardiorespiratory endurance. PE.3.L.4.PA.C

d. Recognize a physical fitness assessment event. PE.3.L.4.PA.D

e. Recognize a modified formal physical fitness assessment. PE.3.L.4.PA.E

f. Recognize a safe stretch of a muscle. PE.3.L.4.PA.F

g. Associate food label with food information. PE.3.L.4.PA.G

h. Associate the intensity of practice with physical fitness. PE.3.L.4.PA.H

i. Recognize an area of strength after completing a fitness test. PE.3.L.4.PA.I

j. Recognize a technology used in physical fitness. PE.3.L.4.PA.J

Responsible Behaviors and Values

5 **Exhibit responsible personal and social behavior that respects self and others in physicalactivity settings.**

1. List ways to work cooperatively with peers of differing skill levels. PE.3.R.5.1
2. List ways to show respect for the views of a peer from a different cultural background. PE.3.R.5.2
3. Identify ways to take responsibility for his/her own behavior. PE.3.R.5.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize ways to work with peers of differing skill levels. PE.3.R.5.IN.A

b. Recognize ways to show respect for peers from a different cultural background. PE.3.R.5.IN.B

c. Identify possible consequences for own behavior. PE.3.R.5.IN.C

Supported

a. Recognize a way to interact with peers of differing skill levels. PE.3.R.5.SU.A

b. Recognize a way to show respect for a peer from a different cultural background. PE.3.R.5.SU.B

c. Accept praise or correction for own behavior. PE.3.R.5.SU.C

Participatory

a. Interact with peers. PE.3.R.5.PA.A

b. Associate a behavior with respect for others. PE.3.R.5.PA.B

c. Acknowledge a good choice related to own behavior. PE.3.R.5.PA.C

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'alue physical activity for health, enjoyment, challenge, self-expression and/or ocial interaction.

1. List personally challenging physical-activity experiences. PE.3.R.6.1
2. Describe ways to appreciate the good physical performance of others. PE.3.R.6.2
3. Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. PE.3.R.6.3

    Access Point for Students with Significant Cognitive Disabilities

    Independent

    a. Select challenging physically active experiences. PE.3.R.6.IN.A
    b. Recognize the value of a good physical performance of others. PE.3.R.6.IN.B
    c. Identify characteristics of sportsmanship. PE.3.R.6.IN.C

    Supported

    a. Select a challenging, physically active experience. PE.3.R.6.SU.A
    b. Recognize the good physical performance of others. PE.3.R.6.SU.B
    c. Recognize a characteristic of sportsmanship. PE.3.R.6.SU.C

    Participatory

    a. Select a challenging, physically active experience. PE.3.R.6.PA.A
    b. Recognize a good physical performance of others. PE.3.R.6.PA.B
    c. Recognize a characteristic of accomplishment (e.g. complete task, faster time). PE.3.R.6.PA.C