



# Physical Education - Grade 3 (#5015050)

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**Course Number:** 5015050

**Course Path:** **Section:** Grades PreK to 12 Education  
**Grade Group:** Grades PreK to 5 Education  
**Subject:** Physical Education >  
**SubSubject:** General >  
**Abbreviated Title:** PHYSICAL EDUCATION 3  
**Course Length:** Year (Y)

**Course Status:** Course Approved

## GENERAL NOTES

### 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: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## 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.

## Course Standards

Name	Description
<a href="#">PE.3.C.2.1:</a>	Identify the importance of purposeful movement and its impact on quality of performance. <b>Remarks/Examples:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
<a href="#">PE.3.C.2.2:</a>	Understand the importance of safety rules and procedures in all physical activities. <b>Remarks/Examples:</b> An example of a safety procedure is wearing a helmet when riding a bicycle.
<a href="#">PE.3.C.2.3:</a>	Understand that technology can be utilized to gather information about performance. <b>Remarks/Examples:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
<a href="#">PE.3.C.2.4:</a>	Identify and explain different items that can be used for assisting in a water-related emergency. <b>Remarks/Examples:</b> Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.
<a href="#">PE.3.C.2.5:</a>	Explain how appropriate practice improves performance of movement skills. <b>Remarks/Examples:</b> An example is initially making two out of five free throws in basketball, then improving to four out of five due to practicing.
<a href="#">PE.3.C.2.6:</a>	Analyze peer performance and provide feedback.
<a href="#">PE.3.C.2.7:</a>	Identify the reasons for warm-up and cool-down activities. <b>Remarks/Examples:</b> Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.
<a href="#">PE.3.C.2.8:</a>	Describe basic offensive and defensive tactics. <b>Remarks/Examples:</b> An example of an offensive tactic is keeping your body between the ball and defender while dribbling.
<a href="#">PE.3.L.3.1:</a>	Identify a moderate physical activity.
<a href="#">PE.3.L.3.2:</a>	Identify a vigorous physical activity.
<a href="#">PE.3.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.

<a href="#">PE.3.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.
<a href="#">PE.3.L.3.5:</a>	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
<a href="#">PE.3.L.3.6:</a>	Identify lifestyle changes that can be made to increase the level of physical activity.
<a href="#">PE.3.L.3.7:</a>	Differentiate between the correct and incorrect way to fit a bicycle helmet.
<a href="#">PE.3.L.4.1:</a>	Describe how muscular strength and endurance enhances performance in physical activities.
<a href="#">PE.3.L.4.2:</a>	Describe the relationship between the heart and lungs during physical activity.
<a href="#">PE.3.L.4.3:</a>	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
<a href="#">PE.3.L.4.4:</a>	Match physical fitness assessment events to the associated fitness component.
<a href="#">PE.3.L.4.5:</a>	Identify formal and informal physical fitness assessments.
<a href="#">PE.3.L.4.6:</a>	Identify ways to safely stretch major muscle groups.
<a href="#">PE.3.L.4.7:</a>	Read food labels for specific nutrition facts.
<a href="#">PE.3.L.4.8:</a>	Identify the principles of physical fitness.
<a href="#">PE.3.L.4.9:</a>	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
<a href="#">PE.3.L.4.10:</a>	Identify ways that technology can assist in the pursuit of physical fitness.
	Apply locomotor skills in a variety of movement settings.
<a href="#">PE.3.M.1.1:</a>	<b>Remarks/Examples:</b> Some examples of movement settings are sequences, dances and games.
	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
<a href="#">PE.3.M.1.2:</a>	<b>Remarks/Examples:</b> Some examples of striking activities are volleying, kicking and punting.
<a href="#">PE.3.M.1.3:</a>	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.
	Strike both moving and stationary objects using a long-handled implement.
<a href="#">PE.3.M.1.4:</a>	<b>Remarks/Examples:</b> Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.
<a href="#">PE.3.M.1.5:</a>	Maintain control while dribbling with hands or feet against a defender.
	Demonstrate a combination of basic swim skills.
<a href="#">PE.3.M.1.6:</a>	<b>Remarks/Examples:</b> Some examples of basic swim skills are prone and back float with flutter kick, alternating arm movements and treading water.
<a href="#">PE.3.M.1.7:</a>	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>	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
	Perform a teacher-designed sequence using manipulatives.
<a href="#">PE.3.M.1.9:</a>	<b>Remarks/Examples:</b> Some examples of sequences using manipulatives are tinkling poles, lummi sticks and jump ropes.
	Perform one dance accurately.
<a href="#">PE.3.M.1.10:</a>	<b>Remarks/Examples:</b> Some examples of dances are square, contra, step and social.
	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>	<b>Remarks/Examples:</b> Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.
<a href="#">PE.3.M.1.12:</a>	Continuously jump a self-turned rope.
<a href="#">PE.3.R.5.1:</a>	List ways to work cooperatively with peers of differing skill levels.
<a href="#">PE.3.R.5.2:</a>	List ways to show respect for the views of a peer from a different cultural background.
<a href="#">PE.3.R.5.3:</a>	Identify ways to take responsibility for his/her own behavior.
<a href="#">PE.3.R.6.1:</a>	List personally challenging physical-activity experiences.
<a href="#">PE.3.R.6.2:</a>	Describe ways to appreciate the good physical performance of others.
<a href="#">PE.3.R.6.3:</a>	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
	List healthy options to health-related issues or problems.
<a href="#">HE.3.B.5.2:</a>	<b>Remarks/Examples:</b> Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.
	Select a personal health goal and track progress toward achievement.
<a href="#">HE.3.B.6.1:</a>	<b>Remarks/Examples:</b> Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
	Explore how family and friend's traditions and customs may influence health behaviors.
<a href="#">HE.3.C.2.1:</a>	<b>Remarks/Examples:</b> Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">MAFS.3.MD.1.1:</a>	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

There are more than 35 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13626>