



The School District of Lee County
Fort Myers, Florida 33966
2855 Colonial Blvd.

Phone: (239) 334-1102
TTD/TTY: (239) 335-1512
Vision: To Be a World-Class School System

Academic Plan

Curriculum and Staff Development Center

Course:	PE - 3rd Grade - 50150103
Textbook:	
School Year:	2013 - 2014
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Quarterly Guides

Quarter – 1 Guide	Quarter – 2 Guide
<ul style="list-style-type: none"> 1 - Safety Rules and Class Procedures 2 - Partner Cooperation and Sportsmanship 3 - Health Related Fitness 4 - Locomotor/Non Locomotor Skills 5 - District Required Fitnessgram Assessment 	<ul style="list-style-type: none"> 1 - Health Related Physical Fitness 2 - Creative and Expressive Movements 3 - Manipulative Skills
Quarter – 3 Guide	Quarter – 4 Guide
<ul style="list-style-type: none"> 1 - Health Related Physical Fitness 2 - District Required Fitnessgram Assessment 3 - Pedestrian, Bike, and Water Safety Education 4 - Manipulative Skills 	<ul style="list-style-type: none"> 1 - Nutrition 2 - Gymnastics Activities 3 - Manipulative skills 4 - Health Related Physical Fitness

Academic Plan

Narrative:

Quarter - 1				
Essential Knowledge	Vocabulary/Key Terms	Standards/Benchmarks	Instructional Resources	Assessments
<p>1 SAFETY RULES AND CLASS PROCEDURES</p> <p>*Understands and practices emergency procedures.</p> <p>*Demonstrates the correct use of physical education equipment.</p> <p>*Understands rules, consequences, and fair play. *Understands the importance of following directions. *Understands the importance of keeping their hands and feet to themselves for safety.</p> <p>*Recognizes spacial awareness and ones own personal space.</p> <p>*Understands the importance and pleasures of participating in daily activity.</p>	<p>Boundaries; Cool-Down; safety; Warm-up;</p>	<p>PE.3.C.1.2 Safety rules and procedures; PE.3.C.1.5 Warm-up and cool-down; PE.3.L.2.9 Safely stretch; PE.3.R.1.3 Responsibility for behavior;</p>	<p>_____</p>	<p>Teacher created assessments and observations of students</p> <p>_____</p>
<p>2 Partner Cooperation and sportsmanship</p> <p>*Understanding how to win graciously, lose gracefully.</p> <p>*Reinforce positive</p>	<p>celebrate; cooperate; Fair Play; Sportsmanship; Success;</p>	<p>PE.3.R.1.1 Work cooperatively with peers; PE.3.R.1.5 Respect other cultures; PE.3.R.2.2 Celebrate without gloating;</p> <p>PE.3.L.1.1 MVPA; PE.3.L.1.2</p>	<p>_____</p>	<p>Teacher created assessments and observations of students</p> <p>_____</p>

standards of fair play .		Involvement in physical activities after the school; PE.3.L.2.9 Safely stretch; PE.3.R.1.2 Try new activities;		
<p>3 Health Related Physical Fitness *Understands how to safely stretch major muscle groups *Participates in daily activities and acknowledges the benefits of Physical Education. *Examples of activities in school and in their community for regular physical activity play. *Know how to safely warm up and cool down while exercising.</p>	challenge; Cool Down; flexibility; muscle; Physical Activity; stretch; Warm up;	<p>PE.3.L.1.1 MVPA; PE.3.L.1.2 Involvement in physical activities after the school; PE.3.L.2.5 ; PE.3.L.2.7 ; PE.3.L.2.9 Safely stretch; PE.3.R.1.2 Try new activities;</p>	<p>www.nflrush.com/play60;</p>	Teacher created assessments and observations of students
<p>4 DISTRICT RELATED FITNESSGRAM ASSESSMENT *Practice the proper ways to do push-ups, curl-ups, sit and reach, and Pacer Test *Encourage students to practice skills outside of school *Perform Physical Fitness pre-test</p>	Assessment; fitness; goal; Physical Activity;	<p>PE.3.C.1.3 Technology utilized to assess performance; PE.3.L.1.5 Use an activity log; PE.3.L.2.2 Physical fitness assessment associated to fitness component; PE.3.L.2.4 Formal and informal physical fitness assessment;</p>		Teacher created assessments and observations of students
<p>5 Locomotor skills and Non Locomotor Skills *Reinforce running, pathways, dodge and flee</p>	Dodge; Flee; Locomotor; Pathway;	PE.3.C.1.1 Purposeful movement and its impact on quality of performance; PE.3.M.1.1 Apply locomotor skills;		Teacher created assessments and observations of students

6	MANIPULATIVE SKILLS *Introduce intermediate dribbling, kicking skills	Dribbling; Kicking; practice; skill;	PE.3.C.1.7 Appropriate practice improves performance; PE.3.C.1.8 Analyze peer performance and provide feedback; PE.3.M.1.5 ;	

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Narrative:

Quarter - 2				
Essential Knowledge	Vocabulary/Key Terms	Standards/Benchmarks	Instructional Resources	Assessments
<p>1 Health Related Physical Fitness *Introduce individual goal setting based on Fitnessgram pretest results *Introduce frequency, intensity, time and type fitness components</p>	<p>challenge; F.I.T.T. Principle; Frequency; goal; Health Related Fitness; Intensity; time;</p>	<p>PE.2.L.1.3 ; PE.3.C.1.1 Purposeful movement and its impact on quality of performance; PE.3.C.1.3 Technology utilized to assess performance; PE.3.L.2.11 Strengths and weaknesses based upon results of a formal fitness test; PE.3.L.2.2 Physical fitness assessment associated to fitness component; PE.3.L.2.6 Principles of physical fitness; PE.3.L.2.7 ; PE.3.R.2.1. Seek personally challenging physical activity experiences;</p>	<p>_____</p>	<p>Teacher created assessments and observations of students</p> <p>_____</p>
<p>2 Creative and Expressive Movement *Introduce dance/rhythmic movement concepts *Travels in a variety of directions and pathways *Use their bodies as a means of expression *Sense of satisfaction from using expressive movement *Interpet and move to different rhythms</p>	<p>movement; sequence;</p>	<p>PE.3.M.1.10 Perform one dance accurately; PE.3.M.1.9 A teacher-designed sequence using manipulatives;</p>	<p>_____</p>	<p>Teacher created assessments and observations of students</p> <p>_____</p>

<p>3 Manipulative Skills *Reinforce ball handling skills * Catch different size objects while moving * Throw balls using overhand motion</p>	<p>catch; Feedback; Throw;</p>	<p>PE.3.C.1.7 Appropriate practice improves performance; PE.3.C.1.8 Analyze peer performance and provide feedback; PE.3.M.1.7 Move in different directions to catch objects of different sizes and weights; PE.3.M.1.8 Throw balls using a correct overhand motion;</p>	<p>_____</p> <p>_____</p>	<p>Teacher created assessments and observations of students</p> <p>_____</p>
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Narrative:

Quarter - 3				
Essential Knowledge	Vocabulary/Key Terms	Standards/Benchmarks	Instructional Resources	Assessments
<p>1 Health Related Physical Fitness *Recognizes physical changes in the body during activities. *Benefits of exercise. *Identifies individual goal achievement, strengths and weakness as determined by the post-test scores of Fitnessgram. *Assesses personal fitness goals.</p>	<p>Body Composition; Cardiovascular Endurance; flexibility; Heart rate; Muscular Endurance; Muscular Strength; target heart rate;</p>	<p>PE.3.L.1.3 Lifestyle changes to increase physical activity level; PE.3.L.2.3 Heart and lung relationship during physical activity;</p>		<p>Teacher created assessments and observations of students</p>
<p>2 District Required Fitnessgram Assessment *Perform Fitnessgram post-test *Assess fitness testing goals</p>	<p>Cardio-respiratory; change; exercise;</p>	<p>PE.3.C.1.3 Technology utilized to assess performance; PE.3.L.1.5 Use an activity log; PE.3.L.2.2 Physical fitness assessment associated to fitness component; PE.3.L.2.4 Formal and informal physical fitness assessment;</p>		<p>Teacher created assessments and observations of students</p>
<p>3 Pedestrian, bike, and Water Safety Education *Understands the importance of wearing a life jacket (personal floatation device). *Identifies the proper crossing technique (look</p>	<p>bicycle; emergency; float; pedestrian;</p>	<p>PE.3.C.1.2 Safety rules and procedures; PE.3.M.1.6 ; PE.3.C.1.4 Assisting in a water related emergency; PE.3.L.1.6 Correct and incorrect way to fit a bicycle helmet;</p>	<p>guide.saferoutesinfo.org; safety.fhwa.dot.gov/saferoute; www.cdc.gov/nccdphp/dnp; a/kidswalk; www.healthiergeneration.org;</p>	<p>Teacher created assessments and observations of students</p>

<p>left, look right, look left again). *Discusses why a helmet should be worn when riding a bike</p>			<p>www.saferoutespartnership.org/state/srts-in-your-state; www.walktoschool.org; www.walktoschool.org/eventideas/checklists.cfm;</p>	
<p>4 Manipulative Skills *Refine striking skills with body parts and implements using a variety of objects *Stike objects using a forehand motion. *Stike both moving and stationary objects with a long handled implement.</p>	<p>Assessment; fitness; Physical Activity;</p>	<p>PE.3.M.1.2 Strike a stationary object from a stationary position using body parts; PE.3.M.1.4 Strike using a long-handled implement;</p>		

Academic Plan

Narrative:

Quarter - 4				
Essential Knowledge	Vocabulary/Key Terms	Standards/Benchmarks	Instructional Resources	Assessments
1 NUTRITION *Understanding how to read food labels and how different terms can be used to describe ingredients e.g. corn syrup for sugar	Calorie; Carbohydrates; Fats; fruit; Nutrition; Proteins; vegetable;	PE.3.L.2.12 Food labels and nutrition facts; PE.3.L.2.10 Somatotypes;	_____ www.choosemyplate.gov ;	Teacher created assessments and observations of students _____
2 GYMNASTIC ACTIVITIES *Introduce activities with concentration on technique and sequencing	balance; roll; sequence; technique; Tumbling; Turning;	PE.3.M.1.11 Perform a self-designed gymnastics sequence;	_____	Teacher created assessments and observations of students _____
3 MANIPULATIVE SKILLS *Introduce net related skills with emphasis on continuous volleying/keeping a ball in play for extended periods of time	continuous; net; play; Volleying;	PE.3.C.1.6 Basic offensive and defensive tactics; PE.3.R.2.3 Choose group physical activities;	_____	Teacher created assessments and observations of students _____
4 HEALTH RELATED FITNESS *Introduce the differences between muscular strength vs. muscular endurance	Endurance; muscular; strength;	PE.3.L.2.1 Muscular strength and endurance enhance performance; PE.3.L.2.7 ;	_____	Teacher created assessments and observations of students _____