

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](#)

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 tinkling 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**

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 tinkling 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**

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
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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](#)

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](#)

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](#)
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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](#)

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

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**

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

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
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Responsible Behaviors and Values

5 Exhibit responsible personal and social behavior that respects self and others in physical activity 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](#)

6 Value physical activity for health, enjoyment, challenge, self-expression and/or social 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](#)