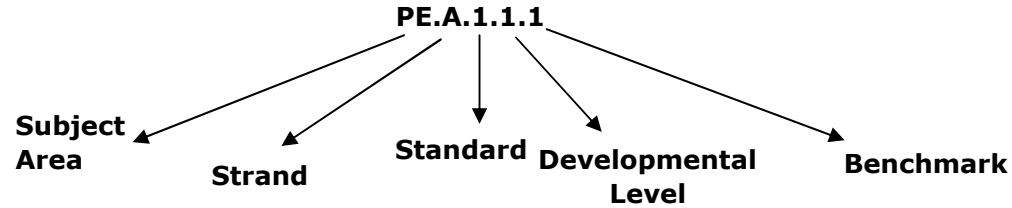


| QUARTER 1 | QUARTER 2 |
|--|---|
| <ul style="list-style-type: none"> • Safety /Emergency Situations • Sportsmanship • Team Play • Recreational Sports | <ul style="list-style-type: none"> • Kinesthetic Awareness • Game Strategies • Lead-Up Games • Diversity • Cardiovascular Fitness |
| QUARTER 3 | QUARTER 4 |
| <p style="text-align: center;">PERSONAL FITNESS</p> <ul style="list-style-type: none"> • Aerobic vs. Anaerobic Exercise • Warm-Up/Cool-Down • Body Mechanics • Body Composition | <ul style="list-style-type: none"> • Creative Movement • Dance • Throwing • Designing Games/Sequences |

Performance benchmarks specify *how good is good enough*. They indicate the levels of achievement that students are expected to attain in the content standards. A performance benchmark indicates the quality of student performance that is deemed acceptable. They describe behaviors that indicate progress toward a content standard.

The following is the benchmark identification code:



3rd Grade

Content: Strand A: Physical Education Literacy

Standard 1: The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

Standard 2: The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

Standard 3: The student analyzes the benefits of regular participation in physical activity.

Content: Strand B: Responsible Physical Activity Behaviors

Standard 1: The student achieves and maintains a health-enhancing level of physical fitness.

Standard 2: The student demonstrates responsible personal and social behavior in physical activity.

Content: Strand C: Advocate and Promote Physically Active Lifestyles.

Standard 1: The student understands how participating in physical activity promotes inclusion and understanding of the abilities and cultural diversity of people.

Standard 2: The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.

I=INTRODUCTORY: Skills designated as introductory are those for which mastery is expected of all students. These skills are the foundation for the developmental skills shall be the first instructional priority.

D=DEVELOPMENTAL: Skills designated as developmental are those skills for which all students shall receive instruction with the expectation of mastery. Developmental skills are the core of the grade-level curriculum

P=PROFICIENT: Skills designated as proficient are those skills designed for advanced students. They are a logical extension of the developmental curriculum.

| QTR | I D P | SSS Grade Level Expectations | Textbook Resources Identified by Chapter-Section (i.e., 4 - 6) | Supplemental Resources | Instructional Strategies | Assessment |
|-----------|-------------|---|--|---------------------------|-----------------------------|------------|
| Quarter 1 | D | PE.B.2.2.1 Knows potential risks associated with physical activities. Content/Key Terms: Dehydration, Heat Exhaustion, Warm-Up, Cool-Down, Stretching | | | | |
| | D | PE.A.1.2.4 Understands that games consist of people, boundaries, equipment, purpose and rules which all interrelate during game play. Content/Key Terms: Sportsmanship, Encroachment, Team Effort | | | | |
| | D | PE.B.2.2.2 Applies and follows rules while playing sports and games. Content/Key Terms: Rule Consequence, Fair play, Team Effort | | | | |
| | I | PE.A.1.2.2 Knows how to design and modify sequences that show changes in direction and speed. Content/Key Terms: Pathways, Planes of Movement | | | | |
| | D | PE.C.2.2.2 Knows the positive benefits of exercising at home. Content/Key Terms: Active Lifestyle, Frequency, Intensity, Time, F.I.T.T. Principle | | | | |
| | D | PE.B.2.2.3 Knows the importance of seeking out, participating with, and showing respect for people of life and different physical abilities. Content/Key Terms: Acceptance, Appreciation | | | | |

| QTR | I D P | SSS Grade Level Expectations | Textbook Resources Identified by Chapter-Section (i.e., 4 - 6) | Supplemental Resources | Instructional Strategies | Assessment |
|-------------------------|-------------|--|--|------------------------|--------------------------|------------|
| Quarter 1 | D | PE.A.3.2.4 Selects and participates regularly in physical activities for the purpose of improving skill and health. Content/Key Terms: Specificity, Health Choices | | | | |
| | D | PE.A.3.2.3 Knows the opportunities in the school and community for regular participation in physical activity. Content/Key Terms: Recreation, Organized Sports | | | | |
| | D | PE.C.2.2.1 Identifies physical activities that contribute to personal feelings of joy. Content/Key Terms: Endorphins | | | | |
| END OF QUARTER 1 | | | | | | |

| QTR | I D P | SSS Grade Level Expectations | Textbook Resources Identified by Chapter-Section (i.e., 4 - 6) | Supplemental Resources | Instructional Strategies | Assessment |
|-------------------------|-------------|---|--|------------------------|--------------------------|------------|
| Quarter 2 | I | PE.A.2.2.2 Understands and applies basic movement concepts (e.g., space awareness, body awareness and transfer of weight) to games, dance and gymnastics. Content/Key Terms: Space Awareness, Body Awareness, Transfer of Weight, Rhythmic Movements, Center of Balance | | | | |
| | I | PE.A.1.2.5 Knows how to create, explore and devise game strategies. Content/Key Terms: Strategy, Offensive, Defensive, Plan, Evaluate | | | | |
| | D | PE.A.2.2.3 Knows the reasons that appropriate practice improves performance. Content/Key Terms: Perfect Practice, Self-Discipline | | | | |
| | D | PE.A.1.2.3 Knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing and catching in dynamic situations. Content/Key Terms: Lead-Up Games | | | | |
| | I | PE.C.1.2.2 Knows how to perform games and/or dances from a variety of cultures. Content/Key Terms: Diversity | | | | |
| | D | PE.B.1.2.2 Knows activities that promote a faster heart rate. Content/Key Terms: Pulse Rate, Target Heart Rate | | | | |
| END OF QUARTER 2 | | | | | | |

| QTR | I D P | SSS Grade Level Expectations | Textbook Resources Identified by Chapter-Section (i.e., 4 - 6) | Supplemental Resources | Instructional Strategies | Assessment |
|-------------------------|-------------|--|--|------------------------|--------------------------|------------|
| Quarter 3 | D | PE.B.1.2.1 Knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance. Content/Key Terms: Cardiovascular Endurance, F.I.T.T. principle | | | | |
| | D | PE.B.1.2.3 Knows how proper stretching increases flexibility and understands why flexibility is important. Content/Key Terms: Range of Motion, Prevention of Injuries | | | | |
| | D | PE.B.1.2.5 Understands that correct body position and proper use of muscles are necessary to improve strength and flexibility. Content/Key Terms: Body Mechanics, Anaerobic | | | | |
| | I | PE.B1.2.4 Knows how exercise helps control obesity. Content/Key Terms: Cardiorespiratory, Body Composition, Calorie Intake, Calorie Expenditure | | | | |
| | I | PE.A.3.2.2 Understands how a healthy body contributes to a positive self-concept. Content/Key Terms: Self-Image, Self-Confidence | | | | |
| | I | PE.A.3.2.1 Describes healthful benefits that result from regular participation in vigorous physical activity. Content/Key Terms: Stress Reduction | | | | |
| END OF QUARTER 3 | | | | | | |

| QTR | I D P | SSS Grade Level Expectations | Textbook Resources Identified by Chapter-Section (i.e., 4 - 6) | Supplemental Resources | Instructional Strategies | Assessment |
|-------------------------|-------------|---|--|------------------------|--------------------------|------------|
| Quarter 4 | I | PE.C.2.2.3 Designs and performs games, gymnastics and dance sequences that allow for group creativity and discussion. Content/Key Terms: Creativity, Cooperative Activities | | | | |
| | D | PE.C.1.2.1 Recognizes the differences and similarities in the physical activity choices of others. Content/Key Terms: Differences, Similarities | | | | |
| | D | PE.A.1.2.1 Knows various techniques for throwing or catching different objects. Content/Key Terms: Rotation, Torque, Aim, Follow-Through | | | | |
| | D | PE.A.2.2.1 Recognizes the proper techniques of performing an overhand throw. Content/Key Terms: Opposition | | | | |
| END OF QUARTER 4 | | | | | | |