

# Third Grade Physical Education Pacing Guide

2017-2018

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b><u>Motor Skill Development</u></b>            3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply-skills in increasingly complex movement activities.</p> <p>a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).</p> <p>b) Demonstrate a self-turn rope sequence of four different jumps.</p> <p>c) Demonstrate simple dances in various formations.</p> <p>e) Create and perform a dance sequence with different locomotor patterns, levels, shapes, pathways, and flow.</p>		<p><b><u>Motor Skill Development</u></b>            3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply-skills in increasingly complex movement activities.</p> <p>d) Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.</p>	

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<p><b><u>Anatomical Basis of Movement</u></b>            3.2 The student will identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles.</p> <ul style="list-style-type: none"> <li>a) Apply the concept of open space while moving.</li> <li>b) Identify major muscles, to include hamstrings and triceps.</li> <li>c) Describe the components and function of the cardiorespiratory system, to include heart, lungs, and blood vessels.</li> <li>d) Identify major bones, to include femur, tibia, fibula, humerus, radius, and ulna.</li> <li>e) Name one activity and the muscles and bones that help the body perform the activity.</li> </ul> <p><b><u>Fitness Planning</u></b>            3.3 The student will describe the components and measures of health-related fitness.</p> <ul style="list-style-type: none"> <li>a) Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).</li> <li>b) Identify one measure for each component of health-related fitness.</li> <li>c) Demonstrate one activity for each component of health-related fitness.</li> <li>d) Identify that there are levels of intensity in moderate to vigorous physical activity (MVPA).               <ul style="list-style-type: none"> <li>a)</li> </ul> </li> </ul>			
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<p><b><u>Social Development</u></b></p> <p>3.4 The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors, while in various physical activity settings.</p> <ul style="list-style-type: none"> <li>a) Explain the importance of rules for activities.</li> <li>b) Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings.</li> <li>c) Describe the importance of cooperating and work cooperatively with peers to achieve a goal.</li> <li>d) Implement teacher feedback to improve performance.</li> <li>e) Provide appropriate feedback to a classmate.</li> <li>f) Describe one group physical activity to participate in for enjoyment.</li> </ul>		<p><b><u>Energy Balance</u></b></p> <p>3.5 The student will describe energy balance.</p> <ul style="list-style-type: none"> <li>a) Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out).</li> <li>b) Identify one food per group to create a healthy meal that meets USDA guidelines.</li> <li>c) Identify healthy hydration choices and the amount of water needed for the body to function, using the formula one ounce of water per two pounds of body weight.</li> <li>d) Identify the macronutrients (fat, protein, carbohydrates).</li> <li>e) Identify foods that are healthy sources of each macronutrient.</li> </ul>	