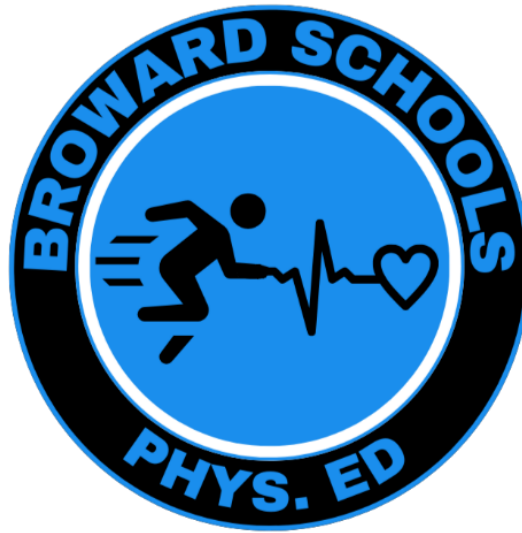


Specials Directed: 3rd – 5th Grade



Course Outline: 3rd – 5th Grade Physical Education

Standards: [Physical Education - Grade 3](#); [Physical Education - Grade 4](#); [Physical Education - Grade 5](#)

Length: 36 Week Course (1 Year) based on a 4-day rotation. 180 school days/ 4 rotations = 45 Classes

Curriculum Resources: [Elementary Canvas Resources](#)

Specials Directed: 3rd – 5th Grade

Classes	Unit	Lesson Concept	Standards Addressed	Resources
1-5	Unit 1: Rules/Routines and Cooperatives	Key Vocabulary: Safety, Routine, Cooperation, Personal Space, Respect, Responsibility, Sportsmanship, Freeze, Iceman, Helicopter, Walk the Line, PE Buddy	PE.3.C.2.2, 2.7 PE.3.L.3.3 PE.3.R.5.1, 5.2, 5.3, 6.2, 6.3 PE.4.C.2.2, 2.7 PE.4.L.3.3 PE.4.R.5.2, 6.3 PE.5.L.3.3 PE.5.R.6.3	BCPS Elementary PE Canvas Course
6-10	Unit 2: Health Related Fitness Celebration	Key Vocabulary: Fitness, Health Related Fitness, Celebration, Muscular Strength, Muscular Endurance, Flexibility, Cardiorespiratory Endurance, Body Composition, Physical Activity, Heart Rate, Hydration, Technology	PE.3.L.3.6, 4.1, 4.3, 4.4, 4.5, 4.9, 4.10 PE.3.R.6.2 PE.4.L.4.1, 4.2, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10 PE.4.R.5.2 PE.5.L.3.5, 4.1, 4.2, 4.3, 4.4, 4.9 PE.5.R.5.1	BCPS Elementary PE Canvas Course
11-15	Unit 3: Fitness Concepts, Jump Rope, and Dance	Key Vocabulary: Fitness, Cardiorespiratory Endurance, Jump Rope, Rhythm, Coordination, Tempo, Heart Rate, 6x10 Method, Intensity (Low, Moderate, Vigorous), Dance, Salsa Dancing	PE.3.M.1.10, 1.12 PE.3.C.2.1, 2.2, 2.3, 2.5 PE.3.L.3.1, 3.2, 3.4, 4.2, 4.3 PE.4.M.1.10 PE.4.C.2.1, 2.2, 2.8 PE.4.L.3.1, 3.2, 3.4, 4.3 PE.4.R.6.1 PE.5.M.1.10 PE.5.L.3.1, 3.2, 3.4 PE.5.R.6.1	BCPS Elementary PE Canvas Course

Specials Directed: 3rd – 5th Grade

16-20	Unit 4: Kidnastics	Key Vocabulary: Kidnastics, Balance, Flexibility, Dynamic Stretching, Static Stretching, Warm-Up, Cool-down, Pose, Sequence, Muscle, Joint Tendon, Yoga, Sun Salutation	PE.3.M.1.11 PE.3.C.2.2 PE.3.L.3.4, 4.6 PE.4.M.1.11 PE.4.C.2.2 PE.4.L.3.4 PE.4.R.6.1 PE.5.M.1.11 PE.5.L.3.4, 4.5 PE.5.R.6.1	BCPS Elementary PE Canvas Course
11-15	Unit 5: Football and Rugby Skills and Strategies	Key Vocabulary: Football, Rugby, Passing, Catching, Dodging, Flag Pulling, Offense, Defense, Give and Go, Pump Fake, Spatial Awareness, Player to Player Defense, Ball and Split Defense	PE.3.M.1.7, 1.8 PE.3.C.2.2, 2.5, 2.8 PE.3.R.5.1, 6.3 PE.3.L.3.4 PE.4.M.1.7, 1.8 PE.4.C.2.2, 2.6 PE.4.R.6.2, 6.3 PE.4.L.3.4 PE.5.M.1.7, 1.8 PE.5.R.5.1, 5.2, 6.3 PE.5.C.2.7 PE.5.L.3.4	BCPS Elementary PE Canvas Course
16-20	Unit 6: Basketball and Soccer Skills and Strategies	Key Vocabulary: Basketball, Soccer, Dribbling, Passing, Trap, Shielding, Crossover, Control, Offense, Defense	PE.3.M.1.5 PE.3.C.2.2, 2.5, 2.8 PE.3.L.3.4 PE.3.R.5.1, 6.3 PE.4.M.1.5 PE.4.C.2.2, 2.6 PE.4.L.3.4 PE.4.R.6.2, 6.3 PE.5.M.1.5 PE.5.C.2.6 PE.5.L.3.4 PE.5.R.5.1, 5.2, 6.3	BCPS Elementary PE Canvas Course
26-30	Unit 7: Volleyball and Paddle Skills and Strategies		PE.3.M.1.2 PE.3.R.5.1, 6.3 PE.3.C.2.2 PE.3.L.3.4	BCPS Elementary PE Canvas Course

Specials Directed: 3rd – 5th Grade

		Key Vocabulary: Volleyball, Paddle, Underhand Strike, Forehand Strike, Rally, Serve, Control Strategy, Sportsmanship, Safety, Cooperation, After School Activities	PE.4.M.1.2, 1.3 PE.4.C.2.2, 2.6, 2.9 PE.4.L.3.4 PE.4.R.5.1, 6.2, 6.3 PE.5.M.1.2, 1.3 PE.5.C.2.6, 2.8 PE.5.L.3.4 PE.5.R.5.1, 5.2, 6.3,	
36-40	Unit 8: Floorball and Baseball Skills and Strategies	Key Vocabulary: Baseball, Floorball, Batting, Striking, Long Handled Implement, Offense, Defense, Relay, Control, Technique, Tag, Safety	PE.3.M.1.4 PE.3.C.2.2 PE.3.L.3.4 PE.3.R.5.1, 6.3 PE.4.M.1.4 PE.4.C. 2.2, 2.6, 2.9 PE.4.L.3.4 PE.4.L.6.3 PE.4.R.6.2 PE.5.M.1.4 PE.5.C.2.6, 2.8 PE.5.L.3.4 PE.5.R.5.1, 5.2, 6.3	BCPS Elementary PE Canvas Course
41-45	Unit 9: Water and Bicycle Safety, Nutrition	Key Vocabulary: Water Safety, Reach Assist, Throw Assist, Sunscreen, Helmet Fit, Visibility, Calories, Serving Size, Portion Control, Fiber, Nutrition Label, Food Groups	PE.3.C.2.4 PE.3.L.3.4, 3.7, 4.7 PE.4.C.2.4 PE.4.L.3.4, 3.6, 4.7 PE.5.C.2.4 PE.5.L.3.4, 3.8	BCPS Elementary PE Canvas Course

English Language Development ELD Standards Special Notes Section: [si.pdf \(windows.net\)](#)

Physical Education – 3rd Grade Course Standards

Name	Description	Checkpoint
PE.3.C.2.1:	Identify the importance of purposeful movement and its impact on quality of performance.	2
PE.3.C.2.2:	Understand the importance of safety rules and procedures in all physical activities.	1, 2, 3, 4
PE.3.C.2.3:	Understand that technology can be utilized to gather information about performance.	2
PE.3.C.2.4:	Identify and explain different items that can be used for assisting in a water-related emergency.	4
PE.3.C.2.5:	Explain how appropriate practice improves performance of movement skills.	2, 3
PE.3.C.2.6:	Analyze peer performance and provide feedback.	Daily Informal Celebration
PE.3.C.2.7:	Identify the reasons for warm-up and cool-down activities.	1
PE.3.C.2.8:	Describe basic offensive and defensive tactics.	3
PE.3.L.3.1:	Identify a moderate physical activity.	2
PE.3.L.3.2:	Identify a vigorous physical activity.	2

Specials Directed: 3rd – 5th Grade

PE.3.L.3.3:	Identify opportunities for involvement in physical activities during the school day.	1
PE.3.L.3.4:	Identify opportunities for involvement in physical activities after the school day.	2, 3, 4
PE.3.L.3.5:	Use an activity log to maintain a personal record of participation in physical activity during a period of time.	1, 2, 3, 4
PE.3.L.3.6:	Identify lifestyle changes that can be made to increase the level of physical activity.	1
PE.3.L.3.7:	Differentiate between the correct and incorrect way to fit a bicycle helmet.	4
PE.3.L.4.1:	Describe how muscular strength and endurance enhances performance in physical activities.	1
PE.3.L.4.2:	Describe the relationship between the heart and lungs during physical activity.	2
PE.3.L.4.3:	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.	1, 2
PE.3.L.4.4:	Match physical fitness assessment events to the associated fitness component.	1
PE.3.L.4.5:	Identify formal and informal physical fitness assessments.	1
PE.3.L.4.6:	Identify ways to safely stretch major muscle groups.	2
PE.3.L.4.7:	Read food labels for specific nutrition facts.	4
PE.3.L.4.8:	Identify the principles of physical fitness.	Not formally celebrated

Specials Directed: 3rd – 5th Grade

PE.3.L.4.9:	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.	1
PE.3.L.4.10:	Identify ways that technology can assist in the pursuit of physical fitness.	1
PE.3.M.1.1:	Apply locomotor skills in a variety of movement settings.	Daily Informal Celebration
PE.3.M.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.	4
PE.3.M.1.3:	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.	4
PE.3.M.1.4:	Strike both moving and stationary objects using a long-handled implement.	4
PE.3.M.1.5:	Maintain control while dribbling with hands or feet against a defender.	3
PE.3.M.1.6:	Demonstrate a combination of basic swim skills.	Not formally celebrated
PE.3.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.	3
PE.3.M.1.8:	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.	3
PE.3.M.1.9:	Perform a teacher-designed sequence using manipulatives.	Not formally celebrated

Specials Directed: 3rd – 5th Grade

PE.3.M.1.10:	Perform one dance accurately.	2
PE.3.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.	2
PE.3.M.1.12:	Continuously jump a self-turned rope.	2
PE.3.R.5.1:	List ways to work cooperatively with peers of differing skill levels	1
PE.3.R.5.2:	List ways to show respect for the views of a peer from a different cultural background	1
PE.3.R.5.3:	Identify ways to take responsibility for his/her own behavior.	1
PE.3.R.6.1:	List personally challenging physical-activity experiences.	Not formally celebrated
PE.3.R.6.2:	Describe ways to appreciate the good physical performance of others.	1
PE.3.R.6.3:	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.	1,3, 4
HE.3.PHC.2.1:	Describe how outside influences, family, and friends can influence health behaviors.	Not formally celebrated
HE.3.PHC.3.4:	Select a personal health goal and track progress toward achievement.	Not formally celebrated
HE.3.PHC.3.5:	Discuss healthy options to health-related issues or problems.	Not formally celebrated

Specials Directed: 3rd – 5th Grade

HE.3.R.1.1:	Identify skills needed when working with others.	Not formally celebrated
HE.3.R.2.1:	Categorize resources used to achieve a personal goal.	Not formally celebrated
HE.3.R.2.2:	Identify ways in which my decisions affect others.	Not formally celebrated
HE.3.R.2.3:	Describe positive ways to deal with failure and learn from challenges.	Not formally celebrated
HE.3.R.2.4:	Discuss how skills can be improved through hard work and perseverance.	Not formally celebrated
HE.3.R.4.1:	Explain the importance of always taking ownership for personal actions.	Not formally celebrated

Physical Education – 4th Grade Course Standards

Name	Description	Checkpoint
PE.4.C.2.1:	Understand the importance of purposeful movement in a variety of movement settings.	2
PE.4.C.2.2:	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.	1, 2, 3, 4

Specials Directed: 3rd – 5th Grade

PE.4.C.2.3:	Use technology to gather information about performance.	Not formally celebrated
PE.4.C.2.4:	Understand the importance of protecting parts of the body from the harmful rays of the sun.	4
PE.4.C.2.5:	Detect errors in personal movement patterns.	Daily Informal Celebration
PE.4.C.2.6:	Compare and discuss skills/sports that use similar movement patterns.	3, 4
PE.4.C.2.7:	Identify proper warm-up and cool-down techniques and the reasons for using them.	1
PE.4.C.2.8:	Identify the importance of hydration before, during and after physical activity.	2
PE.4.C.2.9:	Identify basic offensive and defensive tactics for modified invasion and net activities.	4
PE.4.L.3.1:	Identify a moderate physical activity.	2
PE.4.L.3.2:	Identify a vigorous physical activity.	2
PE.4.L.3.3:	Identify opportunities for involvement in physical activities during the school day.	1
PE.4.L.3.4:	Identify opportunities for involvement in physical activities after the school day.	2, 3, 4
PE.4.L.3.5:	Implement at least one lifestyle behavior to increase physical activity.	1, 2, 3, 4
PE.4.L.3.6:	Discuss the importance of wearing a bicycle helmet.	4
PE.4.L.4.1:	Identify the muscles being strengthened during the performance of specific activities.	1

Specials Directed: 3rd – 5th Grade

PE.4.L.4.2:	Identify several activities related to each component of physical fitness.	1
PE.4.L.4.3:	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	2
PE.4.L.4.4:	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.	1
PE.4.L.4.5:	Identify ways to participate in formal and informal physical fitness assessment.	1
PE.4.L.4.6:	Identify how specific stretches increase flexibility and reduce the chance of injury.	1
PE.4.L.4.7:	Understand appropriate serving size.	4
PE.4.L.4.8:	Explain the principles of physical fitness.	1
PE.4.L.4.9:	Develop short- and long-term fitness goals.	1
PE.4.L.4.10:	Describe ways that technology can assist in the pursuit of physical fitness.	1
PE.4.M.1.1:	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.	Daily Informal Celebration
PE.4.M.1.2:	Strike a moving object using body parts so that the object travels in the intended direction at the desired height.	4
PE.4.M.1.3:	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.	4

Specials Directed: 3rd – 5th Grade

PE.4.M.1.4:	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.	4
PE.4.M.1.5:	Dribble and pass to a moving partner.	3
PE.4.M.1.6:	Perform a variety of swim strokes.	Not formally celebrated
PE.4.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.	3
PE.4.M.1.8:	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.	3
PE.4.M.1.9:	Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.	Not formally celebrated
PE.4.M.1.10:	Perform two or more dances accurately.	2
PE.4.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.	2
PE.4.M.1.12:	Run and hurdle a succession of low- to medium-level obstacles.	Not formally celebrated
PE.4.R.5.1:	Discuss the influence of individual differences on participation in physical activities.	Not formally celebrated

Specials Directed: 3rd – 5th Grade

PE.4.R.5.2:	List ways to encourage others while refraining from insulting/negative statements.	1
PE.4.R.5.3:	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.	Not formally celebrated
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.	2
PE.4.R.6.2:	Describe the connection between skill competence and enjoyment of physical activity.	3, 4
PE.4.R.6.3:	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.	1, 3, 4
HE.4.CEH.3.1:	Compare community resources available to prevent common childhood injuries and health problems.	Not formally celebrated
HE.4.PHC.1.1:	Identify examples of mental and physical health.	Not formally celebrated
HE.4.PHC.2.3:	Discuss how technology influences personal thoughts, feelings, and health behaviors.	Not formally celebrated
HE.4.R.1.4:	Identify strategies to help persevere in difficult situations.	Not formally celebrated
HE.4.R.2.1:	Discuss ways to take responsibility for one's actions.	Not formally celebrated
HE.4.R.2.2:	Identify the value of making healthy choices for personal well-being.	Not formally celebrated

Specials Directed: 3rd – 5th Grade

HE.4.R.2.3:	Create a personal goal and track progress toward achievement.	Not formally celebrated
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Physical Education – 5th Grade Course Standards

Name	Description	Checkpoint
PE.5.C.2.1:	Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.	Not formally celebrated
PE.5.C.2.2:	Design or modify a game incorporating skills, rules and strategies.	Not formally celebrated
PE.5.C.2.3:	Apply feedback gathered from the use of technology to assess and enhance performance.	Not formally celebrated
PE.5.C.2.4:	Identify the different types of basic water- rescue techniques, using various types of items.	4
PE.5.C.2.5:	Detect, analyze and correct errors in personal movement patterns.	Daily Informal Celebration
PE.5.C.2.6:	Compare and contrast skills/sports that use similar movement patterns and concepts.	3, 4
PE.5.C.2.7:	Identify basic practice and conditioning principles that enhance performance.	Not formally celebrated

Specials Directed: 3rd – 5th Grade

PE.5.C.2.8:	Categorize basic offensive and defensive tactics for modified invasion and net activities.	4
PE.5.L.3.1:	Identify a moderate physical activity.	4
PE.5.L.3.2:	Identify a vigorous physical activity.	4
PE.5.L.3.3:	Identify opportunities for involvement in physical activities during the school day.	1
PE.5.L.3.4:	Identify opportunities for involvement in physical activities after the school day.	2, 3, 4
PE.5.L.3.5:	Formulate a plan to increase the amount of time spent in physical activity.	1
PE.5.L.3.6:	Discuss lifestyle behaviors that can be made to increase physical activity.	Not formally celebrated
PE.5.L.3.7:	Use technology to enhance regular participation in physical activities.	Not formally celebrated
PE.5.L.3.8:	Discuss the importance of being visible, being predictable and communicating when cycling.	4
PE.5.L.4.1:	Differentiate between muscular strength and muscular endurance.	1
PE.5.L.4.2:	Identify activities that develop and maintain each component of physical fitness.	1
PE.5.L.4.3:	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.	1
PE.5.L.4.4:	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.	1

Specials Directed: 3rd – 5th Grade

PE.5.L.4.5:	Select proper stretching exercises to increase flexibility and reduce the chance of injury.	2
PE.5.L.4.6:	Plan a menu for a balanced meal.	4
PE.5.L.4.7:	Apply the principles of physical fitness to exercise.	Not formally celebrated
PE.5.L.4.8:	Evaluate progress toward short- and long-term fitness goals.	Not formally celebrated
PE.5.L.4.9:	Explain how technology can assist in the pursuit of physical fitness.	1
PE.5.M.1.1:	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.	Daily Informal Celebration
PE.5.M.1.2:	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.	4
PE.5.M.1.3:	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.	4
PE.5.M.1.4:	Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.	4
PE.5.M.1.5:	Apply dribbling skills in modified games, focusing on offensive strategies.	3
PE.5.M.1.6:	Demonstrate proficiency in one or more swim strokes.	Not formally celebrated
PE.5.M.1.7:	Catch a variety of objects while traveling and being defended.	3

Specials Directed: 3rd – 5th Grade

PE.5.M.1.8:	Throw a leading pass overhand to a moving partner using a variety of objects.	3
PE.5.M.1.9:	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.	Not formally celebrated
PE.5.M.1.10:	Perform a variety of dances accurately.	2
PE.5.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.	2
PE.5.R.5.1:	Describe a benefit of working productively with a partner to improve performance.	1, 3, 4
PE.5.R.5.2:	Describe ways to utilize equipment safely during physical activities.	3, 4
PE.5.R.5.3:	Describe the influence of individual differences on participation in physical activities.	Not formally celebrated
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.	3
PE.5.R.6.2:	Explain the benefits of physical activity.	4
PE.5.R.6.3:	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.	1, 3, 4
HE.5.CH.1.3:	Recognize appropriate health care products and services in the community.	Not formally celebrated

Specials Directed: 3rd – 5th Grade

HE.5.PHC.2.2:	Explain ways a safe, healthy home and school environment promote personal health.	Not formally celebrated
HE.5.PHC.3.2:	Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.	Not formally celebrated
HE.5.R.1.1:	Discuss how to work together to achieve a positive outcome.	Not formally celebrated
HE.5.R.1.2:	Identify how to communicate effectively within a group.	Not formally celebrated
HE.5.R.2.1:	Describe the importance of having the courage to do the right thing even when it is difficult.	Not formally celebrated
HE.5.R.2.2:	Discuss how responsible decision-making affects personal well-being.	Not formally celebrated
HE.5.R.2.3:	Select reliable resources that would assist in achieving a personal goal.	Not formally celebrated
HE.5.R.2.4:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.	Not formally celebrated
HE.5.R.2.5:	Explain how attitudes and thoughts can influence your behavior and affect others.	Not formally celebrated
HE.5.R.2.6:	Demonstrate how to positively respond to external influences.	Not formally celebrated

Specials Directed: 3rd – 5th Grade

HE.5.R.3.1:	Identify leadership skills that encourage and empower others.	Not formally celebrated
HE.5.R.4.1:	Apply organizational strategies that support completing multiple tasks efficiently.	Not formally celebrated
HE.5.R.4.2:	Identify successful strategies for adjusting to change and setbacks.	Not formally celebrated
HE.5.R.4.3:	Compare conflict resolution methods to identify potential solutions.	Not formally celebrated