



# Third Grade Physical Education

## Course Syllabus

Physical  
Education

Prince George's County Public Schools

**Prerequisites:** None

**Course Description:**

The physical education program is based on the Society of Health and Physical Education (SHAPE America) Standards and Grade Level Outcomes. SHAPE America's five standards focus on developing physically literate individuals that have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. At the elementary level, the focus is on the foundational skills, knowledge and personal/social responsibility in a physical activity setting.

By the end of third grade, students will have learned to perform locomotor, non locomotor and manipulative skills in a mature pattern. Locomotor and non-locomotor skills are performed in combinations. Students further develop their manipulative skills (throwing, catching, striking, and kicking) with accuracy/distance and are exposed to strategies/tactics. Students will demonstrate knowledge of health related fitness components through identifying the benefits of physical activity and discussing balanced nutrition. Additionally, students practice rules and procedures to maintain a safe learning environment and do so in a positive manner (good sportsmanship).

*Note: Lesson activities depend on a number of factors that include but are not limited to time, space, and equipment.*

**INSTRUCTOR INFORMATION:**

NAME:  
E-MAIL ADDRESS:  
PLANNING TIME:  
SCHOOL PHONE NUMBER:

**CLASS INFORMATION:**

COURSE NUMBER: 71300  
CLASS MEETS:  
ROOM:  
TEXT:

## GRADING:

### **Elementary School Physical Education**

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives align to the Society of Health and Physical Educators (SHAPE) America Standards.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
Classwork	<p>This includes all work completed in the classroom setting. This may include but is not limited to:</p> <ul style="list-style-type: none"><li>• Warm ups</li><li>• Worksheets</li><li>• Article Critiques</li><li>• Notebooks</li><li>• Whole/Small group work or discussions</li><li>• Vocabulary</li><li>• Skill Assessments/Performance Based Assessments</li><li>• Personal/Social/Emotional Development</li></ul>	70%
Homework	<p>This includes all work begun or completed outside the classroom/gymnasium. This may include, but is not limited to:</p> <ul style="list-style-type: none"><li>• Journals</li><li>• Written reports</li><li>• Projects</li><li>• Fitness Logs</li></ul>	10%
Assessment	<p>This category entails both traditional and alternative methods of assessing student learning. This may include:</p> <ul style="list-style-type: none"><li>• Skill Assessments</li><li>• Written Assessments</li><li>• Rubrics</li><li>• Task Cards</li><li>• Pre/Post Fitness Assessment</li><li>• Pair/Self Evaluation</li></ul> <p><b><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></b></p>	20%



