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# North Carolina 3 Physical Education

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                             |
|------------------|-------------------------------------------------------------|
| State            | North Carolina                                              |
| Grade            | 3 (Elementary)                                              |
| Subject          | Physical Education                                          |
| Course category  | Required / State or Local                                   |
| Standards family | Physical Education                                          |
| Framework        | North Carolina Standard Course of Study, Physical Education |
| Issuing agency   | North Carolina Department of Public Instruction             |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units   |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Moving to a Beat

### Unit 3: Rhythm and Moving to a Beat · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do I move in time with the music?                                                                                       |
| Standards          | <b>Dance Steps and Movement Patterns</b> -> <b>PE.3.MS.1.4 MS</b> — Demonstrate rhythmic sequences with smooth transitions. |
| Learning target    | "I can move in time with a steady beat."                                                                                    |
| Local dates        | _____ (enter your school dates)                                                                                             |

#### Measurable objectives

- Students will perform developmentally appropriate dance steps and rhythms.
- Students will keep time with a steady beat.

#### Success criteria (student-friendly)

- "I hear the beat."
- "I move on the beat."
- "I keep going."

#### Academic vocabulary

beat, rhythm, tempo, step, pattern

#### Materials and technology

- Music player if available
- Drum or clapping
- Open space
- Step cards
- PE notebooks

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Observation: child moves in time with a steady beat.

**Family communication**

Ask your child to clap a steady beat.

## Day 41 — Finding the Beat

### Week 9, Day 1 · Unit 3 · Standards: PE.3.MS.1.4

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Hearing rhythm.                          |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: movement. Teach: a beat is steady and repeating. Try: shared clapping. Apply: children clap along. Reflect: beat internalised.

### Check for understanding

Student claps in time with a steady beat.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Stepping on the Beat

Week 9, Day 2 • Unit 3 • Standards: PE.3.MS.1.4

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Matching movement to beat.               |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: clapping. Teach: stepping on each beat. Try: shared stepping. Apply: children step. Reflect: timing coached.

### Check for understanding

Student steps in time with the beat.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Faster and Slower

Week 9, Day 3 · Unit 3 · Standards: PE.3.MS.1.4

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Tempo.                                   |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: stepping. Teach: tempo changes how fast the beat comes. Try: shared practice. Apply: children adjust. Reflect: adaptability shown.

### Check for understanding

Student adjusts movement to a change of tempo.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — A Simple Step Pattern

Week 9, Day 4 · Unit 3 · Standards: PE.3.MS.1.4

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Learning a pattern.                      |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: tempo. Teach: a repeating pattern of steps. Try: shared learning. Apply: children perform. Reflect: pattern remembered.

### Check for understanding

Student performs a taught step pattern.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Repeating the Pattern

Week 9, Day 5 • Unit 3 • Standards: PE.3.MS.1.4

|                   |                                          |
|-------------------|------------------------------------------|
| Focus             | Consistency.                             |
| Learning target   | "I can move in time with a steady beat." |
| Vocabulary in use | beat, rhythm, tempo                      |
| Local date        | _____                                    |

### Learning sequence

Connect: the pattern. Teach: repeating without losing the beat. Try: shared practice. Apply: children repeat. Reflect: stamina noted.

### Check for understanding

Student repeats a step pattern in time.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

North Carolina Department of Public Instruction. North Carolina Standard Course of Study, Physical Education. North Carolina writes PE outcomes for K-5 individually, for a 6-8 grade span, and at grade 9. Rows above grade 9 cite the grade 9 outcomes, which are the highest North Carolina publishes. Retrieved 2026-07-27 from <https://www.dpi.nc.gov/districts-schools/classroom-resources/office-teaching-and-learning/standard-course-study/healthful-living>