

# Grade 3

Adopted 2005

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

## **Movement Concepts**

**1.1** Chase, flee, and move away from others in a constantly changing environment.

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## **Body Management**

**1.2** Perform an inverted balance (tripod) by evenly distributing weight on body parts.

**1.3** Perform a forward roll.

**1.4** Perform a straddle roll.

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## **Locomotor Movement**

**1.5** Jump continuously a forward-turning rope and a backward-turning rope.

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## **Manipulative Skills**

**1.6** Balance while traveling and manipulating an object on a ground-level balance beam.

**1.7** Catch, while traveling, an object thrown by a stationary partner.

**1.8** Roll a ball for accuracy toward a target.

**1.9** Throw a ball, using the overhand movement pattern with increasing accuracy.

**1.10** Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.

**1.11** Kick a ball to a stationary partner, using the inside of the foot.

**1.12** Strike a ball continuously upward, using a paddle or racket.

**1.13** Hand-dribble a ball continuously while moving around obstacles.

**1.14** Foot-dribble a ball continuously while traveling and changing direction.

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## **Rhythmic Skills**

**1.15** Perform a line dance, a circle dance, and a folk dance with a partner.

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**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and**

## **Movement Concepts**

**2.1** Describe how changing speed and changing direction can allow one person to move away from another.

**performance of physical activities.**

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### **Manipulative Skills**

- 2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.
- 2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.
- 2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.
- 2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.

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### **Rhythmic Skills**

- 2.6 Define the terms folk dance, line dance, and circle dance.
- 2.7 Compare and contrast folk dances, line dances, and circle dances.

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**Students assess and maintain a level of physical fitness to improve health and performance.**

### **Fitness Concepts**

- 3.1 Demonstrate warm-up and cool-down exercises.
- 3.2 Demonstrate how to lift and carry objects correctly.

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### **Aerobic Capacity**

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate.

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### **Muscular Strength/Endurance**

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.
- 3.5 Climb a vertical pole or rope.

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### **Flexibility**

- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

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### **Body Composition**

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

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### **Assessment**

- 3.8 Measure and record improvement in individual fitness activities.
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**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

### **Fitness Concepts**

- 4.1 Identify the body's normal reactions to moderate to vigorous physical activity.
  - 4.2 List and define the components of physical fitness.
  - 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.
  - 4.4 Recognize that the body will adapt to increased workloads.
  - 4.5 Explain that fluid needs are linked to energy expenditure.
  - 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.
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### **Aerobic Capacity**

- 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
  - 4.8 Describe and record the changes in heart rate before, during, and after physical activity.
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### **Muscular Strength/Endurance**

- 4.9 Explain that a stronger heart muscle can pump more blood with each beat.
  - 4.10 Identify which muscles are used in performing muscular endurance activities.
  - 4.11 Name and locate the major muscles of the body.
  - 4.12 Describe and demonstrate how to relieve a muscle cramp.
  - 4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.
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### **Flexibility**

- 4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.
  - 4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.
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### **Body Composition**

- 4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.
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**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### **Self-Responsibility**

- 5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time.
- 5.2 Collect data and record progress toward mastery of a motor skill.
- 5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

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**Social Interaction**

- 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.
- 5.5 Demonstrate respect for individual differences in physical abilities.

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**Group Dynamics**

- 5.6 Work in pairs or small groups to achieve an agreed-upon goal.