

Grade 3

Adopted 2015

Demonstrates Competency in a Variety of Motor Skills and Movement Patterns.

A. Combine locomotor and non-locomotor skills into movement patterns.

1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.
2. Jump rope demonstrating a variety of footwork skills.
3. Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns.
4. Perform teacher-selected and developmentally appropriate dance steps and movement patterns.

B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

1. Throw overhand with force using appropriate critical elements.
2. Catch a variety of objects in dynamic conditions using the critical elements.
3. Strike an object with an implement using the critical elements.
4. Kick a ball with the inside of the foot to a target using the critical elements.
5. Dribble and maintain control while moving through space using the critical elements.
6. Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.

Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance.

A. Demonstrate and apply basic tactics and principles of movement.

1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.
3. Recognize offensive and defensive situations.
4. Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.

B. Demonstrate knowledge of critical elements for more complex motor skills.

1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills.
 2. Explain how appropriate practice improves performance.
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Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.

A. Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.

1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
 2. Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.
 3. Identify a variety of nutritious food choices from each food group that will help balance the body with physical activity.
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B. Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.

1. Identify specific activities that could improve each health-related fitness component.
 2. Assess heart rate during physical activity and exercise.
 3. Identify activities to improve muscular strength and endurance in the core area.
 4. Recognize the importance of warm-up and cool-down activities.
 5. Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).
 6. Identify the frequency and type of exercise in relationship to the FITT principle.
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Exhibits Responsible Personal and Social Behavior that Respects Self and Others.

A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.

1. Follow rules, safe practices and engage in class activities.
 2. Identify equipment-specific safety rules and follow them.
 3. Recognize characteristics of the equipment and environment that affect safe play.
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B. Responsible behavior in physical activity settings.

1. Follow instructions and class procedures while participating in physical education activities.
2. Demonstrate cooperation with others when resolving conflicts.
3. Interact positively with others in partner and small group activities without regard to individual differences.
4. Take turns using equipment or performing a task.

B. Interact and communicate positively with others.

1. Work cooperatively with a partner in the development of an activity, dance sequence or game.
 2. Cooperate with a partner or small group by taking turns and sharing equipment.
 3. Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
 4. Demonstrate cooperation with others when resolving conflict.
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Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression and/or Social Interaction.

A. Identifies multiple, specific health benefits as a reason to value physical activity.

1. Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
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B. Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.

1. Identify reasons for enjoying a selected physical activity.
2. Identify the feelings that come with the challenge of learning a new physical activity.
3. Recognize that physical activity provides opportunities for social interaction.