

Grade 3

Adopted 2015

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- a. Leaps using mature pattern. [S1.E1.3.A](#)
- a. Travels showing differentiation between sprinting and running. [S1.E2.3.A](#)
- a. Jumps and lands in the horizontal & vertical planes using a mature pattern. [S1.E3.3.A](#)
- a. Performs teacher-selected and developmentally appropriate dance steps and movement pattern. [S1.E4.3.A](#)
- a. Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. [S1.E5.3.A](#)
- a. Balances on different bases of support, demonstrating muscular tension and extension of free body parts. [S1.E6.3.A](#)
- a. Transfers weight from feet to hands for momentary weight support. [S1.E7.3.A](#)
- a. Moves into and out of gymnastics balances with curling, twisting and stretching actions. [S1.E8.3.A](#)
- a. Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. [S1.E9.3.A](#)
- a. Throws underhand to a partner or target with reasonable accuracy. [S1.E10.3.A](#)
- a. Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. [S1.E11.3.A](#)
- a. Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of mature pattern. [S1.E13.3.A](#)
- a. Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. [S1.E14.3.A](#)
- a. Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. [S1.E15.3.A](#)

- a. Passes & receives ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. S1.E16.3.A**
- a. Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. Uses a continuous running approach and kicks a stationary ball for accuracy. S1.E18.3.A**
- a. Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. S1.E19.3.A**
- a. Strikes an object with a short-handled implement sending it forward over a low net or to a wall. S1.E21.3.A**
- b. Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. S1.E21.3.B**
- a. Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. S1.E22.3.A**
- a. Performs intermediate jump rope skills (e.g., a variety of tricks, running in & out of long rope) for both long and short ropes. S1.E24.3.A**

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- a. Recognizes the concept of open spaces in a movement context. S2.E1.3.A**
- a. Recognizes locomotor skills specific to a wide variety of physical activities. S2.E2.3.A**
- a. Combined movement concepts (direction, levels, force, time) with skills as directed by the teacher. S2.E3.3.A**
- a. Employs the concept of alignment in gymnastics and dance. S2.E4.3.A**
- b. Employs the concept of muscular tension with balance in gymnastics and dance. S2.E4.3.B**
- a. Applies simple strategies & tactics in chasing activities. S2.E5.3.A**
- b. Applies simple strategies in fleeing activities. S2.E5.3.B**

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Charts participation in physical activities outside physical education class. S3.E1.3.A**
- b. Identifies physical activity benefits as a way to become healthier. S3.E1.3.B**
- a. Engages in the activities of physical education class with minimal teacher prompting. S3.E2.3.A**

- a. Describes the concept of fitness and provides examples of heart rate evaluation methods.** S3.E3.3.A
- a. Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.** S3.E4.3.A
- a. Identifies the six components of skill related fitness (agility, balance, coordination, speed, reaction time, power).** S3.E5.3-5.A
- a. Demonstrates, with teacher direction, the health-related fitness components.** S3.E6.3.A
- a. Identifies foods that are beneficial for before and after physical activity.** S3.E7.3.A

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- a. Exhibits personal responsibility in teacher-directed activities.** S4.E1.3.A
- a. Accepts and implements specific corrective feedback from the teacher.** S4.E2.3.A
- a. Works cooperatively with others.** S4.E3.3.A
- b. Praises others for their success in movement performance.** S4.E3.3.B
- a. Recognizes the role of rules and etiquette in physical activity with peers.** S4.E4.3.A
- a. Works independently and safely in physical activity settings.** S4.E5.3.A
- a. Apply sun safe practices.** S4.E6.3-5.A
- b. Identify appropriate water safety practices.** S4.E6.3-5.B

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- a. Discusses the relationship between physical activity and good health.** S5.E1.3.A
- a. Discusses the challenge that comes from learning a new physical activity.** S5.E2.3.A
- a. Reflects on the reasons for enjoying selected physical activities.** S5.E3.3.A
- a. Describes the positive social interactions that come when engaged with others in physical activity.** S5.E4.3.A