California Physical Education

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.

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.

Locomotor Movement

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

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.

Rhythmic Skills

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

Students demonstrate knowledge of movement concepts, pri str the

Movement Concepts

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

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Skip to main content

performance of physical activities.	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. **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.
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. **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. **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. **Flexibility** 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck. **Body Composition** 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. **Assessment** 3.8 Measure and record improvement in individual fitness activities.
Students demonstrate knowledge of physical fitness principles and strategies to improve	**Fitness Concepts** 1 Identify the body's normal reactions to moderate to vigorous physical activity. 2 List and define the components of physical fitness.

Skip to main content

health and performance.	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. **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. **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. **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. **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.
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. **Social Interaction** 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities. 5 Demonstrate respect for individual differences in physical abilities.

Skip to main content

Group Dynamics

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