Georgia Physical Education

Grade 3

Adopted 2018

Motor Skills and Movement Patterns

1. **The physically educated student demonstrates competency in a variety of motor skills and movement patterns.** PE3.1
   a. Demonstrates fleeing, dodging, and chasing skills during game play. PE3.1.A
   b. Performs a leap using a mature pattern. PE3.1.B
   c. Travels differentiating between speeds. (jogging, sprinting, and running). PE3.1.C
   d. Jumps and lands on feet for height and distance. PE3.1.D
   e. Transfers weight while traveling in a variety of directions, levels, and pathways. PE3.1.E
   f. Balances on different bases of support demonstrating various levels and shapes. PE3.1.F
   g. Demonstrates various step patterns and combinations of movement patterns in repeatable rhythmic sequences. PE3.1.G
   h. Throws underhand to partner/target with a mature form (facing target, stepping with opposition, transferring weight, and following through). PE3.1.H
   i. Throws overhand for distance and/or force using critical cues (stepping with opposition and side to target, transferring weight, and following through). PE3.1.I
   j. Catches an object tossed from a partner. PE3.1.J
   k. Dribbles with dominate/non-dominate hand while traveling at various speeds and while keeping the ball under control. PE3.1.K
   l. Dribbles with the feet while traveling at slow to moderate speeds and while keeping the ball under control. PE3.1.L
   m. Runs to kick a stationary ball at a target. PE3.1.M
   n. Uses a continuous running approach to kick the ball on the ground (inside of foot) and in the air (shoe laces) while demonstrating mature kicking form (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, following through). PE3.1.N
   o. Receives and passes the ball to a stationary target using the inside of the feet. PE3.1.O
   p. Volleys an object over a net or to a partner/target with an underhand or sidearm striking pattern. PE3.1.P
   q. Uses a proper grip when striking an object with a long-handled implement (paddle, bat, hockey stick, and racket). PE3.1.Q

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r. Jumps a self-turned rope while continuously performing a variety of skills (skier, bell, straddle, and scissors). PE3.1.R

s. Enters/exits a turning long rope. PE3.1.S

Movement Concepts and Principles

2. **The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.** PE3.2

a. Practices and recognizes the proper protocol for each Georgia Fitness Assessment component. PE3.2.A

b. Applies the concept of muscle tension with balance in gymnastics and/or dance. PE3.2.B

c. Uses a variety of locomotor skills in general space to a rhythm. PE3.2.C

d. Recognizes the concept of open spaces in a movement setting. PE3.2.D

e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. PE3.2.E

f. Applies simple strategies and/or tactics in chasing, fleeing, and dodging activities. PE3.2.F

Fitness

3. **The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.** PE3.3

a. Identifies the benefits of being active, exercising, and playing. PE3.3.A

b. Recognizes and compares the difference between resting heart rate and the heart rate after vigorous activity. PE3.3.B

c. Demonstrates activities for each component of health-related fitness to prepare for fitness testing. PE3.3.C

d. Demonstrates the proper protocol for the Georgia Fitness Assessment components. PE3.3.D

Personal and Social Behavior, Rules, Safety, and Etiquette

4. **The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.** PE3.4

a. Demonstrates the ability to work successfully with a partner or with a small group. PE3.4.A

b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills. PE3.4.B

c. Accepts and implements corrective feedback from teacher. PE3.4.C

d. Accepts and respects differences and similarities in physical abilities in self and others. PE3.4.D

e. Identifies equipment-specific safety rules and follows them. PE3.4.E

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5. **The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.** PE3.5

a. Explains the relationship between physical activity and good health. PE3.5.A

b. Describes the challenge that comes from learning a new physical activity. PE3.5.B

c. Recognizes the connection between enjoyment and participation of physical activity. PE3.5.C

d. Recognizes that physical activity provides opportunity for social interaction. PE3.5.D