

Grade 3

Adopted 2009

Demonstrates competency in many movement forms and proficiency in a few movement forms.

1-E-1. Demonstrates mature form in locomotor, non-locomotor, movement concepts and manipulative skills. 1-E-1

1. Demonstrate and understand the spatial awareness movement concepts (e.g., personal space, general space and boundaries) in individual/partner activities and group. 1-E-1.1
2. Demonstrate directional awareness movement concepts and pathways (e.g., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, and straight) in individual/partner, and group settings. 1-E-1.2
3. Demonstrate the ability to combine directional awareness, movement, and pathways (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, and straight) in individual/partner, and group activities. 1-E-1.3

1-E-2. Combines a variety of motor skills for specific sports with a stationary and/or moving partner. 1-E-2

1. Demonstrate a combination of two movement concepts while performing various skills (e.g., sliding while dribbling a ball in a curved pathway in general space, trap and pass, catch, pivot, and dribble a ball, volley ball with racquet/paddle while moving) 1-E-2.1
2. Demonstrate chasing, dodging and fleeing skills from an individual during low organizational games. 1-E-2.2

1-E-3. Exhibits ability to manipulate objects in games and lead-up activities (e.g., engages in simple games requiring manipulative skills). 1-E-3

1. Identify and demonstrate the critical elements for manipulative skills. (i.e. catch, kick, dribble, strike, volley, and, throw). 1-E-3.1
2. Manipulate a variety of objects with different sizes, shapes and weights. (i.e.; dribbling/throwing a tennis ball or. dribbling/throwing a basketball; volleying with a beach ball or. a volleyball; catching a football or. a yarn ball) with control (correct force, opposition). 1-E-3.2
3. Individually develop combinations of movements into sequences while manipulating a variety of objects. 1-E-3.3
4. Balance on a variety of objects (e.g., balance boards, skates, scooters, beams, exercise balls, hoppity-hop). 1-E-3.4
5. When using catching and throwing skills, demonstrate the ability to change directions and maintain balance, while the body is in motion with an object. 1-E-3.5

1-E-4. Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music). 1-E-4

1. Demonstrate a simple repeating rhythmic sequence by combining a variety of locomotor skills. 1-E-4.1
2. Performs simple rhythmic patterns using body movements and manipulative skills (balls, ribbons, Lummi sticks) 1-E-4.2

Applies movement concepts and principles to the learning and development of motor skills.

2-E-1. Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events). 2-E-1

1. Demonstrate fundamental motor skills and movement concepts through grade appropriate language arts. (e.g., action stories, movement vocabulary, body spelling) 2-E-1.1
2. Demonstrate fundamental motor skills movement concepts through grade appropriate math (e.g., skip counting, time, clock skills, addition, subtraction, multiplication, division) 2-E-1.2

2-E-2. Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw). 2-E-2

1. Identify critical elements/mechanics for manipulative skills of throwing and catching (e.g., step forward opposite foot, arm position, step and follow through). 2-E-2.1
2. Recognize proper techniques for a variety of fundamental skills while practicing with a partner. 2-E-2.2

2-E-3. Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height). 2-E-3

1. Assess one's own performance, while throwing and catching, using a checklist/rubric. 2-E-3.1
2. Assess peer's performance, when performing movement patterns (i.e., throw underhand; overhand throw; chest pass; overhead throw/pass; catching high, rolled and low ball) using a checklist/rubric. 2-E-3.2
3. Illustrate correct movement patterns for complex movement activities. (e.g., draw a picture, find pictures in magazines, and use technology to locate diagrams) 2-E-3.3

2-E-4. Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting). 2-E-4

1. Identify two key components for improving skills. 2-E-4.1
2. Identify inefficient movement for running, throwing, and catching. (e.g., arm/leg movement pattern) 2-E-4.2
3. Practice skills for which improvement is needed in isolated settings. 2-E-4.3

Exhibits a physically active lifestyle.

3-E-1. Describes the physical benefits of participation in health-related activities. 3-E-1

1. Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) 3-E-1.1
2. Identify the impact of short-term physical activity on one's physical health. 3-E-1.2

3-E-2. Identifies several moderate to vigorous physical activities that provide personal pleasure and participates in them (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball). 3-E-2

1. Students will name types of moderate and vigorous activity (e.g., journal, discussion, illustrations of contrasting pictures). 3-E-2.1
2. Identify opportunities for physical activity within the school and community. 3-E-2.2

3-E-3. Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness). 3-E-3

1. Participate in physical activities that are moderate in intensity level outside of physical education for 30 minutes per day most days of the week and document (i.e.; activity log, journal). 3-E-3.1
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Achieves and maintains a health-enhancing level of physical fitness.

4-E-1. Identifies several activities related to each component of health related fitness. 4-E-1

1. Describe and identify aerobic and anaerobic activities (e.g., 50 yard dash vs. 1 mile race, push-ups vs. swimming laps, bowling vs. bicycling) 4-E-1.1
 2. Describe and identify flexibility activities (e.g., yoga, Dance, gymnastics, martial arts) 4-E-1.2
 3. Describe and identify muscular strength and endurance activities (e.g., pushups, pull-ups, crunches, changing a tire, walking up a hill, rock climbing) 4-E-1.3
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4-E-2. Participates in self-assessment for health-related fitness. 4-E-2

1. Participate in health-related fitness assessments. 4-E-2.1
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4-E-3. Selects an activity program that is designed to improve health-related fitness. 4-E-3

1. Select, participate in, and log extra-curricular activity that improve health related fitness either at school or in the community. 4-E-3.1
 2. Identify health-related fitness components to enhance throughout the school year. 4-E-3.2
 3. Perform and log activities or exercises that relate to one or more of the fitness components. 4-E-3.3
 4. Students participate in, and log, games and activities that work towards improvement of age-appropriate levels of health-related fitness. 4-E-3.4
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Demonstrates responsible personal and social behavior in physical activity settings.

5-E-1. Demonstrates good sportsmanship and fair play in a variety of settings. 5-E-1

1. Identify and model examples of good sportsmanship and fair play. 5-E-1.1
 2. Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments) 5-E-1.2
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5-E-2. Recognizes and avoids unsafe practices and situations. 5-E-2

1. State safety rules and practice for participation in selected grade level activities. 5-E-2.1
2. Comply with rules and procedures during grade appropriate group and individual activities. 5-E-2.2
3. Remain on assigned task until directed by teacher. 5-E-2.3
4. Demonstrate understanding and concern for safety of self and others during games/activities. 5-E-2.4

5-E-3. Works cooperatively with teachers and peers to reach a common goal. 5-E-3

1. Follow directions and rules during school hours. (e.g. line behavior, entering and exiting gym and play area) 5-E-3.1
2. Identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings 5-E-3.2
3. Demonstrate self-control in physical activity settings (e.g., good sportsmanship, teamwork, cooperation, diversity) 5-E-3.3

5-E-4. Exhibits independence and ability to succeed in groups. 5-E-4

1. Cooperate with classmates by staying on task, taking turns, and sharing equipment. 5-E-4.1
2. Demonstrate responsible behavior in game/activity settings. 5-E-4.2
3. Utilize positive statements to encourage others in games and activities. 5-E-4.3

5-E-5. Accepts and gives constructive feedback. 5-E-5

1. Apply critical elements from feedback to improve motor skills 5-E-5.1
2. Provide appropriate feedback from the teacher, partner or self in a positive manner. 5-E-5.2

Demonstrates an understanding and respect for differences among people in physical activity settings.

6-E-1. Displays positive attitudes toward self and others through physical activity. 6-E-1

1. Recognize and understand disabilities that may affect one's participation in physical activity 6-E-1.1
2. Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately through physical activity. 6-E-1.2

6-E-2. Demonstrates tolerance for individual differences. 6-E-2

1. Cooperate with any child, with or without disabilities, in the class, as a partner or in group settings. 6-E-2.1
2. Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity. 6-E-2.2

6-E-3. Explores the role of history in physical activities/games, sports of United States and other countries. 6-E-3

1. Participate in age appropriate activities/games and sports played by children in the United States 6-E-3.1
 2. Participate in popular activities/games and sports played by children in other countries. 6-E-3.2
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Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction. 7:

7-E-1. Exhibits positive feelings about participation in physical activity. 7-E-1

1. Identify activities that are enjoyable and that provide success with students of similar skill levels. 7-E-1.1
 2. Identify positive feelings experienced during physical activity. 7-E-1.2
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7-E-2. Engages in the challenge of new activities. 7-E-2

1. State personally challenging physical activity (ies). 7-E-2.1
 2. Choose and participate in a new or different physical activity. 7-E-2.2
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7-E-3. Participates enthusiastically in independent and interactive physical activities. 7-E-3

1. During physical education class, willingly participate in games and activities with peers. 7-E-3.1
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7-E-4. Participates in and designs games, gymnastics, and/or dance to increase participation and enjoyment of activities. 7-E-4

1. Satisfactorily complete assignments for activities requiring game design, gymnastics and /or dance performance. (teacher will provide rubric for assignment.) 7-E-4.1
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7-E-5. Acknowledges the role of games, sports, and dance in getting to know and understand self and others. 7-E-5

1. Describe how cooperation, understanding strengths and weaknesses in self and others can be used in problem-solving strategies in order to achieve success. 7-E-5.1