Maryland Physical Education

Grade 3

Motor Skills and Movement Patterns S1.G3

Hopping, Galloping, Jogging, Running, Sprinting, Sliding, Skipping, and Leaping

1 Leaps using a mature pattern. S1.G3.1

Jogging and Running for Distance

2 Travels while showing differentiation between sprinting and running. S1.G3.2

Jumping and Landing - Horizontal & Vertical

3 Jumps and lands in the horizontal and vertical planes using a mature pattern. S1.G3.3

Dance

4 Performs developmentally appropriate dance steps and movement patterns. S1.G3.4

Combinations

5 Performs a teacher-led sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. S1.G3.5

Balance

6 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. S1.G3.6

Weight Transfer

7 Transfers weight from feet to hands for momentary weight support S1.G3.7

Curling and Stretching; Twisting and Bending

8 Moves into and out of gymnastics balances with curling, twisting, and stretching actions. S1.G3.8

Combinations with Levels, Shapes, Extensions, Pathways, Force, Time, & Flow

9 Combines locomotor skills and movement concepts to create and perform a dance. S1.G3.9

Balance and Weight Transfers

10 Combines balance and weight transfers with movement concepts to create and perform a dance. S1.G3.10

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Rolling a Ball

11 Rolls a ball to a partner or target, demonstrating most of the critical elements with reasonable accuracy. S1.G3.11

Underhand Throw

12 Throws underhand to a partner or target with reasonable accuracy, demonstrating most of the critical elements. S1.G3.12

Overhand Throw

13 Throws overhand, demonstrating most of the critical elements, in non-dynamic environments (closed skills), for distance and/or force. S1.G3.13

Passing with Hands

14 This skill becomes a developmentally appropriate practice beginning in 4th grade. S1.G3.14

Catching

15 Catches a gently tossed hand-size ball from a partner, demonstrating most of the critical elements. S1.G3.15

Dribbling with Hands

16 Dribbles with the hand and travels in general space at slow to moderate jogging speed with control of the ball and body. S1.G3.16

Dribbling with Feet

17 Dribbles with the feet and travels in general space at slow to moderate jogging speed with control of the ball and body. S1.G3.17

Passing and Receiving with Feet

18 Passes and receives a ball with the insides of the feet to a stationary partner, giving on reception before returning the pass. S1.G3.18

Dribbling in Combination

19 This skill becomes a developmentally appropriate practice beginning in 4th grade. S1.G3.19

Kicking

20 Uses a continuous running approach and kicks a stationary ball for accuracy while demonstrating most of the critical elements. S1.G3.20

Underhand Volley

21 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 most of the critical elements. S1.G3.21

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Overhead Volley

22 This skill becomes a developmentally appropriate practice beginning in 4th grade. S1.G3.22

Striking with a Short-Handled Implement

23a Strikes an object with a short-handled implement while demonstrating most of the critical elements. S1.G3.23A

23b Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.G3.23B

Catching with a Short-Handled Implement

24 Catches a gently tossed ball, demonstrating most of the critical elements while using a short-handled implement. S1.G3.24

Striking with a Long-Handled Implement

25 Strikes a ball with a long-handled implement off a tee or tossed by the teacher, sending it forward, while demonstrating some of the critical elements. S1.G3.25

Throwing with a Long-Handled Implement

26 Throws with a long-handled implement to a stationary target, demonstrating some of the critical elements. S1.G3.26

Catching with a Long-Handled Implement

27 Catches a self-toss or underhand thrown ball, using some of the critical elements, with a long-handled implement. S1.G3.27

Striking in Combination

28 This skill becomes a developmentally appropriate practice beginning in 4th grade. S1.G3.28

Jumping Rope

29 Performs intermediate jump-rope skills for both long and short ropes in increasingly complex environments. S1.G3.29

Concepts and Strategies S2.G3

Space

1 Recognizes the concept of open spaces in a movement context. S2.G3.1

Pathways, Shapes, and Levels

2 Recognizes locomotor skills specific to a wide variety of physical activities. S2.G3.2

Speed, Direction, and Force

- Combines movement concepts with skills as directed by the teacher. S2.G3.3

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:rategies and Tactics

4 Applies simple strategies and tactics in chasing activities and fleeing activities. S2.G3.4

Health-Enhancing Level of Physical Activity and Fitness S3.G3

Physical Activity Knowledge

1a Charts participation in physical activities outside physical education class. S3.G3.1A

1b Identifies physical activity as a way to become healthier. S3.G3.1B

Physical Activity Engagement

2 Engages actively in the activities of physical education class without teacher prompting. S3.G3.2

Fitness Knowledge

3a Describes the concept of fitness and provides examples of physical activity to enhance fitness. S3.G3.3A

3b Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.G3.3B

3c Calculates heart rate per minute. S3.G3.3C

3d Discusses and performs specific activities that show the FITT principle guidelines of type and intensity. S3.G3.3D

Assessment and Program Planning

4 Demonstrates, with teacher direction, the health-related fitness components. S3.G3.4

RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR S4.G3

Personal Responsibility

1a Exhibits personal responsibility in teacher-directed activities. S4.G3.1A

1b Works independently for extended periods of time. S4.G3.1B

1c Describes how skills will develop over time with appropriate practice. S4.G3.1C

Corrective Feedback

2 Interprets and applies feedback using verbal and visual cues to show improved performance in a variety of skills. S4.G3.2

Accepting Feedback

3 Accepts and implements skill-specific corrective feedback from the teacher. S4.G3.3

Working with Others

4a Works cooperatively with others. S4.G3.4A

4b Praises others for their success in movement performance. S4.G3.4B

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ules and Etiquette

Recognizes the role of rules and etiquette in physical activity with peers. S4.G3.5

Safety

6 Works independently and safely in physical activity settings. S4.G3.6

Recognizes the Value of Physical Activity S5.G3

Health

1 Discusses the relationship between physical activity and good health. S5.G3.1

Challenge

2 Discusses the challenges that come from learning a new physical activity. S5.G3.2

Self-Expression and Enjoyment

3 Reflects on the reasons for enjoying selected physical activities. S5.G3.3

Social Interaction

4 Describes the positive social interactions that come when engaged with others in physical activity. S5.G3.4