

Grade 3

Demonstrates competency in a variety of motor skills and movement patterns. S1

Locomotor

- 1 Hopping, galloping, running, sliding, skipping, leaping: S1.1
 - 3 Leaps using a mature pattern. S1.1.3
- 2 Jogging, running: S1.2
 - 3 Travels showing differentiation between sprinting and running. S1.2.3
- 3 Jumping and landing, horizontal: S1.3
 - 3 Jumps and lands in the horizontal plane using a mature pattern. S1.3.3
- 4 Jumping and Landing, vertical: S1.4
 - 3 Jumps and lands in the vertical plane using a mature pattern. S1.4.3
- 5 Dance: S1.5
 - 3 Performs teacher-selected and developmentally appropriate dance steps and movement patterns. S1.5.3
- 6 Combinations: S1.6
 - 3 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. S1.6.3

Nonlocomotor (stability)

7 Balance: [S1.7](#)

3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. [S1.7.3](#)

8 Weight Transfer: [S1.8](#)

3 Transfers weight from feet to hands for momentary weight support. [S1.8.3](#)

9 Weight Transfer, rolling: [S1.9](#)

3 Applies skill. [S1.9.3](#)

10 Curling and stretching; twisting and bending: [S1.10](#)

3 Moves into and out of gymnastics balances with curling, twisting, and stretching actions. [S1.10.3](#)

11 Combinations: [S1.11](#)

3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. [S1.11.3](#)

12 Balance and weight transfers: [S1.12](#)

3 Combines balance and weight transfers with movement concepts to create and perform a dance. [S1.12.3](#)

Manipulative

13 Throwing underhand: S1.13

- 3 Throws underhand to a partner or target with reasonable accuracy. S1.13.3

14 Throwing overhand: S1.14

- 3 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. S1.14.3

15 Passing with hands: S1.15

Developmentally appropriate/emerging outcomes first appear in grade 4.

16 Catching: S1.16

- 3 Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. S1.16.3

17 Dribbling/ball control with hands: S1.17

- 3 Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. S1.17.3

18 Dribbling/ball control with feet: S1.18

- 3 Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body. S1.18.3

19 Passing and receiving with feet: S1.19

- 3 Passes and receives the ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. S1.19.3

20 Dribbling in Combination: S1.20

Developmentally appropriate/emerging outcomes first appear in Grade 4.

21 Kicking: S1.21

- 3a 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. S1.21.3A

- 3b Uses a continuous running approach and kicks a stationary ball for accuracy. S1.21.3B

22 Volleying underhand: S1.22

- 3 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 elements of a mature pattern. S1.22.3

23 Volleying overhead: S1.23

Developmentally appropriate/emerging outcomes first appear in Grade 4.

24 Striking, short implement: S1.24

- 3a Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.24.3A

3b Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. S1.24.3B

25 Striking, long implement: S1.25

3 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. Note: Use batting tee or ball tossed by teacher for batting. S1.25.3

26 In combination with locomotor: S1.26

Developmentally appropriate/emerging outcomes first appear in Grade 4.

27 Jumping rope: S1.27

3 Performs intermediate jump-rope skills (e.g. a variety of tricks, running in and out of long rope) for both long and short ropes. S1.27.3

AQUATICS

28 S1.28

3 Demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery in isolated settings. S1.28.3

29 S1.29

3 Demonstrate selected elements of safe water entry and exit in isolated settings. S1.29.3

30 S1.30

3 Demonstrate locomotion using a combination of arms and alternating kicking motion with face in the water in isolated settings. S1.30.3

31 S1.31

3 Demonstrate locomotion, in a supine position, using alternative propulsive arm action with hand moving downward and alternating kick in the water in isolated settings. S1.31.3

32 S1.32

3 Demonstrate putting on a life jacket in isolated settings. S1.32.3

33 S1.33

3 Demonstrate moving in the water while wearing a life jacket. S1.33.3

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. S2

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. S2

Space: S2.1

3 Recognizes the concept of open spaces in a movement context. S2.1.3

Pathways, shapes, levels: S2.2

3 Recognizes locomotor skills specific to a wide variety of physical activities. S2.2.3

Speed, direction, force: S2.3	3 Combines movement concepts (directions, levels, force, time) with skills as directed by the teacher S2.3.3
Alignment and muscular tension: S2.4	3a Employs the concept of alignment in gymnastics and dance. S2.4.3A 3b Employs the concept of muscular tension with balance in gymnastics and dance. S2.4.3B
Strategies and tactics: S2.5	3a Applies simple strategies and tactics in chasing activities. S2.5.3A 3b Applies simple strategies in fleeing activities. S2.5.3B
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3	Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. S3
Physical activity knowledge: S3.1	3 Charts participation in physical activities outside physical education class. S3.1.3
Engages in Physical Activity: S3.2	3 Engages in the activities of physical education class without teacher prompting. S3.2.3
Fitness Knowledge: S3.3	3 Describes the concept of fitness and provides examples of physical activity to enhance fitness. S3.3.3
Fitness Knowledge: S3.4	3 Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.4.3
Assessment and Program Planning: S3.5	3 Demonstrates, with teacher direction, the health-related fitness components. S3.5.3
Nutrition: S3.6	3 Identifies foods that are beneficial for before and after physical activity. S3.6.3
Exhibits responsible personal and social behavior that respects self and others. S4	Standard 4 Exhibits responsible personal and social behavior that respects self and others. S4
Personal responsibility: S4.1	3 Exhibits personal responsibility in teacher directed activities. S4.1.3

Personal responsibility: S4.2

3 Works independently for extended periods of time. S4.2.3

Accepting feedback: S4.3

3 Accepts and implements specific corrective feedback from the teacher. S4.3.3

Working with others: S4.4

3a Works cooperatively with others. S4.4.3A

3b Praises others for their success in movement performance. S4.4.3B

Rules and Etiquette: S4.5

3 Recognizes the role of rules and etiquette in physical activity with peers. S4.5.3

Safety: S4.6

3 Works independently and safely in physical activity settings. S4.6.3

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S5

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S5

Health: S5.1

3 Discusses the relationship between physical activity and good health. S5.1.3

Challenge: S5.2

3 Discusses the challenge that comes from learning a new physical activity. S5.2.3

Self-expression and enjoyment: S5.3

3 Reflects on the reasons for enjoying selected physical activities. S5.3.3

Social interaction: S5.4

3 Describes the positive social interactions that come when engaged with others in physical activity. S5.4.3