

Grade 3

Adopted 2018

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

- 1. Leap using a maturing pattern.** 3.1.1.1

- 2. Jump and land in the horizontal plane using a maturing pattern, while taking off and landing on two feet.** 3.1.1.2

- 3. Jump and land in the vertical plane using a maturing pattern, while taking off and landing with two feet.** 3.1.1.3

- 4. Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.** 3.1.1.4

- 1. Maintain balance on different bases of support, combining levels and shapes with a partner or using an object.** 3.1.2.1

- 2. Transfer weight from feet to hands then to different body parts and bases of support for balance and travel** 3.1.2.2

- 3. Move into and out of a roll while maintaining balance and body control.** 3.1.2.3

- 4. Perform non-locomotor skills as the body moves into and out of balances.** 3.1.2.4

- 5. Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and educational gymnastics sequence.** 3.1.2.5

- 1. Roll and throw underhand using a maturing pattern to a stationary partner or target.** 3.1.3.1

- 2. Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.** 3.1.3.2

- 3. Throw overhand with accuracy to a stationary target.** 3.1.3.3

- 4. Catch a gently tossed hand-sized ball from a partner, demonstrating three of the four critical elements of a maturing pattern.** 3.1.3.4

- 5. Dribble with preferred hand, traveling through general space.** 3.1.3.5

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6. Dribble with the feet while traveling through general space with control of ball and body. 3.1.3.6

 7. Pass and receive a ball with the feet, "giving" on reception before returning the pass. 3.1.3.7

 8. Developmentally appropriate and emerging benchmarks first appear in Grade 4. 3.1.3.8

 9. Kick a stationary ball demonstrating a maturing pattern. 3.1.3.9

 10. Punt while maintaining balance. 3.1.3.10

 11. Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance. 3.1.3.11

 12. Volley using a two-hand overhead pattern with a partner making multiple contacts while maintaining balance. 3.1.3.12

 13. Strike using a short-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill. 3.1.3.13

 14. Strike using a long-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill. 3.1.3.14

 15. Developmentally appropriate and emerging benchmarks first appear in Grade 4. 3.1.3.15

 16. Perform a variety of jump rope skills with a short rope. 3.1.3.16

 17. Exit a long rope with teacher-assisted turning. 3.1.3.17
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Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

1. Travel in different directions, pathways, levels and extensions in personal space (self-space) and general space. For example: large, small, near, far. 3.2.1.1

2. Travel within different relationships with others while manipulating and controlling equipment. For example: alone, partners, groups, leading, following, mirroring, unison. 3.2.1.2

3. Apply the effort awareness concepts of speed and force in educational games and educational dance or educational gymnastics. 3.2.1.3

4. Identify offensive and defensive tactics used in chasing and fleeing games. 3.2.1.4

5. Identify offensive and defensive tactics used in net and wall games. 3.2.1.5

6. Identify distance and direction tactics used in target games. 3.2.1.6

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Identify personal participation in physical activity outside of physical education class and compare it to the physical activity recommendations. 3.3.1.1

1. Actively participates in practice tasks with minimal teacher prompting. 3.3.2.1

1. Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness. 3.3.3.1

2. Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components. 3.3.3.2

1. Define the health-related fitness components, and match them to the fitness assessment tool being used. 3.3.4.1

1. Identify foods that are beneficial for before and after physical activity, and explain why these are good food choices. 3.3.5.1

Exhibit responsible personal and social behavior that respects self and others.

1. Work independently for extended periods of time while exhibiting personal responsibility related to self, space and equipment. 3.4.1.1

1. Accept and implement corrective feedback from the teacher. 3.4.2.1

1. Work cooperatively and respectfully with classmates in small or large group activities. 3.4.3.1

1. Identify the role of rules and etiquette used in a variety of physical activities. 3.4.4.1

1. Move safely using equipment in general space with minimal reminders. 3.4.5.1

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

1. Recognize how the body and mind respond during and after physical activity participation. 3.5.1.1

1. Describe the challenge and personal enjoyment that comes from learning a new physical activity. 3.5.2.1

1. Describe characteristics of physical activities that make them personally enjoyable. 3.5.3.1
