South Dakota Physical Education

Grade 3

Adopted 2014

The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.

3. **Leaps using a mature pattern.** S1.E1.3
3. **Travels showing differentiation between sprinting and running.** S1.E2.3
3. **Jumps and lands in the horizontal and vertical planes using a mature pattern.** S1.E3.3
3. **Performs teacher-selected and developmentally appropriate rhythmic activity/dance steps and movement patterns.** S1.E5.3
3. **Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation.** S1.E6.3
3. **Balances on different bases of support, demonstrating muscle tension and extensions of free body parts.** S1.E7.3
3. **Transfers weight from feet to hands for momentary weight support.** S1.E8.3
3. **Moves into and out of gymnastics balances with curling, twisting and stretching actions.** S1.E10.3
3. **Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.** S1.E11.3
3. **Combines balance and weight transfers with movement concepts to create and perform a movement pattern.** S1.E12.3
3. **Throws underhand to a partner or target with reasonable accuracy.** S1.E13.3
3. **Throws overhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force.** S1.E14.3
3. **Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern.** S1.E16.3
3. **Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.** S1.E17.3
3. **Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.** S1.E18.3

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	3. Receives and passes a ball with the inside of the foot to a stationary partner, "giving" on reception before returning the pass. S1.E19.3
	3a. Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. S1.E21.3A
	3b. Uses a continuous running approach and kicks a stationary ball for accuracy. S1.E21.3B
	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 three of the five critical elements of a mature pattern. S1.E22.3
	3a. Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.E24.3A
	3b. Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. S1.E24.3B
	3. Strikes an object with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). S1.E25.3
	3. Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes. S1.E27.3
The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.	**3.** Recognizes the concept of open spaces in a movement context. S2.E1.3
	3. Utilizes levels and pathways during locomotor skills specific to a wide variety of physical activities. S2.E2.3
	3. Combines movement concepts with effort concepts. S2.E3.3
	3. Utilizes relationship concepts in large groups. S2.E4.3
	3. Acknowledges technology or other resources can be utilized to gather information about fitness. S2.E6.3
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	**3.** Identifies physical activity benefits as a way to become healthier. S3.E1.3
	3. Engages in the activities of physical education class with teacher guidance. S3.E2.3
	3. Describes the concept of fitness and provides examples of physical activity to enhance fitness. S3.E3.3
	3. Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.E4.3

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	3. Demonstrates, with teacher direction, the health-related fitness components. S3.E5.3
	3. Identifies foods that are beneficial for pre- and post-physical activity. S3.E6.3
	3. Identify what stress is. S3.E7.3
The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.	**3.** Exhibits personal responsibility in teacher-directed activities. S4.E1.3
	3a. Reflects on personal social behavior in physical activity. S4.E2.3A
	3b. Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. S4.E2.3B
	3. Accepts and implements specific corrective teacher feedback. S4.E3.3
	3a. Works cooperatively with others. S4.E4.3A
	3b. Praises others for their success in movement performance. S4.E4.3B
	3c. Recognizes and understands individual uniqueness and diversity. S4.E4.3C
	3a. Recognizes the role of rules and etiquette in physical activity with peers. S4.E5.3A
	3b. Exhibits the fundamentals of good sportsmanship. S4.E5.3B
	3. Works independently and safely with equipment with minimal teacher reminders. S4.E6.3
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.	**3.** Discusses the relationship between physical activity, healthy lifestyle, and brain health. S5.E1.3
	3. Discusses the challenge that comes from learning a new physical activity. S5.E2.3
	3. Reflects on the reasons for enjoying various physical activities. S5.E3.3
	3. Describes the positive social interactions that come when engaged with others in physical activity. S5.E4.3