Texas Physical Education

Grade 3

Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to: 3.1	**a** demonstrate correct technique while hopping, galloping, running, sliding, skipping, and leaping; 3.1.A
	b demonstrate correct jumping and landing technique from different heights; 3.1.B
	c demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition; and 3.1.C
	d spin and roll with control at different levels, speeds, and positions with manipulatives. 3.1.D
Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to: 3.2	**a** demonstrate moving in and out of a balanced position with control during dynamic activities; and 3.2.A
	b combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities. 3.2.B
Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to: 3.3	**a** demonstrate key elements in underhand and overhand throwing to a partner with accuracy; 3.3.A
	b demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body; 3.3.B
	c demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control; 3.3.C
	d dribble a ball with control using both feet while slowly jogging; 3.3.D
	e kick a moving ball on the ground and in the air using a continuous running approach; 3.3.E

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	f demonstrate correct technique in volleying to a wall or partner and over an object or net; 3.3.F
	g demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short- or long-handled implement; 3.3.G
	h jump a self-turned rope using a variety of basic skills; and 3.3.H
	i enter and exit a turned long rope using basic jumping skills. 3.3.I
Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to: 3.4	**a** demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and open space; 3.4.A
	b combine pathways and levels into various movement patterns in a wide variety of physical activities; and 3.4.B
	c combine speed, direction, and force as directed by teacher. 3.4.C
Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner. 3.5	**5** Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner. 3.5
Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or str	**a** combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games; 3.6.A
	b demonstrate specific movement skills to improve performance in designated dynamic activities; and 3.6.B
	c explain and follow rules, procedures, and safe practices during games and activities. 3.6.C

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cooperative games. The student is expected to: 3.6	
Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses. 3.7	7 Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses. 3.7
Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to: 3.8	a describe the benefits of regular physical activity, including stress management; 3.8.A b identify the importance of frequency and intensity during endurance activities; and 3.8.B c explain and demonstrate the correct techniques of health-related fitness components. 3.8.
Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to: 3.9	a describe the importance of setting personal fitness goals in improving health-related fitness; and 3.9.A b identify how to measure improvement and track progress for health-related fitness. 3.9.B
Health, physical activity, and fitness--nutrition and hydration. The physically literate stu co	a differentiate between healthy and unhealthy foods and their impact on sustainable energy for physical activity; and 3.10.A b differentiate between water and processed sugar or high-calorie drinks and their impact on sustainable energy for physical activity. 3.10.B

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nutrition, hydration, and physical activity. The student is expected to: 3.10	
Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to: 3.11	**a** select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities; and 3.11.A **b** exhibit correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety. 3.11.B
Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to: 3.12	**a** explain that personal actions have consequences for self and others; 3.12.A **b** demonstrate respect for differences and similarities in abilities of self and others; and 3.12.B **c** explain and demonstrate self-management skills to control personal impulses and emotions. 3.12.C
Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to: 3.13	**a** demonstrate respect and cooperation through words and actions during various group activities; and 3.13.A **b** identify the feelings of others. 3.13.B
Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is e ho	**14** Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how practicing challenging physical activities can build confidence and minimize frustration when learning a variety of new skills. 3.14

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challenging physical activities can build confidence and minimize frustration when learning a variety of new skills. 3.14	
Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully to make appropriate changes in performance based on feedback. 3.15	15 Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully to make appropriate changes in performance based on feedback. 3.15
Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to: 3.16	a differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available; and 3.16.A b select and participate in physical activity for personal enjoyment. 3.16.B