Utah Physical Education

Grade 3

Adopted 2016

Students will achieve a level of competency in motor skills and movement patterns.

1. **Demonstrate leaping, using a mature pattern.** 3.1.1
2. **Establish differentiation between running and sprinting.** 3.1.2
3. **Develop jumping and landing in horizontal and vertical planes.** 3.1.3
4. **Perform teacher-selected and developmentally appropriate dance steps and movement patterns.** 3.1.4
5. **Move in and out of balancing, using curling, twisting and stretching actions.** 3.1.5
6. **Demonstrate balance and weight transfers, using movement concepts to create and perform a dance or rhythmic activity.** 3.1.6
7. **Catch a gently tossed ball from a partner.** 3.1.7
8. **Throw an underhand toss to a partner or target with reasonable accuracy.** 3.1.8
9. **Dribble and travel with a ball at slow to moderate jogging speed, with control of body and ball.** 3.1.9
10. **Perform a controlled foot dribble in general space at slow to moderate speed.** 3.1.10
11. **Receive a passed ball with the inside of the foot and pass to a stationary partner.** 3.1.11
12. **Kick a ball along the ground and in the air while running.** 3.1.12
13. **Use a continuous running approach to kick a stationary ball for accuracy.** 3.1.13
14. **Perform intermediate jump rope skills using long and short ropes.** 3.1.14

Students will apply knowledge to attain efficient movement and performance

1. **Recognize open space and how using it will gain advantage.** 3.2.1
2. **Apply locomotor skills as they relate to a variety of activities.** 3.2.2

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Combine movement concepts (e.g., direction, force, levels, and time) with skills as directed by the teacher. 3.2.3

	4. Apply simple strategies and tactics in chasing activities. 3.2.4
	5. Apply simple strategies in fleeing activities. 3.2.5
Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.	1. Develop a plan for participation in physical activities outside class. 3.3.1
	2. Participate in activities during class without teacher prompting. 3.3.2
	3. Engage in a variety of choices during recess. 3.3.3
	4. Describe examples of physical activity which enhances fitness. 3.3.4
	5. Recognize the importance of warm-up and cool-down. 3.3.5
	6. Demonstrate, with teacher direction, the health-related fitness components of cardiovascular fitness, muscular strength, muscular endurance, and flexibility. (Body composition should not be assessed at this grade level and is not recommended.) 3.3.6
	7. Generate a list of fitness-related activities in which the student participates outside of school hours. 3.3.7
	8. Compare the balance of good nutrition and physical activity. 3.3.8
	9. Understand the importance of hydration during physical activity. 3.3.9
Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.	1. Exhibit personal responsibility in teacher-directed activities. 3.4.1
	2. Work independently for extended periods of time. 3.4.2
	3. Respond appropriately to suggestions given by teacher. 3.4.3
	4. Work cooperatively with peers. 3.4.4
	5. Recognize others' success in movement performance. 3.4.5
	6. Exhibit etiquette and adherence to rules in a variety of physical activities. 3.4.6
	7. Demonstrate understanding of safety, rules, and etiquette by working safely and cooperatively in physical activity. 3.4.7
Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with ap wi	1. Discuss the relationship between physical activity and good health. 3.5.1
	2. Reflect on the personal selection of particular physical activities over other options. 3.5.2
	3. Discuss the challenge that comes from learning a new physical activity. 3.5.3

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4. **Describe the positive social interactions that result from participation in physical activity.** 3.5.4