Wisconsin Physical Education

3rd Grade

The student will demonstrate competency in a variety of motor skills and movement patterns.

Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip

1 Leap using a mature pattern. PE.S1.E1.3

Locomotor: Jumping and Landing (horizontal and vertical planes)

2 Jump and land in the horizontal and vertical planes using a mature pattern. PE.S1.E2.3

Locomotor: Dance/ Rhythmic Activities

3 Perform teacherselected and developmentally appropriate dance steps/rhythm and movement patterns. PE.S1.E3.3

Locomotor: Combinations

4 Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation in teacher- or student-designed small-sided practice tasks. PE.S1.E4.3

Nonlocomotor (stability): Weight Transfer and Rolling Actions

5 Transfer weight from feet to different body parts or bases of support for balance and rolling. PE.S1.E5A.3

Nonlocomotor (stability): Balance

6 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts. PE.S1.E6.3

Nonlocomotor (stability): Curling and Stretching; Twisting and Bending

7 Move into and out of gymnastics balances with curling, twisting, and stretching actions. PE.S1.E7.3

Nonlocomotor (stability): Combinations

8 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance. PE.S1.E8.3

Nonlocomotor (stability): Balance and Weight Transfer

9 Combine balance and weight transfers with movement concepts to create and perform a dance. PE.S1.E9.3

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Manipulative: Underhand Throw; Underhand Roll

10 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy. PE.S1.E10.3

Manipulative: Overhand Throw; Backhand Throw (disc)

11 Throw overhand, demonstrating four of the five critical elements of a mature pattern, in nondynamic environments for distance or force. PE.S1.E11.3

Manipulative: Passing (with hands)

Manipulative: Catching

13 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern. PE.S1.E13.3

Manipulative: Dribbling (with hands)

14 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body. PE.S1.E14.3

Manipulative: Kicking

15A Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. PE.S1.E15A.3

15B Use a continuous running approach to kick a stationary object for accuracy. PE.S1.E15B.3

Manipulative: Dribbling (with feet)

16 Dribble an object in general space at slow to moderate jogging speed, demonstrating four of the five critical elements of a mature pattern. PE.S1.E16.3

Manipulative: Passing and Receiving (with feet)

17 Pass and receive an object with the insides of the feet to and from a stationary partner, “giving” on reception before returning the pass. PE.S1.E17.3

Manipulative: Volley Underhand

18 Volley 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 four of the five critical elements of a mature pattern. PE.S1.E18.3

Manipulative: Volley Overhead

Manipulative Striking with Shorthandled Implement

20 Strike an object with a short-handled implement, sending it forward over a low net or to a wall, demonstrating three of the five critical elements of a mature pattern. PE.S1.E20.3

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anipulative Striking with Long-handled Implement

21 Strike an object with a longhandled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or object tossed by teacher. PE.S1.E21.3

Jumping Rope

22 Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. PE.S1.E22.3

Outdoor Pursuits/ Adventure Activities

23 Demonstrate at least three critical skills needed to perform teacherdirected activity. PE.S1.E23.3

Aquatics: Swim Skills

24 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels. PE.S1.E24.3

The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Movement Concepts: Space

1 Recognize and create open space in various physical activities. PE.S2.E1.3

Movement Concepts: Pathways, Shapes, and Levels

2 Recognize and perform locomotor skills specific to a wide variety of physical activities. PE.S2.E2.3

Movement Concepts: Speed, Direction, and Force

3 Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher. PE.S2.E3.3

Movement Concepts: Strategy and Tactics

4A Apply simple strategies and tactics in chasing activities. PE.S2.E4A.3

4B Apply simple strategies and tactics in fleeing activities. PE.S2.E4B.3

Aquatics: Safety

5 Understand and follow safety concepts as described by the American Red Cross for levels four and five. PE.S2.E5.3

The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge

1A Identify risks associated with physical inactivity. PE.S3.E1A.3

1B Understand the physical activity recommendations for youth. PE.S3.E1B.3

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Fitness Knowledge: Cardiorespiratory Endurance

2A Uses the rate of Perceived Exertion (RPE) scale to distinguish between moderate and vigorous heart rate. PE.S3.E2A.3

2B Identify where and how to find and count heart rate. PE.S3.E2B.3

Fitness Knowledge: Muscular Strength and Endurance

3 Define the concepts of muscular endurance and muscular strength and provide examples of physical activities that enhance these components. PE.S3.E3.3

Fitness Knowledge: Flexibility

4 Demonstrate warmup and cool-down activities that enhance muscle flexibility and recognize the value of increased flexibility when participating in physical activity. PE.S3.E4.3

Fitness Knowledge: Body Composition

5 Demonstrate the basic concept of body composition (eating well + being active = healthy body composition). PE.S3.E5.3

Fitness Knowledge: Skill-related Fitness

Knowledge Application

7 Apply knowledge of physical activity and fitness as listed above to evaluate (RPE, MVPA, heart rate) their engagement of the five components of fitness. PE.S3.E7.3

Assessment and Program Planning

8 Demonstrate, with teacher guidance, the health-related fitness components. PE.S3.E8.3

Nutrition

9 Identify foods that are nutrient-dense. PE.S3.E9.3

The student will exhibit responsible personal and social behavior that respects self and others.

Safety

1 Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders. (WSELC 22) PE.S4.E1.3

Social Awareness: Procedures and Protocols

2 Demonstrate positive behavior as established by procedures and protocols in the learning environment. (WSELC 21) PE.S4.E2.3

Social Awareness

3 Demonstrate respect of individual differences without teacher guidance. (WSELC 14) PE.S4.E3.3

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elf-management: Goal Setting

4 Identify simple goals for improvement of personal well-being. (WSELC 10) PE.S4.E4.3

Relationship Skills: Feedback

5 Accept and implement specific feedback from peers to adapt performance with teacher guidance. PE.S4.E5.3

Relationship Skills: Conflict Resolution

6 Identify and explain others perspectives during conflicts. (WSELC 19) PE.S4.E6.3

Decision-making

7 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. PE.S4.E7.3

The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Health and Well-being

1 Recognize the value of balancing physical activity and well-being. PE.S5.E1.3

Self-awareness and Self-management: Challenge and Growth Mindset

2 Persist toward reaching a goal despite setbacks with minimal teacher guidance. (WSELC 11) PE.S5.E2.3

Self-expression, Social Interaction, and Enjoyment

3 Reflect on the reasons for enjoying selected physical activities. PE.S5.E3.3