

Physical Education - Grade 3

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

(3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

(3.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;

(B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;

(C) demonstrate mature form in jogging, running, and leaping;

(D) demonstrate moving in and out of a balanced position with control;

(E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;

(F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;

(G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;

(H) clap echoes in a variety of one measure rhythmical patterns;

(I) demonstrate various step patterns and combinations of movement in repeatable sequences; and

(J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.

(3.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and

(B) know that practice, attention and effort are required to improve skills.

(3.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide for enjoyment and challenge; and practice ways to reduce the effects of stress

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for developing flexibility;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(3.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) describe the long term effects of physical activity on the heart;

(B) distinguish between aerobic and anaerobic activities;

(D) identify principles of good posture and its impact on physical activity.

(3.5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and

(D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.

(3.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to:
(A) identify components of games that can be modified to make the games and participants more successful; and
(B) explain the importance of basic rules in games and activities.
(3.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
(A) follow rules, procedures, and etiquette;
(B) persevere when not successful on the first try in learning movement skills; and
(C) accept and respect differences and similarities in physical abilities of self and others.