

Physical Education

GRADE THREE GRADE-LEVEL OUTCOMES

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.1.3.1: Leaps and slides using a mature pattern.

PE.1.3.2: Runs with a mature pattern.

PE.1.3.3: Varies time and force with gradual increases and decreases.

PE.1.3.4: Jumps & lands in the horizontal planes using a mature pattern.

PE.1.3.5: Jumps & lands in the vertical planes using a mature pattern.

PE.1.3.6: Performs teacher- selected and developmentally appropriate rhythmic activity steps and movement patterns.

PE.1.3.7: Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and with- out hesitation.

PE.1.3.8: Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

PE.1.3.9: Transfers weight from feet to hands for momentary weight support.

PE.1.3.10: Applies skill in general activity.

PE.1.3.11: Moves into and out of a variety of balances with curling, twisting & stretching actions.

PE.1.3.12: Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic and rhythmic sequences.

PE.1.3.13: Throws underhand to a partner or target with reasonable accuracy.

PE.1.3.14: Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.

PE.1.3.15: Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.

PE.1.3.16: Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.

PE.1.3.17: Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.

PE.1.3.18: Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.

PE.1.3.19: Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.

PE.1.3.20: Uses a continuous running approach and kicks a stationary ball for accuracy.

PE.1.3.21: 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 4 of the 5 critical elements of a mature pattern.

PE.1.3.22: Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.

PE.1.3.23: Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.

PE.1.3.24: Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement.

Note: Use batting tee or ball tossed by teacher for batting.

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PE.1.3.25: Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

PE.2.3.1: Recognizes the concept of open spaces in a movement context.

PE.2.3.2: Recognizes locomotor skills specific to a wide variety of physical activities.

PE.2.3.3: Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

PE.2.3.4: Applies simple strategies & tactics in chasing activities.

PE.2.3.5: Applies simple strategies in fleeing activities.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.3.3.1: Charts participation in physical activities outside physical education class.

PE.3.3.2: Identifies physical activity benefits as a way to become healthier.

PE.3.3.3: Engages in the activities of physical education class without teacher prompting.

PE.3.3.4: Identifies the components of health-related physical fitness.⁶

PE.3.3.5: Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.

PE.3.3.6: Completes health-related physical fitness assessments (pre and post) with teacher direction.⁷

PE.3.3.7: Identifies foods that are beneficial for before and after physical activity.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.4.3.1: Works independently for extended periods of time.

PE.4.3.2: Exhibits personal responsibility in teacher-directed activities.

PE.4.3.3: Accepts and implements positive specific corrective feedback from the teacher.

PE.4.3.4: Praises others for their success in movement performance.

PE.4.3.5: Exhibits the use of rules and etiquette in physical activity with peers.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

⁶ NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document]*. Reston, VA: Author. (p.16).

⁷ Ibid

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- PE.5.3.1: Discusses the relationship between physical activity and good health.
- PE.5.3.2: Discusses the challenge that comes from learning a new physical activity.
- PE.5.3.3: Reflects on the reasons for enjoying selected physical activities.
- PE.5.3.4: Describes the positive social inter-actions that come when engaged with others in physical activity.