

**GRADE 3**

<u>Standard</u>	<u>Benchmarks</u>	<u>Content/Assessment</u>
<p><b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b></p>	<p>1. Students will demonstrate mature form in all locomotor and nonlocomotor skills.</p>	<ul style="list-style-type: none"> <li>• Combine three locomotor skills (e.g., hop, skip, and jump) to develop a sequence.</li> <li>• Experience a forward, backward, shoulder or straddle roll.</li> <li>• <b>Demonstrates jumping a self turned rope 10+ times in a row.</b></li> </ul>
	<p>2. Students will demonstrate an understanding the elements of dance.</p>	<ul style="list-style-type: none"> <li>• Creates a dance sequence.</li> <li>• Performs a mixer dance.</li> <li>• Performs rhythmic activities with different tempos.</li> <li>• Demonstrate basic locomotor and non-locomotor movements in musical or rhythmic context (circle dance, line dance, a student created dance and movement to tempo).</li> </ul>
	<p>3. Students will demonstrate dynamic and static balance in a variety of activities.</p>	<ul style="list-style-type: none"> <li>• Demonstrates a counterbalance with a partner.</li> <li>• Balances in an inverted position.</li> <li>• Walks forward on stilts.</li> <li>• <b>Walks the length of the balance beam.</b></li> </ul>
	<p>4. Students will develop manipulative skills in game situations.</p>	<ul style="list-style-type: none"> <li>• Plays “Keep It Up” with a partner.</li> <li>• Participates in “Dribble Tag.”</li> <li>• Demonstrate proper grip on a floor hockey stick.</li> <li>• <b>Demonstrate technically correct overhand throw (criteria: minimum of 5 yards, dominant hand, stepping with opposite foot).</b></li> <li>• <b>Demonstrate proper catching technique (criteria: catching the ball and absorbing force without trapping).</b></li> <li>• <b>Demonstrate dribbling a ball with feet with proper form.</b></li> <li>• <b>Demonstrate passing and trapping skills with feet with proper form.</b></li> <li>• <b>Demonstrate dribble with dominant hand while walking.</b></li> <li>• <b>Demonstrate striking skills with an implement.</b></li> </ul>
<p><b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b></p>	<p>1. Students will learn to focus on important cues and adjust movement to specific situations.</p>	<ul style="list-style-type: none"> <li>• Aligns body in the pathway of the ball when receiving a pass.</li> <li>• Focuses on the rope striking the floor when entering the front door of a long rope.</li> <li>• Focuses on the beat of the music, when performing a simple dance.</li> </ul>

<u>Standard</u>	<u>Benchmarks</u>	<u>Content/Assessment</u>
	2. Students will use feedback to improve performance.	<ul style="list-style-type: none"> <li>Keeps elbow up when shooting a free throw.</li> <li>Follows through upon completion of skill (e.g., tennis racquet follow through, softball pitch follow through).</li> <li>Increases force to increase speed (e.g., throwing a runner out at a base).</li> <li>Uses checklists to assess a skill.</li> </ul>
	3. Students will identify major bones and muscles.	<ul style="list-style-type: none"> <li>Identifies major bones of arms and legs (e.g., femur, tibia, fibula, radius, ulna, humerus).</li> <li>Identifies major bones of head and trunk (e.g., cranium, mandible, ribs, sternum, clavicle, spine).</li> <li>Identifies major muscles of arms and legs (e.g., biceps, triceps, hamstrings, quadriceps, Gastrocnemius/calf).</li> <li>Identifies major muscles of trunk (e.g., gluteus maximums, hip flexors, abdominals, pectorals, latissimus dorsi).</li> </ul>
	4. Students will recognize the fitness components.	<ul style="list-style-type: none"> <li><b>Identifies flexibility as a component of health related fitness</b></li> <li><b>Identifies muscular endurance as a component of health related fitness.</b></li> <li><b>Identifies muscular strength as a component of health related fitness.</b></li> <li><b>Identifies cardio-respiratory endurance as a component of health related fitness.</b></li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will identify opportunities to be physically active outside of the school setting.	<ul style="list-style-type: none"> <li>Names activities/opportunities to be physically active outside of school.</li> </ul>
	2. Students will experience and express pleasure from daily participation in physical activity.	<ul style="list-style-type: none"> <li>Student can name physical activities they enjoy outside of the school day.</li> </ul>
	3. Students will engage in moderate to vigorous activity.	<ul style="list-style-type: none"> <li><b>Participates in continuous tag games.</b></li> <li><b>Participates in continuous “relay” type activities.</b></li> <li><b>Participates in circuit stations.</b></li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will participate in moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>Participates in a continuous team lead-up game without stopping.</li> <li>Plays tag games that involve strategy.</li> <li>Skates continuously for 10-15 minutes.</li> </ul>

<u>Standard</u>	<u>Benchmarks</u>	<u>Content/Assessment</u>
	2. Students will identify the physiological indicators that accompany moderate to vigorous activity.	<ul style="list-style-type: none"> <li>• Recognizes that some people sweat more than others.</li> <li>• Recognizes that muscles grow in comparison to work.</li> <li>• Recognizes that lung capacity increases with a variety of aerobic activities.</li> </ul>
	3. Students will identify personal (fitness-component) strengths and weaknesses using a National Fitness Test.	<ul style="list-style-type: none"> <li>• <b>Runs 1/2 or 1 mile and compares own score with nationally recommended score.</b></li> <li>• <b>Measure personal agility, flexibility, cardiorespiratory, upper body strength and abdominal strength.</b></li> <li>• <b>Use criteria to identify personal fitness area(s) for improvement.</b></li> <li>• Create a daily fitness plan to identify and set personal goals for improvement.</li> <li>• Participate in the self-designed, daily fitness plan and log the experience for 2-5 weeks.</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply rules, procedures, etiquette, and safe practices with little or no reinforcement.	<ul style="list-style-type: none"> <li>•</li> </ul>
	2. Students will work cooperatively with a partner or small group.	<ul style="list-style-type: none"> <li>• Cooperatively works with small group to complete assigned task.</li> <li>• Partners cooperatively check off each other's skills.</li> <li>• Turns a long rope appropriately for skill level of jumper.</li> <li>• Cooperates and treats others with respect during physical activities.</li> <li>• <b>Demonstrate appropriate cooperative participation.</b></li> <li>• <b>Behave in a manner that does not distract others.</b></li> </ul>
	3. Students will apply conflict resolution skills with little or no reinforcement.	<ul style="list-style-type: none"> <li>• Responds appropriately to peer when questioned about rule infraction.</li> <li>• Quickly corrects inappropriate actions on first reminder by teacher.</li> <li>• Compromises with peers.</li> <li>• Describes positive ways to solve problems.</li> <li>• <b>Manage conflict appropriately.</b></li> <li>• <b>Continue to try despite frustration.</b></li> </ul>

<u>Standard</u>	<u>Benchmarks</u>	<u>Content/Assessment</u>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will experience enjoyment while participating in physical activity.	<ul style="list-style-type: none"> <li>• Participates in activities without hesitation.</li> <li>• Maintains a high level of participation during the class period.</li> <li>• <b>Can identify favorite activities or games played in physical education.</b></li> </ul>
	2. Students will accept the feelings resulting from challenges, successes, and failures in physical activity.	<ul style="list-style-type: none"> <li>• Acknowledge other students for their achievements in physical education class.</li> <li>• Keeps participating no matter the outcome of a particular activity (e.g., relay games).</li> <li>• Does not exploit success in front of the class or others.</li> <li>• Accepts winning and losing graciously.</li> <li>• <b>Demonstrates appropriate competitive participation.</b></li> </ul>
	3. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	<ul style="list-style-type: none"> <li>• Demonstrates patience by letting all the people in class participate.</li> <li>• Recognizes that people have different preferences and abilities in physical activities.</li> </ul>
	4. Students will interact appropriately with peers while participating in group activities.	<ul style="list-style-type: none"> <li>• Knows the rules to the activity or game and follows them to the best of their ability.</li> <li>• Recognizes the differences in the group and gives everyone an opportunity to participate.</li> <li>• Interacts with others by helping with their physical activity challenges.</li> </ul>