

# STANDARDS FOR PHYSICAL EDUCATION: GRADE 3

## CATALINA FOOTHILLS SCHOOL DISTRICT

### **Standard 1: Motor Skills and Movement Patterns**

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

PE.3.1.1 Perform age-appropriate locomotor skills (leaping, sprinting, jogging, running, jumping and landing) using a mature pattern.

- leap using a mature pattern
- travel showing differentiation between sprinting and running
- jump and land in the horizontal and vertical planes using a mature pattern
- perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation

PE.3.1.2 Perform nonlocomotor (stability) skills.

- balance on different bases of support, demonstrating muscle tension and extensions of free body parts
- transfer weight from feet to hands for momentary weight support

PE.3.1.3 Combine locomotor skills movement concepts (levels, shapes, extensions, pathways, force, time, flow), balance, and weight transfer to create and perform a dance or routine.

PE.3.1.4 Explore manipulative skills (required: throwing, catching, dribbling, kicking, passing and receiving).

- throw underhand to a partner or target with reasonable accuracy
- catch a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern
- receive and pass a ball with the inside of the foot to a stationary partner “giving” on reception before returning the pass
- 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 for each.

### **Standard 2: Movement and Performance**

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

PE.3.2.1 Recognize the concept of open space in a movement context (for example: finding open space in game and movement situations).

PE.3.2.2 Identify locomotor skills specific to various activities and games (for example: sliding in basketball, running at a medium or low level in football, changing speeds in response to game situation).

PE.3.2.3 Combine movement concepts (for example: direction, level, force, time) with a variety of skills as directed by the teacher.

### **Standard 3: Physical Activity and Fitness**

**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 Identify physical activity benefits as a way to become healthier (for example: control weight, prevent health problems/disease, boost energy, (feel better, strong, faster, sleep better). [Connect to Health]

PE.3.3.2 Engage in the activities of physical education class with teacher guidance.

PE.3.3.3 Describe the concept of fitness (exercise, correct nutrition, enough rest) to live a healthy life, and provide examples of physical activity to enhance fitness.

- explain the importance of warm-up and cool-down relative to vigorous physical activity (warm-up loosens muscles and increases blood flow in preparation for physical activity, cool-down decreases heart rate, cools body, stretches muscles. This decreases risk of injuries, prepares body for activities, cool-down is transition from exercise to daily activity)

PE.3.3.3 Demonstrate, with teacher direction, the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).

PE.3.3.5 Identify foods that are beneficial for pre- and post-physical activity (fruits and proteins). [Connect to Health]

### **Standard 4: Responsible Personal and Social Behavior**

**The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.**

PE.3.4.1 Exhibit personal responsibility in teacher-directed activities.

PE.3.4.2 Work independently and safely for extended periods of time in physical activity settings.

PE.3.4.3 Accept and implement specific corrective teacher feedback.

PE.3.4.4 Work cooperatively with others.

- exhibit good sportsmanship

PE.3.4.5 Praise others for their success in movement performance.

### **Standard 5: Value of Physical Activity**

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

PE.3.5.1 Describe the challenge that comes from learning a new physical activity.

PE.3.5.2 Reflect on the reasons for enjoying selected physical activities.

PE.3.5.3 Describe the positive social interactions that come when engaged with others in physical activity.