### Physical Education Curriculum: GRADE 3

#### Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**By the end of Grade 3 students will:**

1. **3.1.1** Apply developmentally appropriate locomotor and non-locomotor skills in a variety of modified games and activities.
2. **3.1.2** Use combinations of developmentally appropriate skills during selected manipulative activities.
3. **3.1.3** Exhibit muscular strength and flexibility through a variety of gymnastics activities.
4. **3.1.4** Create and perform a combination of rhythm and dance patterns to music.
5. **3.1.5** Perform swimming skills as listed according to the SAS adopted Red Cross “stingray” criteria.

**Examples of ways in which Grade 3 students might demonstrate the above include:**

- Pivoting in a modified basketball game.
- Catching a ball using developmentally appropriate form.
- Dribbling a soccer ball with both feet and trapping a ball successfully with their feet.
- Striking an object (with paddle, racquet or hand).
- Following a basic dance sequence with correct pattern and movements.
- Swimming 8 meters underwater.

#### Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**By the end of Grade 3 students will:**

1. **3.2.1** Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
2. **3.2.2** Use critical elements of fundamental and specialized movement skills to provide feedback to others.
3. **3.2.3** Recognize and apply concepts that contribute positively to the performance of increasingly complex movements.

**Examples of ways in which Grade 3 students might demonstrate the above include:**

- Understanding the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward.
- Identifying and demonstrating key elements of a proper grip when holding a racquet to perform a strike.
- Understanding how appropriate practice improves performance.
- Explaining the importance of a warm-up and warm-down.
- Stating physiological and mechanical principles that contribute positively to motor performance.
## Standard 3: Participates regularly in physical activity.

**By the end of Grade 3 students will:**

3.3.1 Select and participate regularly in physical activities for the purpose of improving skill and health.
3.3.2 Identify the benefits derived from regular physical activity.
3.3.3 Identify several moderate to vigorous physical activities that provide personal enjoyment.

**Examples of ways in which Grade 3 students might demonstrate the above include:**

- Participating regularly in physical activity for the purpose of developing a healthy lifestyle.
- Describing healthy benefits that result from regular and appropriate participation in physical activity.
- Identifying at least one activity that they participate in on a regular basis (formal or informal).
- Beginning to show awareness of opportunities for more formal participation in physical activities in the community.

## Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

**By the end of Grade 3 students will:**

3.4.1 Identify several activities related to components of physical fitness such as muscular strength, endurance, and flexibility.
3.4.2 Associate the role of physical fitness in contributing to personal health status.
3.4.3 Engage in sustained physical activity over increasingly longer periods of time.
3.4.4 Complete individual fitness assessments and begin to set personal goals.

**Examples of ways in which Grade 3 students might demonstrate the above include:**

- Engaging in appropriate activity for developing muscular strength.
- Maintaining continuous aerobic activity for a specified time and/or activity.
- Supporting, lifting and controlling body weight in a variety of activities.
- Regularly participating in physical activity for the purpose of improving physical fitness.
- Beginning to understand individual strengths and weaknesses through fitness assessments.
- Inviting parents to observe student’s progress and participate in physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

By the end of Grade 3 students will:

- 3.5.1 Recognize and display the SAS Core Values.
- 3.5.2 Follow, with few reminders, activity-specific rules, procedures and etiquette.
- 3.5.3 Utilize safety principles in activity situations.
- 3.5.4 Work independently and on-task for short periods of time.
- 3.5.5 Value and appreciate the positive interaction with peers during cooperative activities.
- 3.5.6 Explore cultural/ethnic self-awareness through participation in physical activity.
- 3.5.7 Recognize the attributes that individuals with differences can bring to group activities.
- 3.5.8 Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins.

Examples of ways in which Grade 3 students might demonstrate the above include:

- Accepting the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others.
- Assessing own performance issues without blaming others.
- Winning and losing graciously.
- Indicating respect for persons from different backgrounds and the cultural significance they attribute to various games, dances and physical activities.
- Demonstrating acceptance of skills/abilities of others through verbal and nonverbal behavior.
- Regularly encouraging others and refraining from put-down statements.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

By the end of Grade 3 students will:

- 3.6.1 Experience enjoyment while participating in physical activity.
- 3.6.2 Enjoy practicing activities to increase skill competence.
- 3.6.3 Challenge self to learn a new skill or activity.
- 3.6.4 Interact with peers while participating in group activities.
- 3.6.5 Use physical activity as a means of self-expression.
Examples of ways in which Grade 3 students might demonstrate the above include:

- Expressing positive feelings as a result of involvement in physical activity.
- Interacting with others by helping and problem solving during their physical activities.
- Inviting all students regardless of ability to participate in physical activities.
- Celebrating personal successes and achievement as well as those of others.