

Minnesota 2018 K-12 Physical Education Standards

| 3rd Grade | | |
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| Standard | Code | Benchmark |
| Locomotor | 3.1.1.1 | Leap using a maturing pattern. |
| Locomotor | 3.1.1.2 | Jump and land in the horizontal plane using a maturing pattern, while taking off and landing on two feet. |
| Locomotor | 3.1.1.3 | Jump and land in the vertical plane using a maturing pattern, while taking off and landing with two feet. |
| Locomotor | 3.1.1.4 | Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation. |
| Non-Locomotor | 3.1.2.1 | Maintain balance on different bases of support, combining levels and shapes with a partner or using an object. |
| Non-Locomotor | 3.1.2.2 | Transfer weight from feet to hands then to different body parts and bases of support for balance and travel. |
| Non-Locomotor | 3.1.2.3 | Move into and out of a roll while maintaining balance and body control. |
| Non-Locomotor | 3.1.2.4 | Perform non locomotor skills as the body moves into and out of balances. |
| Non-Locomotor | 3.1.2.5 | Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and educational gymnastics sequence |
| Manipulative | 3.1.3.1 | Roll and throw underhand using a maturing pattern to a stationary partner or target. |

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| Manipulative | 3.1.3.2 | Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements. |
| Manipulative | 3.1.3.3 | Throw overhand with accuracy to a stationary target. |
| Manipulative | 3.1.3.4 | Catch a gently tossed hand-sized ball from a partner, demonstrating three of the four critical elements of a maturing pattern. |
| Manipulative | 3.1.3.5 | Dribble with preferred hand, traveling through general space. |
| Manipulative | 3.1.3.6 | Dribble with the feet while traveling through general space with control of the ball and body. |
| Manipulative | 3.1.3.7 | Pass and receive a ball with the feet, “giving” on reception before returning the pass. |
| Manipulative | 3.1.3.9 | Kick a stationary ball demonstrating a maturing pattern. |
| Manipulative | 3.1.3.10 | Punt while maintaining balance. |
| Manipulative | 3.1.3.11 | Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance. |
| Manipulative | 3.1.3.12 | Volley using a two hand overhead pattern with a partner making multiple contacts while maintaining balance. |
| Manipulative | 3.1.3.13 | Strike using a short-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill. |
| Manipulative | 3.1.3.14 | Strike using a long handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill. |
| Manipulative | 3.1.3.16 | Perform a variety of jump rope skills with a short rope. |

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| Manipulative | 3.1.3.17 | Exit a long rope with teacher assisted turning. |
| Movement | 3.2.1.1 | Travel in different directions, pathways, levels and extensions in personal space (self-space) and general space. |
| Movement | 3.2.1.2 | Travel within different relationships with others while manipulating and controlling equipment. |
| Movement | 3.2.1.3 | Apply the effort awareness concepts of speed and force in educational games and educational dance or educational gymnastics. |
| Movement | 3.2.1.4 | Identify offensive and defensive tactics used in chasing and fleeing games. |
| Movement | 3.2.1.5 | Identify offensive and defensive tactics used in net and wall games. |
| Movement | 3.2.1.6 | Identify distance and direction tactics used in target games. |
| Personal Health | 3.3.1.1 | Identify personal participation in physical activity outside of physical education class and compare it to the physical activity recommendations. |
| Personal Health | 3.3.2.1 | Actively participates in practice tasks with minimal teacher prompting. |
| Personal Health | 3.3.3.1 | Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness. |
| Personal Health | 3.3.3.2 | Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components. |
| Personal Health | 3.3.4.1 | Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components. |

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| Personal Health | 3.3.5.1 | Identify foods that are beneficial for before and after physical activity, and explain why these are good food choices. |
| Social Behavior | 3.4.1.1 | Work independently for extended periods of time while exhibiting personal responsibility related to self, space and equipment. |
| Social Behavior | 3.4.2.1 | Accept and implement corrective feedback from the teacher. |
| Social Behavior | 3.4.3.1 | Work cooperatively and respectfully with classmates in small or large group activities. |
| Social Behavior | 3.4.4.1 | Identify the role of rules and etiquette used in a variety of physical activities. |
| Social Behavior | 3.4.5.1 | Move safely using equipment in general space with minimal reminders. |
| Healthy Physical Lifestyle | 3.5.1.1 | Recognize how the body and mind respond during and after physical activity participation. |
| Healthy Physical Lifestyle | 3.5.2.1 | Describe the challenge and personal enjoyment that comes from learning a new physical activity. |
| Healthy Physical Lifestyle | 3.5.3.1 | Describe characteristics of physical activities that make them personally enjoyable. |