

## GRADE 3: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Description	Activities
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate mature form in all locomotor and nonlocomotor skills.	<ul style="list-style-type: none"> <li>Combine three locomotor skills (e.g., hop, skip, and jump) to develop a sequence.</li> </ul>	
	2. Students will demonstrate an understanding the elements of dance.	<ul style="list-style-type: none"> <li>Performs rhythmic activities with different tempos.</li> </ul>	
	3. Students will demonstrate dynamic and static balance in a variety of activities.	<ul style="list-style-type: none"> <li>Demonstrates a counterbalance with a partner.</li> <li>Balances in an inverted position.</li> <li>Walks the length of the balance beam.</li> <li>Walks forward on stilts.</li> </ul>	
	4. Students will develop manipulative skills in game situations.	<ul style="list-style-type: none"> <li>Plays “Keep It Up” with a partner.</li> <li>Plays “Expansion Ball” with a partner.</li> <li>Participates in “Dribble Tag.”</li> </ul>	
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will learn to focus on important cues and adjust movement to specific situations.	<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>	
	2. Students will use feedback to improve performance.	<ul style="list-style-type: none"> <li>Keeps elbow up when shooting a free throw (example).</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>	

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	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>• Identifies <b>flexibility</b> as a component of health related fitness.</li> <li>• Identifies <b>muscular endurance</b> as a component of health related fitness.</li> <li>• Identifies <b>muscular strength</b> as a component of health related fitness.</li> <li>• Identifies <b>body composition</b> as a component of health related fitness.</li> <li>• Identifies <b>cardio-respiratory endurance</b> as a component of health-related fitness.</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>• Participates in an organized team sport.</li> </ul>	
	2. Students will experience and express pleasure from daily participation in physical activity.	<ul style="list-style-type: none"> <li>• Enjoys playing simple games.</li> <li>• Enjoys aerobic activities to music.</li> <li>• Describes pleasure from physical activity.</li> </ul>	
	3. Students will engage in moderate to vigorous activity.	<ul style="list-style-type: none"> <li>• Participates in continuous tag games.</li> <li>• Participates in continuous “relay” type activities.</li> <li>• Participates in circuit stations.</li> </ul>	

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<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> </ul>	
	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>• Runs 1/2 or 1 mile and compares own score with nationally recommended score.</li> <li>• Identifies own Sit and Reach test score with nationally recommended score.</li> <li>• Compares number of personal pull ups with national score recommendation.</li> <li>• Compares number of curl ups or pushups with national score recommendation.</li> <li>• Compare BMI with national score recommendations.</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>• While bowling, shows good etiquette regarding lane use.</li> <li>• Wears appropriate safety equipment during floor hockey play.</li> <li>• Follows procedures for buddy system during aquatics unit.</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> </ul>	

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	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> </ul>	
<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>• Smiles during activity.</li> <li>• Participates in activities without hesitation.</li> <li>• Maintains a high level of participation during the class period.</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> </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>• Participate in a modern dance with everyone in class.</li> <li>• Participate in lead up activities (e.g., around the world in basketball) with everyone.</li> <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>• Capitalizes on the strengths of the other students in the group during activities.</li> <li>• Interacts with others by helping with their physical activity challenges.</li> </ul>	