

# Grade 3

## Motor Skills and Movement Patterns [S1.G3](#)

### Hopping, Galloping, Jogging, Running, Sprinting, Sliding, Skipping, and Leaping

- 1 Leaps using a mature pattern. [S1.G3.1](#)
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### Jogging and Running for Distance

- 2 Travels while showing differentiation between sprinting and running. [S1.G3.2](#)
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### Jumping and Landing - Horizontal & Vertical

- 3 Jumps and lands in the horizontal and vertical planes using a mature pattern. [S1.G3.3](#)
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### Dance

- 4 Performs developmentally appropriate dance steps and movement patterns. [S1.G3.4](#)
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### Combinations

- 5 Performs a teacher-led sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. [S1.G3.5](#)
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### Balance

- 6 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. [S1.G3.6](#)
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### Weight Transfer

- 7 Transfers weight from feet to hands for momentary weight support [S1.G3.7](#)
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### Curling and Stretching; Twisting and Bending

- 8 Moves into and out of gymnastics balances with curling, twisting, and stretching actions. [S1.G3.8](#)
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### Combinations with Levels, Shapes, Extensions, Pathways, Force, Time, & Flow

- 9 Combines locomotor skills and movement concepts to create and perform a dance. [S1.G3.9](#)
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### Balance and Weight Transfers

- 10 Combines balance and weight transfers with movement concepts to create and perform a dance. [S1.G3.10](#)

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### **Rolling a Ball**

- 11 Rolls a ball to a partner or target, demonstrating most of the critical elements with reasonable accuracy. [S1.G3.11](#)
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### **Underhand Throw**

- 12 Throws underhand to a partner or target with reasonable accuracy, demonstrating most of the critical elements. [S1.G3.12](#)
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### **Overhand Throw**

- 13 Throws overhand, demonstrating most of the critical elements, in non-dynamic environments (closed skills), for distance and/or force. [S1.G3.13](#)
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### **Passing with Hands**

- 14 This skill becomes a developmentally appropriate practice beginning in 4th grade. [S1.G3.14](#)
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### **Catching**

- 15 Catches a gently tossed hand-size ball from a partner, demonstrating most of the critical elements. [S1.G3.15](#)
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### **Dribbling with Hands**

- 16 Dribbles with the hand and travels in general space at slow to moderate jogging speed with control of the ball and body. [S1.G3.16](#)
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### **Dribbling with Feet**

- 17 Dribbles with the feet and travels in general space at slow to moderate jogging speed with control of the ball and body. [S1.G3.17](#)
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### **Passing and Receiving with Feet**

- 18 Passes and receives a ball with the insides of the feet to a stationary partner, giving on reception before returning the pass. [S1.G3.18](#)
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### **Dribbling in Combination**

- 19 This skill becomes a developmentally appropriate practice beginning in 4th grade. [S1.G3.19](#)
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### **Kicking**

- 20 Uses a continuous running approach and kicks a stationary ball for accuracy while demonstrating most of the critical elements. [S1.G3.20](#)
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### **Underhand Volley**

- 21 Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner, while demonstrating most of the critical elements. [S1.G3.21](#)

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### **Overhead Volley**

22 This skill becomes a developmentally appropriate practice beginning in 4th grade. [S1.G3.22](#)

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### **Striking with a Short-Handled Implement**

23a Strikes an object with a short-handled implement while demonstrating most of the critical elements. [S1.G3.23A](#)

23b Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. [S1.G3.23B](#)

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### **Catching with a Short-Handled Implement**

24 Catches a gently tossed ball, demonstrating most of the critical elements while using a short-handled implement. [S1.G3.24](#)

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### **Striking with a Long-Handled Implement**

25 Strikes a ball with a long-handled implement off a tee or tossed by the teacher, sending it forward, while demonstrating some of the critical elements. [S1.G3.25](#)

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### **Throwing with a Long-Handled Implement**

26 Throws with a long-handled implement to a stationary target, demonstrating some of the critical elements. [S1.G3.26](#)

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### **Catching with a Long-Handled Implement**

27 Catches a self-toss or underhand thrown ball, using some of the critical elements, with a long-handled implement. [S1.G3.27](#)

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### **Striking in Combination**

28 This skill becomes a developmentally appropriate practice beginning in 4th grade. [S1.G3.28](#)

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### **Jumping Rope**

29 Performs intermediate jump-rope skills for both long and short ropes in increasingly complex environments. [S1.G3.29](#)

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## **Concepts and Strategies** [S2.G3](#)

### **Space**

1 Recognizes the concept of open spaces in a movement context. [S2.G3.1](#)

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### **Pathways, Shapes, and Levels**

2 Recognizes locomotor skills specific to a wide variety of physical activities. [S2.G3.2](#)

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### **Speed, Direction, and Force**

3 Combines movement concepts with skills as directed by the teacher. [S2.G3.3](#)

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### Strategies and Tactics

- 4 Applies simple strategies and tactics in chasing activities and fleeing activities. [S2.G3.4](#)
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## Health-Enhancing Level of Physical Activity and Fitness [S3.G3](#)

### Physical Activity Knowledge

- 1a Charts participation in physical activities outside physical education class. [S3.G3.1A](#)
  - 1b Identifies physical activity as a way to become healthier. [S3.G3.1B](#)
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### Physical Activity Engagement

- 2 Engages actively in the activities of physical education class without teacher prompting. [S3.G3.2](#)
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### Fitness Knowledge

- 3a Describes the concept of fitness and provides examples of physical activity to enhance fitness. [S3.G3.3A](#)
  - 3b Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. [S3.G3.3B](#)
  - 3c Calculates heart rate per minute. [S3.G3.3C](#)
  - 3d Discusses and performs specific activities that show the FITT principle guidelines of type and intensity. [S3.G3.3D](#)
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### Assessment and Program Planning

- 4 Demonstrates, with teacher direction, the health-related fitness components. [S3.G3.4](#)
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## RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR [S4.G3](#)

### Personal Responsibility

- 1a Exhibits personal responsibility in teacher-directed activities. [S4.G3.1A](#)
  - 1b Works independently for extended periods of time. [S4.G3.1B](#)
  - 1c Describes how skills will develop over time with appropriate practice. [S4.G3.1C](#)
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### Corrective Feedback

- 2 Interprets and applies feedback using verbal and visual cues to show improved performance in a variety of skills. [S4.G3.2](#)
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### Accepting Feedback

- 3 Accepts and implements skill-specific corrective feedback from the teacher. [S4.G3.3](#)
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### Working with Others

- 4a Works cooperatively with others. [S4.G3.4A](#)
- 4b Praises others for their success in movement performance. [S4.G3.4B](#)

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**Rules and Etiquette**

5 Recognizes the role of rules and etiquette in physical activity with peers. [S4.G3.5](#)

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**Safety**

6 Works independently and safely in physical activity settings. [S4.G3.6](#)

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**Recognizes the Value of Physical Activity** [S5.G3](#)**Health**

1 Discusses the relationship between physical activity and good health. [S5.G3.1](#)

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**Challenge**

2 Discusses the challenges that come from learning a new physical activity. [S5.G3.2](#)

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**Self-Expression and Enjoyment**

3 Reflects on the reasons for enjoying selected physical activities. [S5.G3.3](#)

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**Social Interaction**

4 Describes the positive social interactions that come when engaged with others in physical activity. [S5.G3.4](#)