Virginia Physical Education

Grade 3

Motor Skill Development

1 The student will demonstrate progression toward the use of all critical elements for various skills and apply skills in increasingly complex movement activities. 3.1

- b Demonstrate progress toward the use of all critical elements used in eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target. 3.1.B
- a Demonstrate the critical elements of eye-hand coordination skills for dribbling with dominant/preferred hand while finding open spaces, overhand/underhand throwing and catching with a partner, underhand throwing and rolling at a target, and volleying consecutive upward with hand(s) or with a short/long implement/noodle and striking/batting a ball off a tee using hard and soft force with control. 3.1.A
- c Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction. 3.1.C
- d Demonstrate dance patterns for a variety of dance movements and create a pattern/combination of movements into a repeatable sequence. 3.1.D
- e Demonstrate at least two critical elements for four different jumps with a short rope (self-turn) or long rope (student turn) and jumping/landing horizontally (distance) and vertically (height) using proper takeoff and landing form). 3.1.E

Anatomical Basis of Movement

2 The student will identify major structures of the body, including body systems, muscles, and bones, and identify basic movement principles. 3.2

- a Apply the concept of creating space while moving. 3.2.A
- b Identify major muscles, including the hamstrings and triceps. 3.2.B
- c Describe the components and function of the cardiorespiratory system, including the heart, lungs, and blood vessels. 3.2.C
- d Identify major bones, including the femur, tibia, fibula, humerus, radius, and ulna. 3.2.D
- e Identify one activity and the muscles and bones that help the body perform the activity. 3.2.E

Fitness Planning

3 **The student will describe and explain how to measure each of the components of health-related fitness.** 3.3

- a Explain the health-related components of fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). 3.3.A
- b Identify one physical activity to improve each component of health-related fitness. 3.3.B
- c Demonstrate one activity for each component of health-related fitness. 3.3.C
- d Participate in four or more activities and reach a moderate to vigorous physical activity (MVPA) range for each activity. 3.3.D
- e Identify the carotid artery and the radial artery for measuring heart rate. 3.3.E

Social and Emotional Development

4 **The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors while in various physical activity settings.** 3.4

- a Explain the importance of rules for activities. 3.4.A
- b Participate in the development of classroom rules and guidelines for appropriate behavior that support a positive, safe, and inclusive environment in physical activity settings. 3.4.B
- c Describe the importance of cooperating and working with peers to achieve a goal. 3.4.C
- d Implement teacher feedback to improve performance. 3.4.D
- e Provide clear and specific feedback to a classmate to improve performance in an individually selected physical activity opportunity. 3.4.E
- f Describe how group and individual physical activity can bring enjoyment to self and peers. 3.4.F
- g Differentiate between inclusive and non-inclusive activities/environments. 3.4.G

Energy Balance

5 **The student will describe energy balance.** 3.5

- a Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out). 3.5.A
- b Identify one food per group to create a healthy meal that meets USDA guidelines. 3.5.B
- c Identify healthy hydration choices and the amount of water needed for the body to function, using the formula of one ounce of water per two pounds of body weight. 3.5.C
- d Identify the macronutrients (i.e., fat, protein, carbohydrates). 3.5.D
- e Identify foods that are beneficial before and after physical activity. 3.5.E