

THIRD GRADE

The third-grade curriculum continues to emphasize the refinement of locomotor and nonlocomotor skills, movement concepts, and the acquisition of manipulative skills. Students display greater body control due to an increase in muscular strength, endurance, flexibility, agility, balance, and gross motor coordination. This natural process of growth and development enhances cardio-respiratory and respiratory functions, which enhance the ability to sustain moderate-to-vigorous physical activity for longer periods of time.

The third-grade physical education classroom environment provides for an increased focus on the development of self-reliance and self-directed skills. While cooperative games and activities continue to be utilized for instruction, competitive games are introduced. Emphasis is placed on working independently and on-task for extended periods of time. Activities are designed to allow all students to develop efficient, effective, and expressive movement combinations through the context of games, gymnastics, rhythms, and other physical activities. Physical activity as well as student responsibility for health and well-being is encouraged.

Skill Development

Students will:

1. Demonstrate correct form while skipping in general space. (3.1)
2. Demonstrate ball control while dribbling with the hand or foot in a stationary position and while traveling within a group. (3.2)
3. Apply correct throwing, catching, kicking, volleying, and striking techniques to game situations.
4. Demonstrate long-rope jumping skills by traveling in and out of a long rope without hesitation and executing consecutive jumps. (3.5)
5. Demonstrate basic short-rope jumping skills.
6. Perform the rhythmic movement skills of folk, line, and aerobic dances, including incorporating combinations of locomotor skills and partner mixing. (3.6)
Examples: step-hop, aerobics, circle dances
7. Demonstrate supporting, lifting, and controlling body weight by transitioning in and out of balanced positions with control. (3.7)
Examples: headstand, cartwheel, mule kick

8. Apply combinations of complex locomotor and manipulative skills by chasing, tagging, dodging, and fleeing. (3.8)
Examples: catching an object while fleeing from an opponent, avoiding an object while traveling

Cognitive Development

9. Describe how stability affects skill execution while participating in physical activity. (3.9)
Example: wider base of support contributing to greater stability
10. Identify cue words and terms associated with leaping, striking, and kicking. (4.8)
11. Utilize a variety of locomotor and manipulative skills to create new, or modify existing, games. (3.10)

Social Development

12. Display good sportsmanship. (3.11)
Example: congratulating a partner or opponent upon completion of play
13. Apply problem solving, conflict resolution, and teamwork strategies to cooperative and group challenges in physical education settings. (3.12)
14. Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings. (3.13)

Physical Activity and Health

15. Describe how the blood supplies oxygen and nutrients to the body. (3.14)
16. Use pedometers to measure activity level during class participation.

THIRD GRADE HEALTH STANDARDS FOR PHYSICAL EDUCATION

Personal Health and Safety

4. Identify behaviors that should be reported to responsible adults.
Examples: use of drugs, tobacco, or alcohol; incidences of abuse, neglect,
or physical fighting or threats, *bullying*
- C, CT, PE,
TGFD