

# 3<sup>rd</sup> Grade Physical Education

**Instructional Focus:** This level focuses on refining students motor skills. It also encourages self-direction and goal setting for personal success.

## Motor Skills

### Standards

**SHAPE Standard 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **AK PE Standard A** Demonstrates competency in motor and movement skills needed to perform a variety of physical activities.

### Objectives

Students will:

- Leap using a mature pattern.
- Travels showing differentiation between sprinting and running.
- Jumps and lands in the horizontal plane using a mature pattern.
- Jumps and lands in the vertical plane using a mature pattern.
- Performs teacher selected and developmentally appropriate dance steps and movement patterns.
- Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
- Balances on different bases of support, demonstrating muscular tension extensions of free body parts.
- Transfers weight from feet to hands for momentary weight support.
- Applies skill (non-locomotor) of weight transfer and rolling.
- Moves into and out of gymnastics balances with curling, twisting, and stretching actions.
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time flow) to create and perform a dance.
- Combines balance and weight transforms with movement concepts to create and perform a dance.
- Throws underhand to a partner or target with reasonable accuracy.
- Throws overhand demonstrating 3 of the 5 critical elements of a mature pattern in non-dynamic environments (closed skill) for distance and/or force.
- Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
- Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.
- Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
- Passes and receives ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.
- Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air demonstrating 4 of the 5 critical elements of a mature pattern.
- Uses a continuous running approach and kicks a stationary ball for accuracy.
- Volleys an object with an underhand and sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.

### Examples

- Warm-ups
- Movement games
- Hopscotch and Jumping patterns
- YouTube or Just Dance
- Locomotor sentences
- Balance it (app)
- Yoga
- Bodyweight - transfer, animals walks and positions
- Beanbag toss, corn hole, bocce type rolling
- Self-toss and catch
- Foot skill with balls and/or other objects
- Catch and throw activities
- Basketball passing and catching
- Ball bouncing and dribbling
- Foot dribbling progressions
- Kicking for accuracy and distance
- Lead up activities and skill progress
- Volleyball, badminton, pickle ball
- Golf, hockey, pol
- Teeball
- Jump rope, elastic bands, tinkling
- Jump Rope for Heart

<ul style="list-style-type: none"> <li>• Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.</li> <li>• Strikes a ball with a long-handled implement (i.e. hockey sticks, bat, golf club), sending it forward, while using proper grip for the implement (<i>note: use batting tee or ball tossed by teacher for batting</i>).</li> <li>• Performs intermediate jump rope skills (i.e. a variety of tricks, running in and out of long rope) for both long and short ropes.</li> </ul>	
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## Learning Concepts

### Standards

**SHAPE Standard 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **AK PE Standard B** Apply movement concepts to the learning and performance of physical activities.

### Objectives

Students will:

- Recognizes the concept of open spaces in movement context.
- Recognizes locomotor skills specific to a wide variety of physical activities.
- Combines movement concepts (directions, levels, force, time).
- Employs the concept of alignment in gymnastics and dance.
- Employs the concept of muscular tension with balance in gymnastics and dance.
- Applies simple strategies and tactics in chasing activities.
- Applies simple strategies in fleeing activities.

### Examples

- Mingle, pair up
- Find space (line or open)
- Partner, group formations and patterns
- Creative movements
- Tag-chasing/fleeing games and activities

## Fitness and Active Lifestyle

### Standards

**SHAPE Standard 3** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. **AK PE Standard C** Participate regularly in physical activity. **AK PE Standard D** Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.

### Objectives

Students will:

- Charts participation in physical activities outside physical education class.
- Identifies physical activity benefits as a way to become healthier.
- Engages in the activities of physical education class without teacher prompting.
- Describes the concept of fitness and provides examples of physical activity to enhance fitness.
- Recognizes the importance of warm-up and cool down relative to vigorous physical activity.
- Demonstrates with teacher direction, the health-related fitness components.
- Identifies foods that are beneficial for before and after physical activity.

### Examples

- Healthy Futures log or other self-tracking
- Use fitness games and workouts
- Fitness stations and feedback
- Nutrition lessons and activities

## Social/Respect

### Standards

**SHAPE Standard 4** The physically literate individual exhibits responsible personal and social behavior that respects self and others. **AK PE Standard E** Exhibit personal and social behavior that respects self and others in physical activity settings.

<b>Objectives</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Exhibits personal responsibility in teacher-directed activities.</li> <li>• Works independently for extended periods of time.</li> <li>• Accepts and implements specific corrective feedback from the teacher.</li> <li>• Works cooperatively with others.</li> <li>• Praises others for their success in movement performance.</li> <li>• Recognizes the role of rules and etiquette in physical activity with peers.</li> <li>• Works independently and safely in physical activity settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Verbal and written surveys</li> <li>• Hellison’s Levels of Awareness</li> <li>• Kagan-type strategies</li> <li>• Cooperative Learning</li> </ul>
<b>Value Physical Activity</b>	
<b>Standards</b>	
<b>SHAPE Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <b>AK PE Standard F</b> Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
<b>Objectives</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Discusses the relationship between physical activity and good health.</li> <li>• Discusses the challenge that comes from learning a new physical activity.</li> <li>• Reflects on the reasons for enjoying selected physical activities.</li> <li>• Describes the positive social interactions that come when engaged with others in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance and other evidence (Portfolio)</li> <li>• Rating Scale and reports</li> </ul>