

GRADE 3

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to demonstrate refined fundamental movement patterns. Attainment of mature motor skills and combinations of skills are performed. In addition, students should be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

Benchmark 1-E-1: Demonstrates mature form in locomotor, non-locomotor, movement concepts and manipulative skills.

GLEs

1-E-1.1 Demonstrate and understand the spatial awareness movement concepts (e.g., personal space, general space and boundaries) in individual/partner activities and group.

1-E-1.2 Demonstrate directional awareness movement concepts and pathways (e.g., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, and straight) in individual/partner, and group settings.

1-E-1.3 Demonstrate the ability to combine directional awareness, movement, and pathways (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise, diagonal, zigzag, curved, and straight) in individual/partner, and group activities.

Benchmark 1-E-2: Combines a variety of motor skills for specific sports with a stationary and/or moving partner.

GLEs

1-E-2.1 Demonstrate a combination of two movement concepts while performing various skills (e.g., sliding while dribbling a ball in a curved pathway in general space, trap and pass, catch, pivot, and dribble a ball, volley ball with racquet/paddle while moving)

1-E-2.2 Demonstrate chasing, dodging and fleeing skills from an individual during low organizational games.

Benchmark 1-E-3: Exhibits ability to manipulate objects in games and lead-up activities (e.g., engages in simple games requiring manipulative skills).

GLEs

1-E-3.1 Identify and demonstrate the critical elements for manipulative skills. (i.e. catch, kick, dribble, strike, volley, and, throw).

1-E-3.2 Manipulate a variety of objects with different sizes, shapes and weights. (i.e.; dribbling/throwing a tennis ball or. dribbling/throwing a basketball; volleying with a beach ball or. a volleyball; catching a football or. a yarn ball) with control (correct force, opposition).

1-E-3.3 Individually develop combinations of movements into sequences while manipulating a variety of objects.

1-E-3.4 Balance on a variety of objects (e.g., balance boards, skates, scooters, beams, exercise balls, hoppity-hop).

1-E-3.5 When using catching and throwing skills, demonstrate the ability to change directions and maintain balance, while the body is in motion with an object.

Benchmark 1-E-4: Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music).

GLEs

1-E-4.1 Demonstrate a simple repeating rhythmic sequence by combining a variety of locomotor skills.

1-E-4.2 Performs simple rhythmic patterns using body movements and manipulative skills (balls, ribbons, Lummi sticks)

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is for students to use critical elements to refine personal performance of fundamental motor skills and selected specialized motor skills. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations.

Benchmark 2-E-1: Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).

GLEs

2-E-1.1 Demonstrate fundamental motor skills and movement concepts through grade appropriate language arts. (e.g., action stories, movement vocabulary, body spelling)

2-E-1.2 Demonstrate fundamental motor skills movement concepts through grade appropriate math (e.g., skip counting, time, clock skills, addition, subtraction, multiplication, division)

Benchmark 2-E-2: Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw).

GLEs

2-E-2.1 Identify critical elements/mechanics for manipulative skills of throwing and catching (e.g., step forward opposite foot, arm position, step and follow through).

2-E-2.2 Recognize proper techniques for a variety of fundamental skills while practicing with a partner.

Benchmark 2-E-3: Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height).

GLEs

- 2-E-3.1 Assess one's own performance, while throwing and catching, using a checklist/rubric.
- 2-E-3.2 Assess peer's performance, when performing movement patterns (i.e., throw underhand; overhand throw; chest pass; overhead throw/pass; catching high, rolled and low ball) using a checklist/rubric.
- 2-E-3.3 Illustrate correct movement patterns for complex movement activities. (e.g., draw a picture, find pictures in magazines, and use technology to locate diagrams)

Benchmark 2-E-4: Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting).

GLEs

- 2-E-4.1 Identify two key components for improving skills.
- 2-E-4.2 Identify inefficient movement for running, throwing, and catching. (e.g., arm/leg movement pattern)
- 2-E-4.3 Practice skills for which improvement is needed in isolated settings.

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits.

Benchmark 3-E-1: Describes the physical benefits of participation in health-related activities.

GLEs

- 3-E-1.1 Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
- 3-E-1.2 Identify the impact of short-term physical activity on one's physical health.

Benchmark 3-E-2: Identifies several moderate to vigorous physical activities that provide personal pleasure and participates in them (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball).

GLEs

- 3-E-2.1 Students will name types of moderate and vigorous activity (e.g., journal, discussion, illustrations of contrasting pictures).
- 3-E-2.2 Identify opportunities for physical activity within the school and community.

Benchmark 3-E-3: Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness).

GLEs

3-E-3.1 Participate in physical activities that are moderate in intensity level outside of physical education for 30 minutes per day most days of the week and document (i.e.; activity log, journal).

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to match different types of physical activity with underlying physical fitness components including moderate to vigorous physical activities in a variety of settings.

Benchmark 4-E-1: Identifies several activities related to each component of health-related fitness.

GLEs

4-E-1.1 Describe and identify aerobic and anaerobic activities (e.g., 50 yard dash vs. 1 mile race, push-ups vs. swimming laps, bowling vs. bicycling)

4-E-1.2 Describe and identify flexibility activities (e.g., yoga, Dance, gymnastics, martial arts)

4-E-1.3 Describe and identify muscular strength and endurance activities (e.g., push-ups, pull-ups, crunches, changing a tire, walking up a hill, rock climbing)

Benchmark 4-E-2: Participates in self-assessment for health-related fitness.

GLE

4-E-2.1 Participate in health-related fitness assessments.

Benchmark 4-E-3: Selects an activity program that is designed to improve health-related fitness.

GLEs

4-E-3.1 Select, participate in, and log extra-curricular activity that improve health-related fitness either at school or in the community.

4-E-3.2 Identify health-related fitness components to enhance throughout the school year.

4-E-3.3 Perform and log activities or exercises that relate to one or more of the fitness components.

4-E-3.4 Students participate in, and log, games and activities that work towards improvement of age-appropriate levels of health-related fitness.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.

Benchmark 5-E-1: Demonstrates good sportsmanship and fair play in a variety of settings.

GLEs

5-E-1.1 Identify and model examples of good sportsmanship and fair play.

5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments)

Benchmark 5-E-2: Recognizes and avoids unsafe practices and situations.

GLEs

5-E-2.1 State safety rules and practice for participation in selected grade level activities.

5-E-2.2 Comply with rules and procedures during grade appropriate group and individual activities.

5-E-2.3 Remain on assigned task until directed by teacher.

5-E-2.4 Demonstrate understanding and concern for safety of self and others during games/activities.

Benchmark 5-E-3: Works cooperatively with teachers and peers to reach a common goal.

GLEs

5-E-3.1 Follow directions and rules during school hours. (e.g. line behavior, entering and exiting gym and play area)

5-E-3.2 Identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings

5-E-3.3 Demonstrate self-control in physical activity settings (e.g., good sportsmanship, teamwork, cooperation, diversity)

Benchmark 5-E-4: Exhibits independence and ability to succeed in groups.

GLEs

5-E-4.1 Cooperate with classmates by staying on task, taking turns, and sharing equipment.

5-E-4.2 Demonstrate responsible behavior in game/activity settings.

5-E-4.3 Utilize positive statements to encourage others in games and activities.

Benchmark 5-E-5: Accepts and gives constructive feedback.

GLEs

- 5-E-5.1 Apply critical elements from feedback to improve motor skills
- 5-E-5.2 Provide appropriate feedback from the teacher, partner or self in a positive manner.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

The intent of this standard is to build on the foundation laid in early grades that encourages students to develop cultural/ethnic self-awareness.

Benchmark 6-E-1: Displays positive attitudes toward self and others through physical activity.

GLEs

- 6-E-1.1 Recognize and understand disabilities that may affect one's participation in physical activity
- 6-E-1.2 Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately through physical activity.

Benchmark 6-E-2: Demonstrates tolerance for individual differences.

GLEs

- 6-E-2.1 Cooperate with any child, with or without disabilities, in the class, as a partner or in group settings.
- 6-E-2.2 Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.

Benchmark 6-E-3: Explores the role of history in physical activities/games, sports of United States and other countries.

GLEs

- 6-E-3.1 Participate in age appropriate activities/games and sports played by children in the United States
- 6-E-3.2 Participate in popular activities/games and sports played by children in other countries.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to identify activities that will challenge, encourage and promote the enjoyment and commitment to engaging in regular physical activities.

Benchmark 7-E-1: Exhibits positive feelings about participation in physical activity.

GLEs

7-E-1.1 Identify activities that are enjoyable and that provide success with students of similar skill levels.

7-E-1.2 Identify positive feelings experienced during physical activity.

Benchmark 7-E-2: Engages in the challenge of new activities.

GLEs

7-E-2.1 State personally challenging physical activity (ies).

7-E-2.2 Choose and participate in a new or different physical activity.

Benchmark 7-E-3: Participates enthusiastically in independent and interactive physical activities.

GLE

7-E-3.1 During physical education class, willingly participate in games and activities with peers.

Benchmark 7-E-4: Participates in and designs games, gymnastics, and/or dance to increase participation and enjoyment of activities.

GLE

7-E-4.1 Satisfactorily complete assignments for activities requiring game design, gymnastics and /or dance performance. (teacher will provide rubric for assignment.)

Benchmark 7-E-5: Acknowledges the role of games, sports, and dance in getting to know and understand self and others.

GLEs

7-E-5.1 Describe how cooperation, understanding strengths and weaknesses in self and others can be used in problem-solving strategies in order to achieve success.