

HCPSS Physical Education

Grade 3 Course Indicators/Objectives

Standard 1: Motor Skills and Movement Patterns

- Leaps using a mature pattern. S1.G3.1
- Travels while showing differentiation between sprinting and running. S1.G3.2
- Jumps and lands in the horizontal and vertical planes using a mature pattern. S1.G3.3
- Performs developmentally appropriate dance steps and movement patterns. S1.G3.4
- Performs a teacher-led sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. S1.G3.5
- Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. S1.G3.6
- Transfers weight from feet to hands for momentary weight support. S1.G3.7
- Moves into and out of gymnastics balances with curling, twisting, and stretching actions. S1.G3.8
- Combines locomotor skills and movement concepts to create and perform a dance. S1.G3.9
- Combines balance and weight transfers with movement concepts to create and perform a dance. S1.G3.10
- Rolls a ball to a partner or target, demonstrating most of the critical elements with reasonable accuracy. S1.G3.11
- Throws underhand to a partner or target with reasonable accuracy, demonstrating most of the critical elements. S1.G3.12
- Throws overhand, demonstrating most of the critical elements, in non-dynamic environments (closed skills), for distance and/or force. S1.G3.13
- Catches a gently tossed hand-size ball from a partner, demonstrating most of the critical elements. S1.G3.15
- 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
- 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
- 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
- Uses a continuous running approach and kicks a stationary ball for accuracy while demonstrating most of the critical elements. S1.G3.20
- 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
- Strikes an object with a short-handled implement while demonstrating most of the critical elements. S1.G3.23a

- Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.G3.23b
- Catches a gently tossed ball, demonstrating most of the critical elements while using a short-handled implement. S1.G3.24
- 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
- Throws with a long-handled implement to a stationary target, demonstrating some of the critical elements. S1.G3.26
- Catches a self-toss or underhand thrown ball, using some of the critical elements, with a long-handled implement. S1.G3.27
- Performs intermediate jump-rope skills for both long and short ropes in increasingly complex environments. S1.G3.29

Standard 2: Concepts & Strategies

- Recognizes the concept of open spaces in a movement context. S2.G3.1
- Recognizes locomotor skills specific to a wide variety of physical activities. S2.G3.2
- Combines movement concepts with skills as directed by the teacher. S2.G3.3
- Applies simple strategies and tactics in chasing activities and fleeing activities. S2.G3.4

Standard 3: Health-Enhancing Level of Physical Activity and Fitness

- Charts participation in physical activities outside physical education class. S3.G3.1a
- Identifies physical activity as a way to become healthier. S3.G3.1b
- Engages actively in the activities of physical education class without teacher prompting. S3.G3.2
- Describes the concept of fitness and provides examples of physical activity to enhance fitness. S3.G3.3a
- Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.G3.3b
- Calculates heart rate per minute. S3.G3.3c
- Discusses and performs specific activities that show the FITT principle guidelines of type and intensity. S3.G3.3d
- Demonstrates, with teacher direction, the health-related fitness components. S3.G3.4

Standard 4: Responsible Personal and Social Behavior

- Exhibits personal responsibility in teacher-directed activities. S4.G3.1a
- Works independently for extended periods of time. S4.G3.1b

- Describes how skills will develop over time with appropriate practice. S4.G3.1c
- Interprets and applies feedback using verbal and visual cues to show improved performance in a variety of skills. S4.G3.2
- Accepts and implements skill- specific corrective feedback from the teacher. S4.G3.3
- Works cooperatively with others. S4.G3.4a
- Praises others for their success in movement performance. S4.G3.4b
- Recognizes the role of rules and etiquette in physical activity with peers. S4.G3.5
- Works independently and safely in physical activity settings. S4.G3.6

Standard 5: Recognizes the Value of Physical Activity

- Discusses the relationship between physical activity and good health. S5.G3.1
- Discusses the challenges that come from learning a new physical activity. S5.G3.2
- Reflects on the reasons for enjoying selected physical activities. S5.G3.3
- Describes the positive social interactions that come when engaged with others in physical activity. S5.G3.4