

Expectations and Outcomes

Grade Level/Course: Third Grade

Content Area: Physical Education

Unit Title	Guarantees
Standard 1	<p>Leaps using a mature pattern.</p> <p>Travels showing differentiation between sprinting and running.</p> <p>Jumps and lands in the horizontal and vertical planes using a mature pattern.</p> <p>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts</p> <p>Transfers weight from feet to hands</p> <p>Throws underhand to a partner or target with reasonable accuracy</p> <p>Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, for distance and/or force</p> <p>Developmentally appropriate/emerging outcomes first appear in grade 4.</p> <p>Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.</p> <p>Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.</p> <p>Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.</p> <p>Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.</p> <p>Developmentally appropriate/emerging outcomes first appear in Grade 4.</p> <p>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 for each.</p> <p>Volley 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 4 of the 5 critical elements of a mature pattern</p> <p>Developmentally appropriate/emerging outcomes first appear in Grade 4.</p> <p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.</p>

Unit Title	Guarantees
	Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes
Standard 2	Recognizes the concept of open spaces in a movement context. Recognizes locomotor skills specific to a wide variety of physical activities. Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. Applies simple strategies and tactics in chasing and chasing activities.
Standard 3	Identifies physical activity as a way to become healthier. Engages actively 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.
Standard 4	Exhibits personal responsibility in teacher-directed activities. Works independently for extended periods of time. Accepts and implements specific corrective feedback from the teacher. Accepts players of all skill levels into the physical activity. Recognizes the role of rules and etiquette in physical activity with peers. Works independently and safely in physical activity settings.
Standard 5	Discusses the relationship between physical activity and good health. Discusses the challenge that comes from learning a new physical activity. Reflects on the reasons for enjoying selected physical activities. Describes the positive social interactions that come when engaged with others in physical activity.