



Archdiocese of Washington Catholic Schools

Academic Standards

Physical Education

3rd Grade

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

By third grade, students have developed mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. They begin to practice these skills to adapt and refine them to be used in a variety of specific situations.

- PE.3.1.1 Demonstrate movement skills with many variations.
Example: Explore variations of throwing a ball (overhand, underhand, sidearm, one hand, two hands).
- PE.3.1.2 Combine different movement skills to form more complex skills.
Example: Dribble a soccer ball while running at different speeds and using the inside and outside of the feet.
- PE.3.1.3 Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills.
Example: Using a size appropriate bat, strike a ball that is thrown by a partner.
- PE.3.1.4 Demonstrate motor skill (movement skills) patterns following various rhythms.
Example: Bounce, pass, and catch a ball to the rhythm of music.

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

Students explore movement concepts that allow them to adapt to changes in their environment. As they gain more motor (movement) control, they begin to adapt their movement forms in order to produce a desired effect.

- PE.3.2.1 Describe various balance forms utilizing base of support concepts.
Example: Use two, three and four point balance points to demonstrate most stable bases of support.
- PE.3.2.2 Describe motor (movement) skills that involve crossing the mid-line of the body.
Example: Identify batting a ball as being a skill that crosses the mid-line.
- PE.3.2.3 Identify the use of various amounts of force to propel (move) objects varying distances.
Example: Kick a ball using light force, medium force, and hard force to see what distance the ball achieves at each force level.
- PE.3.2.4 Explain and demonstrate how force can be increased, when performing a striking movement.
Example: Kick a ball with only ankle flexion. Then kick a ball with ankle flexion, knee extension, and hip flexion to produce an increase in force.



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Standard 3 - Exhibit a physically active lifestyle.

Students are actively involved in activities that produce higher levels of fitness. They are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.

- PE.3.3.1 Participate actively in all physical education classes.
Example: Enter game situations or movement practice without prompting.
- PE.3.3.2 Report on activities conducted outside of class that provide opportunities to demonstrate a healthy lifestyle.
Example: Record a ballet class in student activity portfolio.

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

Students identify cause and effect in relationship to health-related (healthy lifestyle) fitness. They list the components (parts) of health related fitness and describe activities that will produce a training effect (improvement) on these.

- PE.3.4.1 Participate in self assessment and formal fitness assessments.
- PE.3.4.2 Identify areas of strength and weakness.
Example: Utilize scoring chart to find fitness level based upon age.
- PE.3.4.3 Determine personal goals based upon results of fitness assessments.
Example: Recognize the need to do more developmental stretching (stretches that improve range of motion of a joint) activities with the hamstrings (back of thigh) and lower back to improve score on sit and reach (at test for flexibility).
- PE.3.4.4 Define the five components (parts) of health-related (healthy lifestyle) fitness.
Example: Describe and define cardiovascular (heart and lung) fitness.
- PE.3.4.5 Demonstrate examples of the five components (parts) of health-related (healthy lifestyle) fitness.
Example: Identify and demonstrate an exercise to increase muscular strength (how much) of the upper arms (biceps and triceps).
- PE.3.4.6 Participate in activities that enhance health related (healthy lifestyle) fitness on a regular basis.
Example: Stretch lower back and hamstrings (muscles on the back of the thigh) for 60 seconds per day.



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Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Students begin to lose the “me” attitude and become more accepting of others. They can describe rules and policies although they may need frequent reminders. They are very well aware of right and wrong and safe and unsafe practices.

- PE.3.5.1 Demonstrate good sportsmanship in and out of class activities.
Example: Accept losses in competition without whining or placing blame.
- PE.3.5.2 Recognize and avoid unsafe practices and situations.
Example: Adhere to swimming pool rules of conduct.
- PE.3.5.3 Respect the rights of others.
Example: Share equipment during physical activity with those who have not had a turn.

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Third grade students begin to recognize differences that set people apart. They demonstrate a need to understand these differences and an interest to know more about people who are different from themselves.

- PE.3.6.1 Demonstrate a tolerance for individual differences.
Example: Choose to participate in an activity with someone from another country, race, or culture.
- PE.3.6.2 Accept and give constructive (helpful) criticism.
Example: Gives verbal assistance to a partner to help them successfully bat a ball.
- PE.3.6.3 Encourage classmates who demonstrate difficulty with a skill.
Example: Shout encouragement to a classmate trying to reach their goal in the one mile run.

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

Students develop a greater attitude towards the importance of health-related fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. They accept challenges in activities that involve new or recently attained skills.

- PE.3.7.1 Demonstrate feelings through a pattern of locomotor (traveling actions) and non-locomotor (movement in place) movements.



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Example: Create a dance that shows sadness and happiness.

PE.3.7.2

Enjoy participation in partner and team physical activities.

Example: Move with a partner over an obstacle course, helping each other as needed.

PE.3.7.3

Participate in cooperative problem solving activities.

Example: Participate in a parachute game of trying to toss a beach ball over the heads of those on the opposite side of the parachute.