

PHYSICAL EDUCATION

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.
- 2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.
- 3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
- 4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
- 5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

OBJECT MOVEMENT SKILLS

It is expected that students will:

- (3)1.1 apply the basic concepts/elements of manipulative skills to improve personal performance in a dynamic environment [NS 1.3.2 A B]
- (3)1.2 perform various manipulative skills in a changing environment (e.g. while moving through space) [NS 2.3.2 B]
 - a. throw a ball with two hands simultaneously using weight transfer (e.g., soccer throw-in, bounce pass)
 - b. throw an object with one hand, underhand, while stepping with the opposite foot
 - c. throw an object with one hand, overhand, with opposition and force
 - d. catch various objects above and below the waist using proper techniques
 - e. dribble a ball with the dominant and non-dominant hand
 - f. roll a ball with one hand with appropriate force and accuracy
 - g. strike a moving ball underhand and overhand
 - h. strike a stationary or moving object with an implement (e.g., paddle, racquet, bat)
 - i. develop foot-eye coordination by moving feet in various complex patterns: pathways, around obstacles, hopscotch
 - j. kick, pass, and trap a ball with the dominant and non-dominant foot
 - k. dribble a ball with the feet around various obstacles
 - l. continuously jump a rope turned by others
 - m. continuously jump and turn an individual rope

PHYSICAL EDUCATION GRADE THREE (continued)

- (3)1.3 create simple games using various object movement combinations (e.g. dribble and pass, catch and throw) [NS 2.3.2 A]
- (3)1.4 participate in activities from diverse cultural and ethnic origins and understand the connection between the culture and the activity [NS 5.3.4]
- (3)1.5 utilize a language vocabulary for object movement activities [NS 1.3.1]

LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

It is expected that students will:

- (3)2.1 apply the basic concepts/elements of locomotor and nonlocomotor skills [NS 1.3.2 A]
- (3)2.2 perform mature locomotor movements [NS 2.3.1]
- (3)2.3 perform mature nonlocomotor movements [NS 2.3.1]
- (3)2.4 move safely and with control through the general space (e.g. dodge, chase/flee)
- (3)2.5 identify and use body parts in relation to movement
- (3)2.6 demonstrate an understanding of directions through movement: right, left, clockwise, counterclockwise [NS 3.3.1B]
- (3)2.7 demonstrate partial support balances with a partner
- (3)2.8 demonstrate transfer of weight movements
- (3)2.9 combine and sequence weight transfer movements and balances [NS 2.3.3]
- (3)2.10 utilize a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.3.1]

EXPRESSIVE MOVEMENT AND DANCE

It is expected that students will:

- (3)3.1 identify the basic concepts/elements of simple expressive movements [NS 1.3.2 A]
- (3)3.2 explore space as an element of movement: place, focus, pathway [NS 3.3.1 A]
- (3)3.3 explore force as an element of movement: percussive/sustained (sharp/smooth), bound/free (tight/loose) [NS 3.3.1 C]
- (3)3.4 explore time as an element of movement: speed, duration
- (3)3.5 communicate relationships/emotions/themes through movement as a performer; identify and discuss relationships/emotions/themes as an observer [NS 3.3.3 AB]
- (3)3.6 create and perform, with a partner, a movement sequence with a beginning, middle, and end [NS 3.3.2 A]
- (3)3.7 perform various movement patterns to a steady beat at various tempos: individually, with a partner, as part of a group [NS 3.3.4 B]
- (3)3.8 use a prop to a steady beat in a stationary position: individually, with a partner, as part of a group [NS 3.3.4 A]
- (3)3.10 perform organized dances including folk dances from diverse cultural and ethnic origins [NS 3.3.5]
- (3)3.11 utilize a language vocabulary for expressive movement

PHYSICAL EDUCATION GRADE THREE (continued)

PHYSICAL FITNESS

It is expected that students will:

- (3)4.1 demonstrate knowledge of proper warm-up, conditioning, and cool-down techniques [NS 4.3.4]
- (3)4.2 participate in a variety of activities that develop the physical fitness components: aerobic endurance, flexibility, muscular endurance, muscular strength [NS 4.3.2, NS 4.3.3]
- (3)4.3 discuss the components of physical fitness
- (3)4.4 monitor physiological changes during moderate physical activity [NS 1.3.4]
- (3)4.5 identify the health-related implications of each physical fitness component [NS 4.3.1]
- (3)4.6 demonstrate techniques for personal fitness assessment (e.g., sit-ups, sit and reach test) and use technology and/or appropriate tools to record fitness data [NS 4.3.1]
- (3)4.7 utilize a language vocabulary for physical fitness

RESPONSIBILITY AND COOPERATION

It is expected that students will:

- (3)5.1 apply classroom rules, procedures, and safe practices with limited teacher reinforcement [NS 5.3.1]
- (3)5.3 demonstrate respect, teamwork, and sportsmanship, regardless of differences [NS 5.3.3]
- (3)5.4 work independently and on task for short periods of time
- (3)5.5 work cooperatively with a partner to complete an assigned task, identifying positive responses to challenges, successes, and failures [NS 5.3.2]
- (3)5.6 identify and communicate appropriate cue responses/elements in performance (e.g., self or peer evaluation) [NS 1.3.3]