

# Minnesota K-12 Academic Standards Physical Education 2018

## Grade 3 Standards and Benchmarks

Students in grade three continue advancing in the development of the fundamental movement skills, with more reaching maturing patterns. Students combine and modify the use of the fundamental movement skills in more complex situations while beginning to develop an understanding of game-play tactics. Students can refine, vary, and combine skills in complex situations. They define the health-related fitness components and determine activities that enhance each component, applying movement concepts and health-related fitness components to regular physical activity. Students work independently and cooperatively, demonstrating safe, respectful behaviors while identifying activity-specific rules and etiquette. They connect how physical activity impacts both the body and mind, and they begin identifying the characteristics of physical activity that make it personally enjoyable.

### Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.

#### Focus Area 1: Locomotor

- 3.1.1.1 Leap using a maturing pattern.
- 3.1.1.2 Jump and land in the horizontal plane using a maturing pattern, while taking off and landing on two feet.
- 3.1.1.3 Jump and land in the vertical plane using a maturing pattern, while taking off and landing on two feet.
- 3.1.1.4 Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.

#### Focus Area 2: Non-Locomotor

- 3.1.2.1 Maintain balance on different bases of support, combining levels and shapes with a partner or using an object.
- 3.1.2.2 Transfer weight from feet to hands then to different body parts and bases of support for balance and travel.
- 3.1.2.3 Move into and out of a roll while maintaining balance and body control.
- 3.1.2.4 Perform non-locomotor skills as the body moves into and out of balances.
- 3.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and educational gymnastics sequence.

#### Focus Area 3: Manipulative

- 3.1.3.1 Roll and throw underhand using a maturing pattern to a stationary partner or target.
- 3.1.3.2 Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.
- 3.1.3.3 Throw overhand with accuracy to a stationary target.
- 3.1.3.4 Catch a gently tossed hand-sized ball from a partner, demonstrating three of the four critical elements of a maturing pattern.
- 3.1.3.5 Dribble with preferred hand, traveling through general space.
- 3.1.3.6 Dribble with the feet while traveling through general space with control of ball and body.
- 3.1.3.7 Pass and receive a ball with the feet, "giving" on reception before returning the pass.
- 3.1.3.9\* Kick a stationary ball demonstrating a maturing pattern.
- 3.1.3.10 Punt while maintaining balance.
- 3.1.3.11 Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance.
- 3.1.3.12 Volley using a two-hand overhead pattern with a partner, making multiple contacts while maintaining balance.
- 3.1.3.13 Strike using a short-handled implement, while controlling direction, and demonstrate correct body alignment relative to the target and striking skill.
- 3.1.3.14 Strike using a long-handled implement, while controlling direction, and demonstrate correct body alignment relative to the target and striking skill.
- 3.1.3.16 Perform a variety of jump rope skills with a short rope.
- 3.1.3.17 Exit a long rope with teacher-assisted turning.

\*Where there is a gap in coding, there are no benchmarks that are developmentally appropriate in the K-5 progression at that grade level

\*\* Indicates there are no grade-level benchmarks for the Focus Area in the K-5 progression at that grade level.

**Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.**

Focus Area 1: Movement concepts, principles and knowledge.

- 3.2.1.1 Travel in different directions, pathways, levels and extensions in personal space (self-space) and general space. For example: large, small, near, far.
- 3.2.1.2 Travel within different relationships with others while manipulating and controlling equipment. For example: alone, partners, groups, leading, following, mirroring, unison.
- 3.2.1.3 Apply the effort awareness concepts of speed and force in educational games and educational dance or educational gymnastics.
- 3.2.1.4 Identify offensive and defensive tactics used in chasing and fleeing games.
- 3.2.1.5 Identify offensive and defensive tactics used in net and wall games.
- 3.2.1.6 Identify distance and direction tactics used in target games.

**Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of Physical activity and fitness.**

Focus Area 1: Physical Activity Knowledge

- 3.3.1.1 Identify personal participation in physical activity outside of physical education class and compare it to the physical activity recommendations.

Focus Area 2: Engages in Physical Activity

- 3.3.2.1 Actively participates in practice tasks with minimal teacher prompting.

Focus Area 3: Fitness Knowledge

- 3.3.3.1 Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness.
- 3.3.3.2 Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components.

Focus Area 4: Assessment and program planning

- 3.3.4.1 Define the health-related fitness components, and match them to the fitness assessment tool being used.

Focus Area 5: Nutrition

- 3.3.5.1 Identify foods that are beneficial for before and after physical activity, and explain why these are good food choices.

**Standard 4: Exhibit responsible personal and social behavior that respects self and others.**

Focus Area 1: Personal responsibility

- 3.4.1.1 Work independently for extended periods of time while exhibiting personal responsibility related to self, space and equipment.

Focus Area 2: Feedback

- 3.4.2.1 Accept and implement corrective feedback from the teacher.

Focus Area 3: Working with others

- 3.4.3.1 Work cooperatively and respectfully with classmates in small or large group activities.

Focus Area 4: Rules and etiquette

- 3.4.4.1 Identify the role of rules and etiquette used in a variety of physical activities.

Focus Area 5: Safety

- 3.4.5.1 Move safely using equipment in general space with minimal reminders.

**Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

Focus Area 1: Health

- 3.5.1.1 Recognize how the body and mind respond during and after physical activity participation.

Focus Area 2: Challenge

- 3.5.2.1 Describe the challenge and personal enjoyment that comes from learning a new physical activity.

Focus Area 3: Self-expression and enjoyment

- 3.5.3.1 Describe characteristics of physical activities that make them personally enjoyable.

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*How to read the MN PE Standards Coding:* The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 <b>Demonstrates competency in a variety of motor skills and movement patterns.</b>	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.

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