

Georgia Performance Standards Framework for Physical Education

THIRD GRADE

PE3.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Description: Students demonstrate mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games, body control (e.g., gymnastics, inline skating) and rhythmic activities (e.g., structured dance, jump rope, creative dance). They are able to perform variations of different locomotor skills (e.g., jumping for height and distance; skipping at different speeds). By the end of third grade, students will be able to demonstrate all striking and throwing patterns. Students can catch a moving object from a high trajectory in non-game play environments and are able to catch objects at a medium level trajectory during game play.

Elements:

a. Demonstrates fleeing, dodging, and chasing skills during game play.

Examples:

- Demonstrates the ability to dodge an opponent while playing tag.
- Catches an opponent who is dribbling a soccer ball.

b. Demonstrates weight transfer when using equipment.

Examples:

- Demonstrates the proper technique of a cross lateral (body) release when throwing a Frisbee.
- Demonstrates stepping with opposition when throwing, using a sidearm pattern.

c. Demonstrates movement skills and patterns following specific rhythms.

Examples:

- Performs a ball routine consisting of a bounce, pass, and catch with a partner in rhythm to music.
- Jumps rope repetitively.

d. Demonstrates correct form while performing a side swing strike using a short handled or long handled implement.

Examples:

- Uses a level sidearm swing while striking an object with a bat.
- Uses a backhand swing with a paddle.

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PE3.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students use external feedback to improve performance.

Elements:

a. Identifies the critical elements of a mid-level strike.

Examples:

- Describes the key components of a mid-level strike.
- Performs a forehand strike with proper form.

b. Identifies the critical elements of a successful pass to a moving target.

Examples:

- Using proper form, students throw to a swinging target and hit it.
- Students explain the major factors of a successful pass to a partner.

c. Identifies the critical elements of a successful catch.

Examples:

- Uses proper form when catching a softball thrown by a partner.
- Names the cues that remind us how to make a successful catch.

d. Explains how force moves objects to varying distances.

Examples:

- Kicks a ball using light force, medium force, and hard force to discover the distance the ball travels at each force level.
- Compares the distance traveled of a lightly thrown ball to a ball thrown as hard as possible.

e. Explains rules of a modified game.

Examples:

- Explains the rule to the game to someone that was absent.
- Lists three rules of his favorite game.

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PE3.3: Participates regularly in physical activity.

Description: Students will be able to identify and/or demonstrate the importance of regular physical activity for enjoyment and health.

Elements:

a. Chooses to participate in structured and/or non-structured physical activities.

Examples:

- Actively involved in class activities without prompting.
- Participates in family physical recreation.

b. Provides evidence of participation in formal and/or informal physical activities.

Examples:

- Provides documentation of Youth League, YMCA, Boys and Girls Clubs.
- Attends physical fitness night at school with family.

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PE3.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Students begin to participate in physical activity specifically related to each component of physical fitness and are able to identify which components are impacted by the various activities (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

Elements:

a. Participates in moderate to vigorous activities for at least 20 minutes.

Examples:

- Plays a small sided soccer game.
- Jumps rope continuously for more than one minute and repeats.

b. Identifies at least 2 activities for each component of health related fitness.

Examples:

- Recognizes that gymnastics/tumbling improves flexibility and muscular strength.
- Demonstrates activities related to each component.
- Recognizes that cardio-vascular endurance is important while playing vigorous activities. (Ex. Small-sided basketball).

c. Recognizes physiological indicators that accompany vigorous physical activities.

Examples:

- Checks resting heart rate before vigorous activity.
- Identifies heart rate for 15 seconds multiplied by 4 heart beats to heart beat per minute after vigorous activity.
- Compares and recognizes the difference between resting heart rate and the heart rate after vigorous activity.

d. Participates in activities that benefit each of the health-related fitness components.

Examples:

- Climbs the rock wall in physical education class to improve muscular strength.
- Recognizes that stretching after the muscles are warm is more beneficial than stretching before exercising.
- Participates in fitness stations to prepare for fitness testing.

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PE3.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students demonstrate an understanding of rules, directions, and safety procedures and work cooperatively and respectfully with others, regardless of personal differences. Students begin to take responsibility for their actions and begin to show understanding of how their actions can affect the success of the group.

Elements:

a. Designs and follows class rules and procedures.

Examples:

- Creates class rules with teacher’s assistance.
- Develops procedures for dividing into equal groups.

b. Demonstrates the ability to work successfully with a partner or with a small group.

Examples:

- Makes positive statements to others during activity.
- Works well in both “leadership” and “following” roles.

c. Recognizes and avoids unsafe practices and situations.

Examples:

- Cautions others when an unsafe situation occurs.
- Rolls in the same direction as others in tumbling during a unit.

d. Works independently to practice skills.

Examples:

- Practices specific skills assigned by the teacher until the teacher signals the end of practice.
- Practices skill during non-structured time without being told.

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PE3.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

Description: Students are able to recognize physical activity as a positive opportunity for group and social interaction.

Elements:

a. Chooses to participate in partner or team activities.

Examples:

- Works with a partner to develop passing skills.
- Provides evidence of participation in team sport.

b. Participates in cooperative problem solving activities.

Examples:

- Leads a team as members attempt to complete a team challenge.
- Provides ideas for solving a team challenge.

c. Demonstrates a healthy approach to results of group activities.

Examples:

- Celebrates success of self and/or others in the proper context.
- Encourages students that are having a difficult time completing task.