



## Physical Education Standards

### GRADE: 3

#### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

BENCHMARK CODE	BENCHMARK
PE.3.M.1.1	Apply locomotor skills in a variety of movement settings.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.a Perform locomotor skills in a variety of movement settings, such as sequences, dances and games.
	PE.3.M.1.Su.a Perform selected locomotor skills in a variety of movement settings, such as sequences, dances and games.
	PE.3.M.1.Pa.a Imitate locomotor skills in a variety of movement settings, such as sequences, dances and games.
PE.3.M.1.10	Perform one dance accurately.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.j Perform one dance, such as square, contra, step or social.
	PE.3.M.1.Su.j Imitate a pattern of steps associated with a dance, such as square, contra, step or social.
	PE.3.M.1.Pa.j Perform a guided movement associated with a dance, such as square, contra, step or social.
PE.3.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands; and an ending.
	PE.3.M.1.Su.k Perform a basic gymnastics sequence with a beginning, a rolling action and an ending.
	PE.3.M.1.Pa.k Perform a guided, basic gymnastics sequence with a beginning, a rolling action and an ending.
PE.3.M.1.12	Continuously jump a self-turned rope.
	<b>Related Access Point(s)</b>

	PE.3.M.1.In.l Jump a self-turned rope.
	PE.3.M.1.Su.l Jump a turning rope.
	PE.3.M.1.Pa.l Leap and land safely using at least one piece of equipment.
PE.3.M.1.2	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.b Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.
	PE.3.M.1.Su.b Strike a stationary object from a stationary position using body parts so that the object travels.
	PE.3.M.1.Pa.b Strike a stationary, modified object from a stationary position using body parts.
PE.3.M.1.3	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.c Strike an object more than once using a paddle/racket demonstrating a forehand pattern.
	PE.3.M.1.Su.c Strike a modified object more than once with a lateral movement using a paddle/racket.
	PE.3.M.1.Pa.c Swing at a modified object with a lateral movement using a paddle/racket.
PE.3.M.1.4	Strike both moving and stationary objects using a long-handled implement.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.d Strike a modified, moving object using a long-handled implement.
	PE.3.M.1.Su.d Strike a modified moving object using a modified long-handled implement.
	PE.3.M.1.Pa.d Swing at a modified moving object with a modified, long-handled implement.
PE.3.M.1.5	Maintain control while dribbling with hands or feet against a defender.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.e Control the ball while dribbling with hands or feet.
	PE.3.M.1.Su.e Dribble an object in a specified direction with hands or feet.
	PE.3.M.1.Pa.e Throw or kick an object.
PE.3.M.1.6	Demonstrate a combination of basic swim skills.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.f Perform a basic swim skill such as flutter kick, alternating arm movements and treading water.
	PE.3.M.1.Su.f Perform a guided basic swim skill.
	PE.3.M.1.Pa.f Perform a guided, modified basic swim skill.
PE.3.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.g Move in different directions to catch modified objects of different sizes thrown by a stationary partner.

	PE.3.M.1.Su.g Move in different directions to trap modified objects of different sizes thrown by a stationary partner.
	PE.3.M.1.Pa.g Trap softly tossed, modified objects of different sizes with both hands.
PE.3.M.1.8	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.h Throw balls of various sizes and weights to a stationary partner using an overhand motion.
	PE.3.M.1.Su.h Toss balls of various sizes and weights to a stationary partner.
	PE.3.M.1.Pa.h Toss modified objects to a stationary partner.
PE.3.M.1.9	Perform a teacher-designed sequence using manipulatives.
	<b>Related Access Point(s)</b>
	PE.3.M.1.In.i Perform a teacher-designed sequence using manipulatives, such as tinkling poles, lummi sticks or jump ropes.
	PE.3.M.1.Su.i Imitate a teacher-designed movement sequence using manipulatives such as tinkling poles, lummi sticks or jump ropes.
	PE.3.M.1.Pa.i Perform a guided, teacher-designed sequence using manipulatives, such as tinkling poles, lummi sticks or jump ropes.

## Strand: COGNITIVE ABILITIES

Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.3.C.2.1	Identify the importance of purposeful movement and its impact on quality of performance.
	<b>Related Access Point(s)</b>
	PE.3.C.2.In.a Identify purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm.
	PE.3.C.2.Su.a Recognize a purposeful movement, such as timing, flow, sequencing, transfer of weight or rhythm.
	PE.3.C.2.Pa.a Recognize the sequence in purposeful movement, such as forward and backward.
PE.3.C.2.2	Understand the importance of safety rules and procedures in all physical activities.
	<b>Related Access Point(s)</b>
	PE.3.C.2.In.b Identify the importance of safety rules and procedures in physical activities.
	PE.3.C.2.Su.b Recognize the importance of safety rules and procedures in physical activities.
	PE.3.C.2.Pa.b Recognize the importance of safety rules and procedures for selected physical activities.
PE.3.C.2.3	Understand that technology can be utilized to gather information about performance.
	<b>Related Access Point(s)</b>

	PE.3.C.2.In.c Identify that technology can be used to gather information about performance, such as pedometers, heart-rate monitors and videos.
	PE.3.C.2.Su.c Recognize that technology that can be used to gather information about performance, such as pedometers, heart-rate monitors and videos.
	PE.3.C.2.Pa.c Associate technology with gathering information about physical performance.
PE.3.C.2.4	Identify and explain different items that can be used for assisting in a water-related emergency.
	<b>Related Access Point(s)</b>
	PE.3.C.2.In.d Identify items that can be used for assisting in a water-related emergency.
	PE.3.C.2.Su.d Recognize items that can be used for assisting in a water-related emergency.
	PE.3.C.2.Pa.d Recognize an item that can be used for assisting in a water-related emergency.
PE.3.C.2.5	Explain how appropriate practice improves performance of movement skills.
	<b>Related Access Point(s)</b>
	PE.3.C.2.In.e Identify how practice improves performance of movement skills.
	PE.3.C.2.Su.e Recognize how practice improves performance of movement skills.
	PE.3.C.2.Pa.e Recognize the practice of movement skills.
PE.3.C.2.6	Analyze peer performance and provide feedback.
	<b>Related Access Point(s)</b>
	PE.3.C.2.In.f Interpret peer performance and offer feedback.
	PE.3.C.2.Su.f Examine peer performance and offer feedback.
	PE.3.C.2.Pa.f Recognize peer performance and offer feedback.
PE.3.C.2.7	Identify the reasons for warm-up and cool-down activities.
	<b>Related Access Point(s)</b>
	PE.3.C.2.In.g Recognize reasons for warming up and cooling down.
	PE.3.C.2.Su.g Recognize reasons for warming up or cooling down.
	PE.3.C.2.Pa.g Recognize a reason for warming up or cooling down.
PE.3.C.2.8	Describe basic offensive and defensive tactics.
	<b>Related Access Point(s)</b>
	PE.3.C.2.In.h Recognize a basic offensive and defensive tactic.
	PE.3.C.2.Su.h Identify the difference between offense and defense.
	PE.3.C.2.Pa.h Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.

## Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.3.L.3.1	Identify a moderate physical activity.

	<b>Related Access Point(s)</b>
	PE.3.L.3.In.a Recognize a moderate physical activity.
	PE.3.L.3.Su.a Recognize a moderate modified physical activity.
	PE.3.L.3.Pa.a Recognize a modified physical activity.
PE.3.L.3.2	Identify a vigorous physical activity.
	<b>Related Access Point(s)</b>
	PE.3.L.3.In.b Recognize a vigorous physical activity.
	PE.3.L.3.Su.b Recognize a physical activity.
	PE.3.L.3.Pa.b Explore physical activities.
PE.3.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	<b>Related Access Point(s)</b>
	PE.3.L.3.In.c Recognize opportunities for involvement in selected physical activities during the school day.
	PE.3.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day.
	PE.3.L.3.Pa.c Recognize an opportunity for involvement in a selected modified physical activity during the school day.
PE.3.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	<b>Related Access Point(s)</b>
	PE.3.L.3.Pa.d Associate involvement in physical activities with experiences after the school day.
	PE.3.L.3.Su.d Recognize an opportunity for involvement in physical activities after the school day.
	PE.3.L.3.In.d Recognize selected opportunities for involvement in physical activities after the school day.
PE.3.L.3.5	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
	<b>Related Access Point(s)</b>
	PE.3.L.3.In.e Keep a personal record of participation in physical activity during a period of time, such as a week.
	PE.3.L.3.Su.e Record personal participation in physical activity during a period of time, such as a day or week.
	PE.3.L.3.Pa.e Indicate personal participation in physical activity during a period of time, such as a day.
	PE.3.L.3.In.f Recognize lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity.
	PE.3.L.3.Su.f Recognize a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
	PE.3.L.3.Pa.f Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
PE.3.L.3.6	Identify lifestyle changes that can be made to increase the level of physical activity.
	<b>Related Access Point(s)</b>

	PE.3.L.3.In.f Recognize lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity.
	PE.3.L.3.Su.f Recognize a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
	PE.3.L.3.Pa.f Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
PE.3.L.3.7	Differentiate between the correct and incorrect way to fit a bicycle helmet.
	<b>Related Access Point(s)</b>
	PE.3.L.3.In.g Identify the correct way to fit a bicycle helmet.
	PE.3.L.3.Su.g Recognize the correct way to fit a bicycle helmet.
	PE.3.L.3.Pa.g Recognize a person wearing a bicycle helmet correctly.

**Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.**

BENCHMARK CODE	BENCHMARK
PE.3.L.4.1	Describe how muscular strength and endurance enhances performance in physical activities.
	<b>Related Access Point(s)</b>
	PE.3.L.4.In.a Identify how muscular strength and endurance enhance performance in physical activities.
	PE.3.L.4.Su.a Recognize how muscular strength and endurance enhance performance in physical activities.
	PE.3.L.4.Pa.a Recognize how endurance helps performance.
PE.3.L.4.10	Identify ways that technology can assist in the pursuit of physical fitness.
	<b>Related Access Point(s)</b>
	PE.3.L.4.Pa.j Recognize a technology used in physical fitness.
	PE.3.L.4.Su.j Recognize a way that technology can assist in the pursuit of physical fitness.
	PE.3.L.4.In.j Recognize ways that technology can assist in the pursuit of physical fitness.
PE.3.L.4.2	Describe the relationship between the heart and lungs during physical activity.
	<b>Related Access Point(s)</b>
	PE.3.L.4.In.b Identify the effect of physical activity on the heart and lungs.
	PE.3.L.4.Su.b Recognize the effect of physical activity on the heart and lungs.
	PE.3.L.4.Pa.b Associate physical activity with its effect on the body.
PE.3.L.4.3	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
	<b>Related Access Point(s)</b>
	PE.3.L.4.In.c Recognize a physical activity that promotes cardiorespiratory endurance.
	PE.3.L.4.Su.c Recognize a modified physical activity that promotes cardiorespiratory endurance
	PE.3.L.4.Pa.c Associate physical activity with the development of cardiorespiratory endurance.

PE.3.L.4.4	Match physical fitness assessment events to the associated fitness component.
	<b>Related Access Point(s)</b>
	PE.3.L.4.In.d Match selected physical fitness assessment events to the associated fitness component.
	PE.3.L.4.Su.d Match a physical fitness assessment event to the associated fitness component.
	PE.3.L.4.Pa.d Recognize a physical fitness assessment event.
PE.3.L.4.5	Identify formal and informal physical fitness assessments.
	<b>Related Access Point(s)</b>
	PE.3.L.4.Pa.e Recognize a modified formal physical fitness assessment.
	PE.3.L.4.Su.e Recognize that there are modified formal and informal physical fitness assessments.
	PE.3.L.4.In.e Recognize selected modified formal and informal physical fitness assessment.
PE.3.L.4.6	Identify ways to safely stretch major muscle groups.
	<b>Related Access Point(s)</b>
	PE.3.L.4.In.f Identify how to safely stretch a muscle.
	PE.3.L.4.Su.f Recognize how to safely stretch a muscle.
	PE.3.L.4.Pa.f Recognize a safe stretch of a muscle.
PE.3.L.4.7	Read food labels for specific nutrition facts.
	<b>Related Access Point(s)</b>
	PE.3.L.4.Pa.g Associate food label with food information.
	PE.3.L.4.Su.g Recognize food labels have food information.
	PE.3.L.4.In.g Locate nutrition facts on a food label.
PE.3.L.4.8	Identify the principles of physical fitness.
	<b>Related Access Point(s)</b>
	PE.3.L.4.In.h Recognize the principles of physical fitness, such as progression, overload and specificity.
	PE.3.L.4.Su.h Recognize selected principles of physical fitness, such as progression, overload or specificity.
	PE.3.L.4.Pa.h Associate the intensity of practice with physical fitness.
PE.3.L.4.9	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
	<b>Related Access Point(s)</b>
	PE.3.L.4.Pa.i Recognize an area of strength after completing a fitness test.
	PE.3.L.4.Su.i Recognize an area of strength and weakness based on results of formal fitness test.
	PE.3.L.4.In.i Recognize individual strengths and weaknesses based on results of formal fitness test.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
PE.3.R.5.1	List ways to work cooperatively with peers of differing skill levels.
	<b>Related Access Point(s)</b>
	PE.3.R.5.In.a Recognize ways to work with peers of differing skill levels.
	PE.3.R.5.Su.a Recognize a way to interact with peers of differing skill levels.
	PE.3.R.5.Pa.a Interact with peers.
PE.3.R.5.2	List ways to show respect for the views of a peer from a different cultural background.
	<b>Related Access Point(s)</b>
	PE.3.R.5.In.b Recognize ways to show respect for peers from a different cultural background.
	PE.3.R.5.Su.b Recognize a way to show respect for a peer from a different cultural background.
	PE.3.R.5.Pa.b Associate a behavior with respect for others.
PE.3.R.5.3	Identify ways to take responsibility for his/her own behavior.
	<b>Related Access Point(s)</b>
	PE.3.R.5.In.c Identify possible consequences for own behavior.
	PE.3.R.5.Su.c Accept praise or correction for own behavior.
	PE.3.R.5.Pa.c Acknowledge a good choice related to own behavior.

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

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
PE.3.R.6.1	List personally challenging physical-activity experiences.
	<b>Related Access Point(s)</b>
	PE.3.R.6.In.a Select challenging physically active experiences.
	PE.3.R.6.Su.a Select a challenging, physically active experience.
	PE.3.R.6.Pa.a Select a challenging, physically active experience.
PE.3.R.6.2	Describe ways to appreciate the good physical performance of others.
	<b>Related Access Point(s)</b>
	PE.3.R.6.In.b Recognize the value of a good physical performance of others.
	PE.3.R.6.Su.b Recognize the good physical performance of others.
	PE.3.R.6.Pa.b Recognize a good physical performance of others.
PE.3.R.6.3	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
	<b>Related Access Point(s)</b>
	PE.3.R.6.In.c Identify characteristics of sportsmanship.
	PE.3.R.6.Su.c Recognize a characteristic of sportsmanship.
	PE.3.R.6.Pa.c Recognize a characteristic of accomplishment (e.g. complete task, faster time).