

# Physical Education, Grade 3

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
  - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
  - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
  - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations,

and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

- (A) demonstrate correct technique while hopping, galloping, running, sliding, skipping, and leaping;

Breakouts

- (i) demonstrate correct technique while hopping
- (ii) demonstrate correct technique while galloping
- (iii) demonstrate correct technique while running
- (iv) demonstrate correct technique while sliding
- (v) demonstrate correct technique while skipping
- (vi) demonstrate correct technique while leaping

- (B) demonstrate correct jumping and landing technique from different heights;

Breakouts

- (i) demonstrate correct jumping technique from different heights
- (ii) demonstrate correct landing technique from different heights

- (C) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition; and

Breakouts

- (i) demonstrate intermediate balancing to include equipment
- (ii) demonstrate intermediate balancing to include cross lateralization using a variety of coordination skills
- (iii) demonstrate intermediate balancing to include sequencing of three skills with repetition

- (D) spin and roll with control at different levels, speeds, and positions with manipulatives.

Breakouts

- (i) spin with control at different levels with manipulatives
- (ii) spin with control at different speeds with manipulatives
- (iii) spin with control at different positions with manipulatives
- (iv) roll with control at different levels with manipulatives
- (v) roll with control at different speeds with manipulatives
- (vi) roll with control at different positions with manipulatives

(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

- (A) demonstrate moving in and out of a balanced position with control during dynamic activities; and

Breakouts

- (i) demonstrate moving in a balanced position with control during dynamic activities
- (ii) demonstrate moving out of a balanced position with control during dynamic activities

- (B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.

Breakouts

- (i) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities

(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

- (A) demonstrate key elements in underhand and overhand throwing to a partner with accuracy;

Breakouts

- (i) demonstrate key elements in underhand throwing to a partner with accuracy
- (ii) demonstrate key elements in overhand throwing to a partner with accuracy
- (B) demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body;

Breakouts

- (i) demonstrate key elements when catching an accurately thrown large ball with a partner without trapping against the body
- (ii) demonstrate key elements when catching [a] softly thrown large ball with a partner without trapping against the body
- (C) demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control;

Breakouts

- (i) demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control
- (D) dribble a ball with control using both feet while slowly jogging;

Breakouts

- (i) dribble a ball with control using both feet while slowly jogging
- (E) kick a moving ball on the ground and in the air using a continuous running approach;

Breakouts

- (i) kick a moving ball on the ground using a continuous running approach
- (ii) kick a moving ball in the air using a continuous running approach
- (F) demonstrate correct technique in volleying to a wall or partner and over an object or net;

Breakouts

- (i) demonstrate correct technique in volleying to a wall or partner
- (ii) demonstrate correct technique in volleying over an object or net

- (G) demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short- or long-handled implement;

Breakouts

- (i) demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short- or long-handled implement
- (H) jump a self-turned rope using a variety of basic skills; and

Breakouts

- (i) jump a self-turned rope using a variety of basic skills
- (I) enter and exit a turned long rope using basic jumping skills.

Breakouts

- (i) enter a turned long rope using basic jumping skills
- (ii) exit a turned long rope using basic jumping skills

- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:

- (A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and open space;

Breakouts

- (i) demonstrate locomotor skills safely in personal space
- (ii) demonstrate non-locomotor skills safely in personal space
- (iii) demonstrate manipulative skills safely in personal space
- (iv) demonstrate locomotor skills safely in open space
- (v) demonstrate non-locomotor skills safely in open space
- (vi) demonstrate manipulative skills safely in open space
- (B) combine pathways and levels into various movement patterns in a wide variety of physical activities; and

Breakouts

- (i) combine pathways and levels into various movement patterns in a wide variety of physical activities
- (C) combine speed, direction, and force as directed by teacher.

Breakouts

- (i) combine speed, direction, and force as directed by teacher
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner.
- (A) demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner.

Breakouts

- (i) demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games;

Breakouts

- (i) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games
- (B) demonstrate specific movement skills to improve performance in designated dynamic activities; and

Breakouts

- (i) demonstrate specific movement skills to improve performance in designated dynamic activities
- (C) explain and follow rules, procedures, and safe practices during games and activities.

Breakouts

- (i) explain rules during games
- (ii) explain procedures during games
- (iii) explain safe practices during games
- (iv) explain rules during activities
- (v) explain procedures during activities
- (vi) explain safe practices during activities
- (vii) follow rules during games
- (viii) follow procedures during games
- (ix) follow safe practices during games
- (x) follow rules during activities
- (xi) follow procedures during activities
- (xii) follow safe practices during activities

(7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses.

- (A) participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses.

Breakouts

- (i) participate in introductory outdoor recreational skills
- (ii) participate in introductory outdoor recreational activities

(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

- (A) describe the benefits of regular physical activity, including stress management;

Breakouts

- (i) describe the benefits of regular physical activity, including stress management
- (B) identify the importance of frequency and intensity during endurance activities; and

Breakouts

- (i) identify the importance of frequency during endurance activities
- (ii) identify the importance of intensity during endurance activities
- (C) explain and demonstrate the correct techniques of health-related fitness components.

Breakouts

- (i) explain the correct techniques of health-related fitness components
- (ii) demonstrate the correct techniques of health-related fitness components

- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

- (A) describe the importance of setting personal fitness goals in improving health-related fitness; and

Breakouts

- (i) describe the importance of setting personal fitness goals in improving health-related fitness
- (B) identify how to measure improvement and track progress for health-related fitness.

Breakouts

- (i) identify how to measure improvement for health-related fitness
- (ii) identify how to track progress for health-related fitness

- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:

- (A) differentiate between healthy and unhealthy foods and their impact on sustainable energy for physical activity; and

Breakouts

- (i) differentiate between healthy and unhealthy foods
  - (ii) differentiate between [the] impact [of healthy and unhealthy foods] on sustainable energy for physical activity
- (B) differentiate between water and processed sugar or high-calorie drinks and their impact on sustainable energy for physical activity.

Breakouts

- (i) differentiate between water and processed sugar or high-calorie drinks
- (ii) differentiate between [the] impact [of water and processed sugar or high-calorie drinks] on sustainable energy for physical activity

(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- (A) select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities; and

Breakouts

- (i) select proper attire that promote[s] safe participation in a variety of physical activities
  - (ii) select proper attire that prevent[s] injury in a variety of physical activities
  - (iii) select proper safety equipment that promote[s] safe participation in a variety of physical activities
  - (iv) select proper safety equipment that prevent[s] injury in a variety of physical activities
- (B) exhibit correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.

Breakouts

- (i) exhibit correct safety precautions, including pedestrian safety
- (ii) exhibit correct safety precautions, including water safety
- (iii) exhibit correct safety precautions, including sun safety

- (iv) exhibit correct safety precautions, including cycling safety
- (v) exhibit correct safety precautions, including skating safety
- (vi) exhibit correct safety precautions, including scooter safety

(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

- (A) explain that personal actions have consequences for self and others;

Breakouts

- (i) explain that personal actions have consequences for self
- (ii) explain that personal actions have consequences for others

- (B) demonstrate respect for differences and similarities in abilities of self and others; and

Breakouts

- (i) demonstrate respect for differences in abilities of self and others
- (ii) demonstrate respect for similarities in abilities of self and others

- (C) explain and demonstrate self-management skills to control personal impulses and emotions.

Breakouts

- (i) explain self-management skills to control personal impulses
- (ii) explain self-management skills to control personal emotions
- (iii) demonstrate self-management skills to control personal impulses
- (iv) demonstrate self-management skills to control personal emotions

(13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

- (A) demonstrate respect and cooperation through words and actions during various group activities; and

Breakouts

- (i) demonstrate respect through words during various group activities
  - (ii) demonstrate respect through actions during various group activities
  - (iii) demonstrate cooperation through words during various group activities
  - (iv) demonstrate cooperation through actions during various group activities
- (B) identify the feelings of others.

Breakouts

- (i) identify the feelings of others

(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how practicing challenging physical activities can build confidence and minimize frustration when learning a variety of new skills.

- (A) explain how practicing challenging physical activities can build confidence and minimize frustration when learning a variety of new skills.

Breakouts

- (i) explain how practicing challenging physical activities can build confidence when learning a variety of new skills
- (ii) explain how practicing challenging physical activities can minimize frustration when learning a variety of new skills

(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully to make appropriate changes in performance based on feedback.

- (A) listen respectfully to make appropriate changes in performance based on feedback.

Breakouts

- (i) listen respectfully to make appropriate changes in performance based on feedback

(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

- (A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available; and

Breakouts

- (i) differentiate among types of moderate to vigorous physical activity
  - (ii) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available
- (B) select and participate in physical activity for personal enjoyment.

Breakouts

- (i) select physical activity for personal enjoyment
- (ii) participate in physical activity for personal enjoyment