

California Physical Education Content Standards Grade 3 (2007)

Standard 1:	Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2:	Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
Standard 3:	Assess and maintain a level of physical fitness to improve health and performance.
Standard 4:	Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Standard 5:	Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activities.

*The sample activities listed here are the vehicles through which standards can be addressed. For example, a tag game can address standards 1 and 3, but it is how the activity is taught that will address standards 2, 4 and 5. By simply playing a tag game, a student may not be able to explain how changing speed and direction can allow one to move away from the tagger. The teacher must provide this information as a complement to the activity in order to meet standards 2, 4, and 5. Students discover answers by playing/participating and then being asked the question (debrief). They may never have thought of that question on their own. It's the teacher's role to pose these questions in order to make students think on this level.

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 1 Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.			
1.1 Chase, flee, and move away from others in a constantly changing environment.	Teacher Observation Checklists/Scoring Rubrics: Demonstration of essential performance criteria. Sample for 1.1: <i>Observe student in movement activity at various speeds using different locomotor patterns and pathways. Can student move away from others in a changing environment without collisions?</i> Sample for 1.1: <i>Tag Games self-assessment.</i>	<ul style="list-style-type: none"> • Tag • Grid Passing • Dribbling Partner Tag 	<ul style="list-style-type: none"> • Chasing and Fleeing • Basketball • Soccer
1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.	Sample for 1.2: <i>Create a Routine</i> Self/Partner Checks: Sample for 1.2: <i>Stunts and Tumbling Learning Log</i>	<ul style="list-style-type: none"> • Learning the Stunts • Stunts and Tumbling Circuit • Add-On 	Stunts and Tumbling

Content Standards	Assessment Strategies	Sample Activities	Unit
1.3 Perform a forward roll.		<ul style="list-style-type: none"> • Learning the Stunts • Stunts and Tumbling Circuit • Create A Routine 	Stunts and Tumbling
1.4 Perform a straddle roll.		<ul style="list-style-type: none"> • Learning the Stunts • Stunts and Tumbling Circuit • Create A Routine 	Stunts and Tumbling
1.5 Jump continuously a forward-turning rope and a backward-turning rope.		<ul style="list-style-type: none"> • Jump the Circuit • Aerobic Capacity Circuit • Solo Aerobic Challenge 	<ul style="list-style-type: none"> • Jump Rope • Fitness Circuits • Fitness Challenges
1.6 Balance while traveling and manipulating an object on a ground-level balance beam			
1.7 Catch, while traveling, an object thrown by a stationary partner.		<ul style="list-style-type: none"> • Grid Passing • Air It Out • Quidditch 	<ul style="list-style-type: none"> • Basketball • Football • Aerobic Games
1.8 Roll a ball for accuracy toward a target.		<ul style="list-style-type: none"> • Aerobic Bowling • Triangle Fielding • 5-Person Kick and Dribble 	<ul style="list-style-type: none"> • Aerobic Games • Softball • Soccer
1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.		<ul style="list-style-type: none"> • Target Throw • Corner-to-Corner Throw and Go • Punt, Pass, & Pitch Golf 	<ul style="list-style-type: none"> • Softball • Softball • Football

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>1.10 Throw and catch an object with a partner, increasing distance from the partner and maintaining an accurate throw that can easily be caught.</p>		<ul style="list-style-type: none"> • Partner Throw and Catch • Introduction to Forward Pass • Intro to Throw and Catch 	<ul style="list-style-type: none"> • Softball • Football • Frisbee
<p>1.11 Kick a ball to a stationary partner, using the inside of the foot.</p>		<ul style="list-style-type: none"> • Passing Drills • Pass and Follow • Corner to Corner Pass and Go 	Soccer
<p>1.12 Strike a ball continuously upward, using a paddle or racket.</p>		<ul style="list-style-type: none"> • Whack-O • Paddle Call Ball 	<ul style="list-style-type: none"> • Softball • Racquets and Paddles
<p>1.13 Hand-dribble a ball continuously while moving around obstacles.</p>		<ul style="list-style-type: none"> • Dribbling Drills • Keep Away • Pedometer Activity 	Basketball
<p>1.14 Foot-dribble a ball continuously while traveling and changing directions.</p>		<ul style="list-style-type: none"> • Soccer Hoopla • Round Up • Soccer Golf 	Soccer
<p>1.15 Perform a line dance, a circle dance, and a folk dance with a partner.</p>		<ul style="list-style-type: none"> • Mambo #5 • Virginia Reel • Pata Pata 	Dance

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 2 Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.			
2.1 Describe how changing speed and changing direction can allow one person to move away from another.	Cognitive Assessment of Critical Cues: <ul style="list-style-type: none"> • Verbal Recall • Demonstrations • Exit Slips Debrief question: <i>How can changing speed and direction allow you to move away from another person?</i>	<ul style="list-style-type: none"> • Triangle Tag • Offense/Defense • Defense! 	<ul style="list-style-type: none"> • Recess Activities • ASAP • Hockey
2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.	Debrief question: <i>Where should you place your hands to catch a ball above your head? Below your waist? Near the middle of your body? To either side of your body?</i>	<ul style="list-style-type: none"> • Partner Throw and Catch • 3 Catch Basketball • Counting Catches 	<ul style="list-style-type: none"> • Softball • Basketball • Aerobic Games
2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.	Debrief question: <i>What do you have to do differently when you throw to a partner who is standing still versus a partner who is moving?</i>	<ul style="list-style-type: none"> • 2 Minute Drill • Keep Away • 3-Catch Game 	<ul style="list-style-type: none"> • Football • Basketball • Frisbee

Content Standards	Assessment Strategies	Sample Activities	Unit
2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.	Debrief question: <i>Name some things that you should do to improve your accuracy when you roll a ball at a target? When you throw a ball?</i>	<ul style="list-style-type: none"> • Target Throw • Aerobic Bowling • Under Pressure 	<ul style="list-style-type: none"> • Softball • Aerobic Games • Football
2.5 Identify the differences in dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.	Debrief question: <i>What do you do differently when dribbling forward versus changing direction?</i>	<ul style="list-style-type: none"> • Dribbling Drills • Round Up • Hockey Hoopla 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
2.6 Define the terms <i>folk dance</i> , <i>line dance</i> , and <i>circle dance</i> .	Debrief question: <i>What is a folk dance? What is a line dance? What is a circle dance?</i>	<ul style="list-style-type: none"> • Achy Breaky Heart • Hot Time • Cotton Eyed Joe 	Dance
2.7 Compare and contrast folk dances, line dances, and circle dances	Debrief question: <i>How are folk, line, and circle dances similar? How are they different?</i>	<ul style="list-style-type: none"> • California Strut • Red River Valley • Alunelul 	Dance

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 3 Assess and maintain a level of physical fitness to improve health and performance.			
3.1 Demonstrate warm-up and cool-down exercises.	<ul style="list-style-type: none"> • Teacher Observation • Student Self-Assessment • Student Portfolios • Personal Best Day 	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
3.2 Demonstrate how to lift and carry objects correctly.		<ul style="list-style-type: none"> • Partner Ball Challenges • Medicine Ball Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Cooperatives • Group Fitness • Fitness Circuits
3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.		<ul style="list-style-type: none"> • Aerobic Capacity Circuit • Moving for Time • Figure 8 Walk/Jog 	<ul style="list-style-type: none"> • Fitness Circuits • Map Challenges • Walk, Jog, Run Activities

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on bench, forward lunges, side lunges, and triceps push-ups from a chair.</p>		<ul style="list-style-type: none"> • Muscular Strength and Endurance • Fitness in the Middle • Partner Muscular Strength and Endurance 	<ul style="list-style-type: none"> • Fitness Circuits • Group Fitness • Fitness Challenges
<p>3.5 Climb a vertical pole or rope.</p>			
<p>3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.</p>		<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
<p>3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p>		<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run Activities
<p>3.8 Measure and record improvement in individual fitness activities.</p>		<ul style="list-style-type: none"> • Personal Best Day • Pedometer Activity • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Map Challenges • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 4 Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.			
4.1 Identify the body's normal reactions to moderate to vigorous physical activity.	Cognitive Assessment of Fitness Concepts: <ul style="list-style-type: none"> • Verbal Recall • Demonstrations • Exit Slips • Partner checks for understanding Debrief question: <i>Name some changes that take place in your body when you dance, jog, run, etc.</i>	<ul style="list-style-type: none"> • Aerobic Dance • Tag Team Challenge • Moving Around the Track 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog Run Activities • Map Challenges
4.2 List and define the components of physical fitness.	Debrief question: <i>What are the five components of health-related fitness? Can you give an example of each?</i>	<ul style="list-style-type: none"> • Mixed Fitness Circuit • Fitness Grid • Partner Mixed Fitness Challenges 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Circuits • Fitness Challenges
4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.	Debrief question: <i>Why do we warm-up before we dance, run, etc.? Why do we cool-down when we finish?</i>	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>4.4 Explain that the body will adapt to increased work loads.</p>	<p>Debrief question: <i>Why can you run farther, run faster, lift heavier objects, etc. now than you could 3 months ago? If you can't do 10 push-ups now, how do you know that you will be able to do them in the future?</i></p>	<ul style="list-style-type: none"> • Survivor Challenge • Sport Moves Aerobics • Pick A Card Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits
<p>4.5 Explain that fluid needs are linked to energy expenditure.</p>	<p>Debrief question: <i>Does your body need more or less water the harder you work? Why?</i></p>	<ul style="list-style-type: none"> • Partner Walk/Jog and Talk • Partner Aerobic Fitness Challenge • Bench Step Basics 	<ul style="list-style-type: none"> • Walk, Jog, Run Activities • Fitness Challenges • Group Fitness
<p>4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.</p>	<p>Debrief question: <i>What does your body need for energy when you exercise? What happens to the energy that you use up when you exercise?</i></p>	<ul style="list-style-type: none"> • Exercise Band Activities • The Snake • Hearty Hoopla 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Aerobic Games
<p>4.7 Describe the relationship between the heart, muscles, blood, and oxygen during physical activity.</p>	<p>Debrief question: <i>How does oxygen get to your muscles when you exercise?</i></p>	<ul style="list-style-type: none"> • Inside, Outside Walk/Jog • Aerobic Dance • Aerobic Capacity Circuit 	<ul style="list-style-type: none"> • Walk, Jog, Run Activities • Group Fitness • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
<p>4.8 Describe and record the changes in heart rate before, during, and after physical activity.</p>	<p>Debrief question: <i>How did your heart rate change when you were exercising as compared to your heart rate before you started? How did your heart rate change when you finished?</i></p>	<ul style="list-style-type: none"> • Partner Aerobic Fitness Challenge • Sport Moves Aerobics • Tag Team Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Walk, Jog, Run Activities
<p>4.9 Explain that a stronger heart muscle can pump more blood with each beat.</p>	<p>Debrief question: <i>What can a stronger heart muscle do than a weaker heart muscle?</i></p>	<ul style="list-style-type: none"> • Partner Aerobic Fitness Challenge • Sport Moves Aerobics • Tag Team Challenge 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Walk, Jog, Run Activities
<p>4.10 Identify which muscles are used in performing muscular endurance activities.</p>	<p>Debrief question: <i>Which muscles are you using when you perform abdominal curls?</i></p>	<ul style="list-style-type: none"> • Partner Muscular Strength and Endurance • Exercise Band Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits
<p>4.11 Name and locate the major muscles of the body.</p>	<p>Debrief question: Example: <i>Point to your tricep, or what is the name of the muscle in the back of your upper arm?</i></p>	<ul style="list-style-type: none"> • Partner Muscular Strength and Endurance • Exercise Band Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
4.12 Describe and demonstrate how to relieve a muscle cramp.	Debrief question: <i>Show and tell me what you should do to get rid of a cramp in your muscle?</i>	<ul style="list-style-type: none"> • Aerobic Dance • Walk/Jog Switcheroo • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Group Fitness • Walk, Jog, Run Activities • Fitness Circuits
4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.	Debrief question: <i>How do you prevent back injuries when lifting objects?</i>	<ul style="list-style-type: none"> • Partner Ball Challenges • Medicine Ball Activities • Muscular Strength and Endurance Circuit 	<ul style="list-style-type: none"> • Cooperatives • Group Fitness • Fitness Circuits
4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.	Debrief question: <i>Name some stretches that are not safe for your joints.</i>	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
4.15 Explain why a particular stretch is appropriate preparation for a given physical activity.	Debrief question: <i>Give an example of a stretch you should do before you jump rope. Why?</i>	<ul style="list-style-type: none"> • Sport Moves Aerobics • Fitness Grids • Mixed Bag 	<ul style="list-style-type: none"> • Group Fitness • Fitness Circuits • ASAP
4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.	Debrief question: <i>What types of activities help to improve your body composition? Why?</i>	<ul style="list-style-type: none"> • Survivor Challenge • Sport Moves Aerobics • Pick A Card Circuit 	<ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits

Content Standards	Assessment Strategies	Sample Activities	Unit
Standard 5 Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.			
5.1 Set a personal goal to improve a motor skill and work toward that goal in non-school time.	Student Self-Assessment Authentic Assessment of Independent Working Skills: <ul style="list-style-type: none"> • Following Directions • Positive Sportsmanship • Self-Control • Respect for Others • Respect for Equipment • Sharing • Playing Safely • Helping and Encouraging Others Cooperative All-Star—Self Check	Home Play Activities	<ul style="list-style-type: none"> • Basketball • Softball • Stunts and Tumbling
5.2 Collect data and record progress toward mastery of a motor skill.		<ul style="list-style-type: none"> • Movement Bands Learning Log • Student Self-Assessment • Soccer Learning Log 	<ul style="list-style-type: none"> • Movement Bands • Hockey • Soccer

Content Standards	Assessment Strategies	Sample Activities	Unit
5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.		<ul style="list-style-type: none"> • Learning the Stunts • Tag • Mini-Hockey 	<ul style="list-style-type: none"> • Stunts and Tumbling • Chasing and Fleeing • Hockey
5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.		<ul style="list-style-type: none"> • Partner Basketball Activity Challenges • Jump the Circuit (Partner Tricks) • Partner Throw and Catch 	<ul style="list-style-type: none"> • Basketball • Jump Rope Activities • Softball
5.5 Demonstrate respect for individual differences in physical abilities.		<ul style="list-style-type: none"> • Survivor Challenge • Create a Dance • Centipede Bucket Brigade 	<ul style="list-style-type: none"> • Fitness Challenges • Dance • Aerobic Games
5.6 Work in pairs or small groups to achieve an agreed-upon goal.		<ul style="list-style-type: none"> • Parachute Play • Group Juggling • Stick With Me! 	Cooperatives