

GRADE 3 PHYSICAL EDUCATION FRAMEWORK

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EXPECTATIONS

CLASS EXPECTATIONS

- The student is expected to engage in a variety of moderate and vigorous physical activities.
- The student will work cooperatively with peers.
- The student will demonstrate independence and good use of time while practicing physical activity.

THEMES & CONTENTS

The Performance Indicators (shown at the end of this Framework) are developed through the practice and performance of the Themes and Content below.

OBSTACLE COURSE

- Balance or stand on a balance board/object at a ground level

- Throw objects/balls using underhand or overhand movement patterns with accuracy
- Roll a ball with a hand towards a target

BASKETBALL

- Perform a chest/bounce pass to a stationary partner
- Perform a high/low, and alternate hands dribble

SOCCER

- Dribble a ball using cones or limited area, in control, using both feet and stopping the ball at the teacher's order

VOLLEYBALL

- Touch the volleyball with hands above the head
- Touch the volleyball with hands/arms below shoulders position

BADMINTON

- Perform the open and/or close grip while playing by yourself

KICKBALL

- Kick the ball within 1st and 3rd base
- Catch the ball and quickly pass it to the teacher

PERSONAL FITNESS

- Able to jog for four minutes without stopping

PERSONAL BEHAVIOR WHILE IN TASK

- Respect orders, classmates and equipment during practice time

PERFORMANCE INDICATORS

MOVEMENT FORMS & SKILLS DEVELOPMENT

The student will demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (e.g. throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner). DOK 1

The student will use manipulative skills in movement combinations (e.g. perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving and throw it back to a partner). DOK 2

The student uses basic sport-specific skills for a variety of physical activities (e.g., basketball, chest pass, and soccer dribble). DOK 1

The student uses mature form in object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, punt, pass). DOK 1

The student will apply the principles of relationships while moving in space and using non-manipulative and manipulative skills. DOK 3 E

The student will apply the principles of relationships when working with a partner while moving (e.g. passing a ball in front of a moving partner). DOK 2

PERSONAL FITNESS

The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g. physiological changes such as sweating, increased heart rate, increased respiration). DOK 3

SOCIAL & PERSONAL DEVELOPMENT WITH PHYSICAL ACTIVITY

The student will work cooperatively with peers. DOK 1

The student will demonstrate independence and good use of time while practicing physical activity.
DOK 1 E

The student will provide input into establishing rules and guidelines for behaviour in physical activity settings.
DOK 1

The student will participate in regular physical activities to improve skills and personal health. DOK 1