

WCSD Physical Education Curriculum
3rd Grade PE Progress Report Statements



Elementary PE Department Philosophy Statement

The Waukeee Elementary Physical Education program aims to provide inclusive, safe, and supportive learning communities where ALL students can feel empowered to become courageous movers. We encourage all students to adopt a positive relationship with healthy activity; to celebrate physical, mental, and social well-being; and to develop habits that lead to long, healthy, happy lives.

	Progress Report Statements	Associated Essential Outcomes
1	Throws overhand with proper form across various distances and with controlled force	S1.C2.3 Throws overhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. (S1.E14.3)
2	Catches an object tossed by a partner using proper form	S1.C4.3 Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. (S1.E16.3)
3	Maintains a controlled dribble with hand while jogging	S1.C7.3 Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)
4	Maintains a controlled dribble with foot while jogging	S1.C9.3 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)
5	Strikes an object forward using a short or long handled implement	S1.C18.3 Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. (S1.E24.3b) S1.C19.3 Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)
6	Applies movement-based knowledge to combine movement strategies and tactics in a variety of ways	S2.A1.3 Recognizes the concept of open spaces in a movement context. (S2.E1.3) S2.A11.3 Applies simple strategies and tactics in chasing activities. (S2.E5.3a) S2.A12.3 Applies simple strategies in fleeing activities. (S2.E5.3b)
7	Actively participates in physical education class without teacher prompting	S3.B1.3 Engages in the activities of physical education class without teacher prompting. (S3.E2.3)

WCSD Physical Education Curriculum
3rd Grade PE Progress Report Statements



Progress Report Statement #1:
 Throws overhand with proper form across various distances and with controlled force

Essential Outcomes

- STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns
- S1.C2.3 Throws overhand, demonstrating three of the five [critical elements](#) of a mature pattern, in non-dynamic environments, for distance and/or force. (S1.E14.3)

CRITICAL ELEMENTS OF OVERHAND THROWING - 3rd Grade requires proficiency of at least **three** elements

Ready Position - facing target, feet shoulder-width apart, knees bent, eyes on target, object held in front of the body in preferred hand

Side to Target, Arm Back - Body turns as the feet pivot in place and the side opposite the throwing arm is toward the target. Bring the throwing arm back in a downward circular motion with the throwing hand extended away from the intended line of travel. The elbow is at shoulder height or slightly above in preparation for action with the elbow leading. The non-throwing hand points toward the target.

Step - Step with the foot that is opposite the throwing arm

Rotate - Hips and shoulders rotate toward the target, the front body surface faces the target, and the arm comes forward past the head

Follow Through - throwing hand continues toward the target and continues down diagonally across the body

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can throw overhand using at least three parts of proper form AND I can do this while throwing for varying distances and with varying forces	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

WCSD Physical Education Curriculum
3rd Grade PE Progress Report Statements



Progress Report Statement #2:

Catches an object tossed by a partner using proper form

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C4.3 Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. (S1.E16.3)

CRITICAL ELEMENTS OF CATCHING - 3rd Grade requires proficiency of at least **four** of these elements

Ready Position - face the target, feet shoulder-width apart, knees bent, eyes on approaching object, elbows bent near sides, hands held in front of body

Step & Reach - as the ball is released, step toward the thrower, extend the arms, and adjust the hands to meet the ball. *To catch throws above the waist*, hands are held in front of the body (elbows bent near sides) with thumbs together. *To catch throws below the waist*, hands are held in front of the body (elbows bent near sides) with pinkie fingers together or thumbs out.

Hands Only - use only hands, fingers and thumbs to catch the object. The ball should not be trapped against the body.

Give - absorb the force of the object by bringing the arms back toward the body

Curl - curl the body slightly around the ball

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can catch a ball thrown by a partner while using at least four of the five parts of proper form	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

WCSD Physical Education Curriculum
3rd Grade PE Progress Report Statements



Progress Report Statement #3:

Maintains a controlled dribble with hand while jogging

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C7.3 Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)

CRITICAL ELEMENTS OF DRIBBLING WITH HANDS - 3rd Grade requires proficiency of **all** of these elements ("Mature Pattern" reached in 2nd Grade)

Ready Position - knees are bent, and the foot opposite the dribbling hand is forward. The ball is held in both hands in front of the body.

Arm Motion - one hand contacts the ball at waist level or below and pushes downward on top of the ball (when stationary). The wrist flexes and the elbow extends in the direction of travel as the ball is pushed.

Fingers - use the pads of all four fingers and the thumb for contact. (Note: If students are told to use their fingertips to dribble, the fingertips become so rigid at ball contact that they are unable to develop a feel for the ball)

Eyes Forward - as the ball is contacted, the eyes are focused looking over, not down at, the ball

Moving - the pads of the fingers firmly contact the ball on top when stationary. When moving, contact is slightly behind the ball and to the side and away from the feet.

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can control the ball while dribbling with my hand AND I can do this while jogging	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

WCSD Physical Education Curriculum
3rd Grade PE Progress Report Statements



Progress Report Statement #4:

Maintains a controlled dribble with foot while jogging

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C9.3 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)

CRITICAL ELEMENTS OF DRIBBLING WITH FEET - 3rd Grade requires proficiency of **all** of these elements

Ready Position - ball is on the ground directly below the head, feet are shoulder-width apart, and knees are bent

Foot Taps Ball - perform a short series of taps with the inside or outside of the foot (not the toe). Use of the non-preferred foot should be practiced and encouraged.

Keep Ball Close - the ball should be on the ground directly below the head as it is contacted, with eyes looking forward. Keep the ball within 2 to 4 feet while dribbling.

Move With the Ball - The foot dribble is a movement activity, and it should be performed at a speed that is faster than a walk

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can control the ball while dribbling with my foot AND I can do this while jogging	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

Progress Report Statement #5:

Strikes an object forward using a short- or long-handled implement

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C18.3 Strikes an object with a short-handled implement while demonstrating three of the five [critical elements](#) of a mature pattern. (S1.E24.3b)
- S1.C19.3 Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)

CRITICAL ELEMENTS OF STRIKING WITH IMPLEMENTS

SHORT HANDLED - 3rd Grade requires proficiency of at least **three** elements

1. **Ready Position** - racket back in preparation for striking
2. **Step** - step on opposite foot as contact is made
3. **Swing** - swing racket or paddle low to high
4. **Coil & Uncoil** - coil and uncoil the trunk for preparation and execution of the striking action
5. **Follow Through** - follow through for completion of the striking action

LONG HANDLED (Side-Arm) - 3rd Grade does **not** require proficiency of elements

1. **Ready Position** - bat up and back in preparation for the striking action
2. **Step** - step forward on opposite foot as contact is made
3. **Coil & Uncoil** - coil and uncoil the trunk for preparation and execution of the striking action
4. **Swing** - swing the bat on a horizontal plane
5. **Follow Through** - wrist uncocks on follow-through for completion of the striking action

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can strike an object forward using a racket or paddle using at least three parts of proper form AND I can strike an object forward using a stick, bat, or club	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

WCSD Physical Education Curriculum
3rd Grade PE Progress Report Statements



Progress Report Statement #6:

Applies movement-based knowledge to combine movement strategies and tactics in a variety of ways

Essential Outcomes

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- S2.A1.3 Recognizes the concept of open spaces in a movement context (S2.E1.3)
- S2.A11.3 Applies simple strategies and tactics in chasing activities (S2.E5.3a)
- S2.A12.3 Applies simple strategies in fleeing activities (S2.E5.3b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can apply my knowledge of movement strategies and locomotor skills to chasing AND fleeing activities	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

Progress Report Statement #7:

Actively participates in physical education class without teacher prompting

Essential Outcomes

STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- S3.B1.3 Engages in the activities of physical education class without teacher prompting. (S3.E2.3)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can safely and actively participate in class without needing reminders from my teacher	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed