

# Grades 3, 4

Adopted 2009

**Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:**

**1: Demonstrate competency in selected motor skills:**

1. Demonstrate mature form in all locomotor patterns;
  2. While traveling, avoid or catch an object or individual; and
  3. Develop patterns and combinations of movements into repeatable sequences.
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**2: Demonstrate competency in selected non-motor patterns:**

1. Transfer weight from feet to hands using controlled movement;
  2. Balance with control on a variety of objects; and
  3. Develop and refine a gymnastics sequence demonstrating smooth transitions.
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**3: Demonstrate competency in selected skills utilizing age-appropriate equipment:**

1. Travel into and out of a rope turned by others;
  2. Hand-dribble and foot-dribble a ball and maintain control while traveling within a group;
  3. Throw, catch and kick using mature motor patterns; and
  4. Strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts.
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**Applies movement concepts and principles to the learning and development of motor skills. Students will:**

**1: Demonstrate concepts of body, effort, space and relationships in movement:**

1. Design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.); and
  2. Consistently receive and send an object in an intended direction and height.
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**2: Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:**

1. Adapt motor skills to the demands of a dynamic and unpredictable environment;
2. Identify ways movement concepts can be used to refine movement skills; and
3. Explain how appropriate practice improves performance.

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**3: Demonstrate critical elements of fundamental and specialized movement skills:**

1. Repeat cue words for selected motor skills and demonstrate/explain what is meant by each;
  2. Refine movement errors in response to positive information and corrective information feedback;
  3. Demonstrate the application of critical cues in selected motor skills; and
  4. Accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.
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**Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:**

**1: Select and participate regularly in health-related physical activities for enjoyment:**

1. Participate in moderate to vigorous physical activity outside of physical education most days of the week; and
  2. Use information from a variety of sources, internal and external, to regulate their activity participation;
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**2: Identify the benefits gained from regular physical activity:**

1. Describe how participation in physical activity affects health.
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**Achieves and maintains a health-enhancing level of physical fitness. Students will:**

**1: Match different types of physical activities with health-related physical fitness components:**

1. Select activities designed to improve and maintain levels of fitness in each component of health-related fitness.
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**2: Participate in moderate to vigorous physical activities in a variety of settings:**

1. Participate in a variety of physical activities in order to improve each component of health-related fitness.
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**3: Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.**

1. Explain the relationship of body weight, body composition and participation in regular physical activity; and
  2. Develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.
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**Demonstrates responsible personal and social behavior in physical activity settings. Students will:**

**1: Utilize safety principles in physical activity settings:**

1. Recognize importance of equipment placement and usage during physical education class; and
2. Initiate the appropriate use of space in game and activity settings.

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**2: Work cooperatively and productively with a partner or small group:**

1. Work productively with a partner to improve selected motor skills by using the critical elements of the process; and
2. Demonstrate the ability to teach an activity or skill to a group of classmates;

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**3: Recognize the influence of peer pressure and identify ways of resolving conflict:**

1. Identify and avoid the negative influence of peers.

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**4: Work independently and on-task for short periods of time:**

1. Honestly report the results of independent work.

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**5: Recognize classroom and activity rules; grades K-4 performance standards:**

1. Consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;
2. Distinguish between compliance and non-compliance with game rules and fair play; and
3. Accept consequences of personal choices.

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**Demonstrates understanding and respect for differences among people in physical activity settings. Students will:**

**1: Explore cultural/ethnic self-awareness through participation in physical activity:**

1. Articulate cultural/ethnic self awareness through written, oral or physical expression.

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**2: Recognize the talents that individuals with differences can bring to group activities:**

1. Recognize and value the role of each individual in a small group.

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**3: Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:**

1. Demonstrate the ability to successfully work in a variety of cultural or ethnic activities.

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**4: Recognize how the media, particularly advertising, influences the perception of ideal body types:**

1. Differentiate between body type presented in the media and own healthy body type; and
2. Identify lifestyle factors that can be controlled and their impact on health and wellness.

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**Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social**

**1: Identify physical activities that are enjoyable:**

1. Explain the enjoyable characteristics of small group physical activities.

**interaction. Students will:**

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**2: Practice physical activities to increase skills:**

1. Willingly try new activities; and
2. Voluntarily initiate skill practice to improve performance.

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**3: Demonstrate interaction with others while participating in physical activities:**

2. Cooperate and share with partners in physical activities;
1. Celebrate personal successes and achievements and those of others; and
2. Interact with others by helping them successfully complete their small-group physical activity challenges.

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**4: Use physical activity as a measure of self-expression:**

1. Design a movement sequence/game that includes all members of the group in the success of the activity.