

# Grades 3, 4

Adopted 2004

## Knowledge/Motor Skills

### **PE3-4:1. Students will apply problem-solving skills in movement-related activities by...** PE3-4:1

- a. Solving simple movement challenges in a group (3 - 4 people).
- b. Solving increasingly complex challenges involving several movement concepts.
- c. Selecting an appropriate piece of equipment to be challenged yet successful at a task.
- d. Adjusting movement to work successfully with a partner.

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### **PE3-4:2. Students will show an understanding of body awareness concepts by...**

PE3-4:2

- a. Identifying body parts and their actions when describing a movement (e.g., When I land from a jump I need to flex my knees).
- b. Identifying basic muscle groups, and their movements (e.g., biceps, triceps).
- e. Demonstrating an awareness of the relationship of body parts (e.g., unison, opposition, in sequence).
- f. Demonstrating competency in the mature form of a leap, alternating the leading foot.

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### **PE3-4:3. Students show an understanding of space concepts by...** PE3-4:3

- a. Solving more complex movement challenges (e.g., moving in general space changing direction and pathways).
- b. Moving with others (e.g., do-si-do).
- c. Applying space concepts in simple games and other activities (e.g., closes space to opponents).

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### **PE3-4:4. BALANCE Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...** PE3-4:4

- a. Balancing with control on a variety of pieces of equipment (e.g., large apparatus, skates, stilts). b. Demonstrating an understanding of static and dynamic balance.

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**PE3-4:4. FORCE / ENERGY Students show an understanding of movement concepts and apply them to psycho-motor skills by...** PE3-4:4

- a. Demonstrating an understanding of how the body creates and absorbs force.
- b. Selecting an appropriate force for the task (e.g., passing).
- c. Controlling force of personal movement and while moving objects (e.g., dribbling while moving).

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**PE3-4:4. TIME Students show an understanding of movement concepts, and apply them to psycho-motor skills by...** PE3-4:4

- a. Demonstrating contrast between fast, medium, and slow movement.
- b. Incorporating a variety of equipment with rhythmic movements and patterns (e.g., balls, ribbons, sticks, parachute).
- c. Developing a movement sequence that incorporates a change in tempo.

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**PE3-4:4. FLOW Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...** PE3-4:4

- a. Combining up to three movements with or without equipment (e.g., a repeating rope jump routine).
- b. Demonstrating smooth transitions between sequential motor skills (e.g., smoothly running into a jump).
- c. Combining quality of movement concepts (balance, force, and time) in solving movement challenges (e.g., a gymnastics routine).

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**PE3-4:5. Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...** PE3-4:5

- a. Demonstrating progress toward mature form by performing two critical elements of basic skills used in leadups and other activities.

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**PE3-4:7. Students will show competency in aquatic activities and water survival skills when facilities allow by...** PE3-4:7

- a. Demonstrating the Level III Skill requirements of the American Red Cross Swimming Standards.
  - b. Demonstrating a coordinated front and back crawl.
  - c. Demonstrating the fundamentals of the elementary backstroke, treading water, and safe diving from the side of the pool in deep water.
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## Physical Fitness

**PE3-4:8. Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by... PE3-4:8**

- a. Defining, applying and assessing, the four health-related fitness components (e.g., introduction of Fitnessgram or other national accredited fitness testing).
  - b. Identifying additional physiological effects of the different levels of exercise (e.g., increased perspiration and body temperature).
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**PE3-4:9. Students show awareness of personal responsibility for individual wellness by.... PE3-4:9**

- a. Identifying a wider range of activities and benefits associated with the four health-related fitness components.
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## Affective Qualities

**PE3-4:10. Students promote individual success and self-confidence by... PE3-4:10**

- a. Identifying personal strengths and weaknesses.
  - b. Selecting a challenging but attainable physical activity goal.
  - c. Continuing to work with a partner when initially unsuccessful.
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**PE3-4:11. Students show safe behavior for self and others by... PE3-4:11**

- a. Practicing personal and group safety by applying class rules, procedures, and safe practices.
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## Social Interaction

**PE3-4:12. Students show appropriate social interactions by... PE3-4:12**

- a. Demonstrating responsibility for applying an awareness of personal and group safety.
- b. Demonstrating responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge.
- c. Staying on task while working with partner(s) or in a small group.
- d. Speaking at an appropriate time and in an appropriate manner.
- e. Demonstrating a willingness to work with individuals of different gender, race, body type, and varying abilities.
- f. Demonstrating respect for the ideas of others, attempting to compromise and communicate appropriately.
- g. Demonstrating cooperation by adjusting skills to ensure success of partner(s).