# Physical Education (2010): Grades 3, 4, 5

Adopted 2010

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| **Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.** | 1. Enter, jump, and exit a long (double) rope turned by others.<br>2. Jump repeatedly a self-turned rope while performing different jumping skills.<br>3. Dribble an object with a hand, foot, and long-handled implement in personal and shared space.<br>4. Perform simple, small-group balance stunts by distributing weight and base of support.<br>5. Kick and punt a ball at targets from varying distances.<br>6. Design and perform a creative dance.<br>7. Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.<br>8. Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.<br>9. Strike an object with an underhand and a side orientation.<br>10. Throw overhand a ball to a target with force and accuracy.<br>11. Throw and catch an object with a partner while both partners are moving.<br>12. Volley a lightweight object repeatedly with a partner. |
| **Apply movement concepts to the learning and performance of physical activities.** | 1. Select and practice a skill in which improvement is needed.<br>2. Use offensive and defensive skills to obtain and maintain possession of an object.<br>3. Use a variety of spatial relationships with others in order to play or design a small-group game.<br>Devise cooperative strategies to keep opponents from reaching a specified area, person or object. |

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| | 5. Use specific feedback to improve performance. |
| | 6. Demonstrate basic competence in game strategies and concepts. |
| Participate regularly in physical activity. | 1. Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis. |
| | 2. Participate in local physical activity opportunities. |
| | 3. Choose to participate in structured and purposeful activity. |
| | 4. Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers). |
| Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. | 1. Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, mouscular endurance, flexibility, body composition and cardiovascular endurance. |
| | 2. Compare target heart rate and perceived exertion during physical activity. |
| | 3. Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity. |
| | 4. Engage in appropriate physical activity that results in the development of cardiovascular endurance. |
| | 5. Recognize that physiological responses to exercise are associated with their own levels of fitness. |
| | 6. Choose to participate in activities to increase muscular strength and endurance. |
| | 7. Explain how improved flexibility increases the ability to perform skills. |
| | 8. Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity. |
| | 9. Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport). |
| Exhibit personal and social behavior that respects self and others in physical activity settings. | 1. Demonstrate awareness and participate safely when involved in activity. |
| | 2. Form groups quickly when asked. |
| | 3. Recognize importance of individual responsibility in a group effort. |
| | 4. Encourage others by using verbal and nonverbal communication. |
| | 5. Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, |

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| | and ethnic origins). |
| | 6. Work productively with assigned or random groups without adult intervention. |
| | 7. Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities. |
| | 8. Act in a safe and healthy manner when confronted with conflict during physical activity. |
| | 9. Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution. |
| | 10. Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance. |
| **Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.** | 1. Develop self-confidence and a positive self-image in physical activity settings. |
| | 2. Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting. |
| | 3. Participate in physical activities which will allow students to set and achieve individual and team goals. |
| | 4. Participate with others in a variety of competitive and non-competitive physical activities. |