Missouri Physical Education

Grade 3

Adopted 2007

Efficiency of Human Movement and Performance

1. **Personal Fitness and Healthy Active Living**
   - A. Health-Related and Skill-Related Fitness
     - a. Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).
     - b. Identify health related fitness components.
   - B. Wellness
     - a. Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).
   - C. Fitness Principles
     - a. Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands).
   - D. Body Systems
     - a. Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur).

2. **Responsible Personal and Social Behavior in the Physical Activity Setting**
   - A. Personal/Social Responsibilities
     - a. Demonstrate respect for all students regardless of individual differences in skills and abilities.

3. **Injury Prevention, Treatment and Rehabilitation**
   - A. Prevention
     - a. Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention.
   - B. Treatment
     - a. Recognize body signals that indicate injury and seek assistance.

Physical Activity and Lifetime Wellness

1. **Fundamental Movement Skills and Games**
   - C. Manipulative Skills
     - a. Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through).

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D. Body Management

a. Demonstrate combination of tumbling skills.

b. Demonstrate basic inverted balances (e.g., tripod, headstand).

E. Movement Concepts

a. Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space).

b. Identify body parts and functions in relationship to movement (e.g., long jump - arms swing forward when legs extend).

F. Developmental Games

a. Apply fundamental and specialized skills in lead-up games.

b. Identify appropriate cooperative, social, and teamwork skills while participating in game situations.

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2. Sport Skills and Lifetime Activities

A. Skill Techniques

a. Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown).

D. Specialized Activities

a. Demonstrate basic apparatus activities (e.g., balance beam - a forward movement; climbing rope - from a supine position students ascend to a stand and descend to a sit; cargo net - ascending and descending climb to grade level height; parallel/even and uneven bars - under bar activities; horizontal bar - front support; spring board - jump and land).

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3. Rhythms and Dance

A. Essential Elements of Rhythm

a. Define and differentiate between tempo and beat.

B. Creative/Interpretive

a. Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements).

C. Rhythmic Activities

a. Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher-directed routine using streamers).

D. Forms of Dance

a. Demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance.

b. Demonstrate simple dance mixers (changing partner).