Vermont Physical Education

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.

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.

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).

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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-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).

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.

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).

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.

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.

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).

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b. Identifying additional physiological effects of the different levels of exercise (e.g., increased perspiration and body temperature).

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.

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.

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.

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).