

# Physical Education: Grades 3-5

**Standard:**                      **Movement Forms/Motor Skills and Movement Patterns**

**Grade Level Expectation:** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- apply basic skills in game-like experiences
- introduce strategies that occur in game-like situations
- acquire beginning skills in specialized movement forms
- apply basic rhythmic skills into rhythmic activities and creative sequences
- combine basic movement skills into specialized sequences
- demonstrate and modify traditional and popular dance sequences
- demonstrate and refine specialized educational gymnastics skills
- develop and refine a gymnastic sequence demonstrating smooth transitions
- develop patterns and combinations of movements in educational gymnastics, games and rhythm/dance
- use responsible behavior in safety procedures for all physical activities

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 1.1.1 perform developmentally appropriate teacher designed games using a variety of locomotor, non-locomotor and manipulative skills
- 1.1.2 execute prescribed strategies in a variety of games
- 1.1.3 perform selected rhythmic activities and dance sequences
- 1.1.4 demonstrate competency in basic educational gymnastic skills in predetermined sequences

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 1.2.1 demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings
- 1.2.2 apply basic skills in game-like situations
- 1.2.3 acquire specialized skills basic to a movement form and use those skills with a partner
- 1.2.4 apply fundamental offensive and defensive strategies in game-like situations
- 1.2.5 create, refine and perform a dance using repeatable sequences with intentional changes in direction, speed and flow
- 1.2.6 properly execute traditional and popular dances
- 1.2.7 create, refine and perform rhythmic activities using manipulatives
- 1.2.8 create, refine and perform educational gymnastic sequences alone or in groups
- 1.2.9 identify and apply safety principles in all activity situations

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 1.3.1 design and play a game that involves cooperating with others to keep an object away from opponents using necessary strategies
- 1.3.2 design, refine and perform individual and group dances using effort qualities and combinations of skills
- 1.3.3 design, refine and perform gymnastic sequences that use effort qualities and combination of skills

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Movement Concepts and Principles**

**Grade Level Expectation:** A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- recognize and analyze knowledge of movement concepts and principles in basic skills
- apply movement concepts and principles to improve performance of self and others in motor skills
- recognize and apply movement concepts and principles that impact the quality of increasingly complex movement performance
- practice basic strategies in game-like settings
- apply movement concepts and principles to rhythmic activities
- apply movement concepts and principles to educational gymnastics

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level**

*At Level 1, the student will:*

- 2.1.1 use knowledge of movement concepts and principles to provide feedback to others
- 2.1.2 identify concepts of offensive and defensive strategies in a game-like environment
- 2.1.3 perform a simple movement pattern using skills and concepts in rhythmic activities
- 2.1.4 perform a simple educational gymnastics sequence using skills and concepts

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 2.2.1 use knowledge of movement concepts and principles to analyze the performance of self and others
- 2.2.2 identify and implement the concepts of offensive and defensive strategies in a controlled game-like environment
- 2.2.3 design and perform a simple movement pattern using skills and concepts in rhythmic/dance activities
- 2.2.4 design and perform an educational gymnastics sequence

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 2.3.1 identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment
- 2.3.2 design and perform a dance that combines skills and movement concepts into smooth flowing patterns with intentional changes in direction, speed, and flow
- 2.3.3 design and perform a movement sequence that combines traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:                      Physical Activity**

**Grade Level Expectation:** A physically educated person participates regularly in physical activity.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- Participate voluntarily in physical activity outside the physical education class
- Identify and make use of opportunities at school and in the community for regular participation in physical activity
- uses physical education skills and knowledge for increased physical activity at recess and in the community

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

3.1.1 participate in appropriate physical activities outside the school setting

3.1.2 participate in individual and small group activities in structured and non-structured physical activity settings

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At level 2, the student will:*

3.2.1 analyze developmentally appropriate physical activities for recess, sport and recreation

3.2.2 plan a regular physical activity program and records participation

3.2.3 engage in regular physical activity outside the school setting

**Level 3 - Students are proficient a this level.**

*At Level 3, the student will:*

3.3.1 initiate and organize physical activity with family and friends

3.3.2 initiate and organize appropriate group activities at recess

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:**                      **Fitness**

**Grade Level Expectation:** A physically educated person achieves and maintains a health-enhancing level of physical fitness.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- engage in sustained physical activity that causes an increased heart rate for longer periods of time
- recognize and monitor the physiological indicators that accompany moderate to vigorous physical activity
- identify activities associated with each component of health-related physical fitness
- evaluate and improve personal levels of health-related fitness
- recognize that time and effort are necessary for improving and maintaining fitness
- recognize the importance of nutrition relative to fitness

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 4.1.1 sustain moderate to vigorous physical activity for longer periods of time
- 4.1.2 monitor the change in heart rate that occurs during physical activity
- 4.1.3 identify at least two activities associated with health-related fitness and the benefits of these activities
- 4.1.4 recognize that physical activity contributes to improved fitness and personal well-being
- 4.1.5 understand that there is a connection between nutrition and a healthy lifestyle

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 4.2.1 plan, monitor and set goals in daily physical activities for the purpose of developing and maintaining personal fitness
- 4.2.2 identify multiple physiological changes that occur during physical activity
- 4.2.3 identify and use each component of health-related fitness that contributes to the development of personal fitness
- 4.2.4 maintain a fitness portfolio for the purpose of assessing/evaluating each component of health-

related fitness

4.2.5 enjoy achievement of health enhancing levels of fitness

4.2.6 understand the connection between MyPyramid (<http://mypyramid.gov/>) and the Activity Pyramid

### **Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

4.3.1 apply knowledge of health-related fitness and nutrition to create a personal fitness plan to achieve and maintain a healthy lifestyle

*Modification and extensions need to be made to meet the individual abilities of all students.*

### **Standard: Personal and Social Responsibility**

**Grade Level Expectation:** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- apply rules, procedures and safe practices
- cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- recognize and value attributes of individuals
- treat others with respect during physical activity
- resolve conflicts in socially acceptable ways
- work independently and on-task

### **Student Performance Indicators:**

#### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

5.1.1 identify appropriate rules, procedures, and safe practices for selected activities

5.1.2 work cooperatively with a partner or small group

#### **Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

5.2.1 apply classroom rules, procedures and safe practices within physical education and at recess

- 5.2.2 complete assigned tasks individually or with others in a productive manner
- 5.2.3 resolve conflicts in socially acceptable ways during physical education and recess
- 5.2.4 demonstrate sportsmanship during physical education class
- 5.2.5 interact positively with students in class regardless of personal differences

**Level 3 - Students are proficient a this level.**

*At Level 3, the student will:*

- 5.3.1 demonstrate sportsmanship in physical education, recess, and outside the school setting

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Values Physical Activity**

**Grade Level Expectation:** A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- experience enjoyment while participating in physical activity
- seek personally challenging experiences in physical activity
- use physical activity as a means of self expression
- recognize physical activity as a positive opportunity for social interaction
- celebrate personal successes and achievements

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 6.1.1 participate willingly in a variety of physical activities

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 6.2.1 describe feelings following participation in physical activity

6.2.2 value the challenges and achievements associated with fitness and skill development

6.2.3 select physical activities for the purpose of self-expression

6.2.4 challenge self to higher level of performance

6.2.5 enjoy participation in group activities

6.2.6 select a new physical activity for participation

**Level 3 - Students are proficient a this level.**

*At Level 3, the student will:*

6.3.1 seek personally challenging experiences in physical activity both in and out of school

*Modification and extensions need to be made to meet the individual abilities of all students.*