

Physical Education
Third Grade

CONTENT AREA I:Gymnastics and Tumbling

Goal 1. The student will demonstrate the ability to achieve competency in movement forms and proficiency in a few movement forms while applying movement concepts and principles to the development of motor skills in gymnastics and tumbling.

Movement Objectives – The student will be able to:

- a. Recognize the influence of experience, capability, and physical development on skill proficiency.
- b. Compare one’s performance with preset criteria skillful movement.
- c. Recognize various sources of feedback relevant to motor skill learning.
- d. Perform educational gymnastics sequences with at least four non-locomotor movements.
- e. Explain and demonstrate the relationship between radius of rotation and rate of rotation for body and objects.
- f. Use manipulative skills in movement combinations.
- g. Apply the movement principles of relationships while moving alone in space.
- h. Apply the principles of relationships when working with a partner while moving.

Goal 2. The student will demonstrate the ability to achieve a physically active lifestyle and maintain a health-enhancing level of physical fitness.

Fitness Objectives – The student will be able to:

- a. Recall all of the components of a health-related fitness assessment.
- b. Explain or demonstrate how body systems and components respond to exercise.
- c. Explain the purpose of warm-up and cool-down and participate in both during physical activities.
- d. Evaluate the contribution of outside of school activities to the development of a healthy level of fitness.

Goal 3. The student will demonstrate the ability to show responsible personal and social behavior in physical activity settings, understand and respect differences among people in physical activity settings, and conclude that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

Attitude Objectives – The student will be able to:

- a. Recognize and demonstrate healthy ways to express needs, wants, emotions and opinions.
- b. Pace physical activity to remain physically active for a specified length of time.
- c. Make appropriate personal choices related to sportsmanship, self-control and teamwork.
- d. Explain the relationship between effort and improvement.
- e. Establish a realistic, achievable, challenging, short-term goal and monitor progress towards its achievement.

CONTENT AREA II: Rhythms and Dance

Goal 1. The student will demonstrate the ability to achieve competency in movement forms and proficiency in a few movement forms while applying movement concepts and principles to the development of motor skills in rhythms and dance.

Movement Objectives – The student will be able to:

- a. Recognize the influence of experience, capability, and physical development on skill proficiency.
- b. Demonstrate moving to a rhythm (e.g., performing simple dances in various formations, developing and refining a creative educational dance sequence that repeats.)
- c. Apply the movement principles of relationships while moving alone in space and using non-locomotor and manipulative skills.
- d. Apply the principles of relationships when working with a partner while moving.
- e. Transfer concepts of skillful movement to daily life experiences.

Goal 2. The student will demonstrate the ability to achieve a physically active lifestyle and maintain a health-enhancing level of physical fitness.

Fitness Objectives – The student will be able to:

- a. Explain or demonstrate how body systems and components respond to exercise.
- b. Pace physical activity to remain physically active for a specified length of time.
- c. Explain the purpose of a warm-up and cool-down and participate in both during physical activities.

Goal 3. The student will demonstrate the ability to show responsible, personal and social behavior in physical activity settings, understand and respect differences among people in physical activity setting, and conclude that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

Attitude Objectives – The student will be able to:

- a. Recognize and demonstrate healthy ways to express needs, wants, emotions and opinions.
- b. Pace physical activity to remain physically active for a specified length of time.
- c. Make appropriate personal choices related to sportsmanship, self-control and teamwork.
- d. Explain the relationship between effort and improvement.
- e. Establish a realistic, achievable challenging, short-term goal and monitor progress toward its achievement.

CONTENT AREA III: Games and Sports

Goal 1. The student will demonstrate the ability to achieve competency in many movement forms while applying movement concepts and principles to the development of motor skills in games and sports.

Movement Objectives – The student will be able to:

- a. Explain and demonstrate the relationship between radius of rotation and rate of rotation for body and objects.
- b. Demonstrate most of the critical elements for manipulative skill themes (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner.)
- c. Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways, catch a rolled ball while moving and throw it back to a partner.)
- d. Apply the movement principles of relationships while moving along in space and using non-locomotor and manipulative skills.
- e. Apply the principles of relationships when working with a partner while moving.
- f. Transfer concepts of skillful movement to daily life experiences.
- g. Recognize the influence of experience, capability, and physical development on skill proficiency.
- h. Compare one's own performance with preset criteria for skillful movement.
- i. Recognize various sources of feedback relevant to motor skill learning.

Goal 2. The student will demonstrate the ability to achieve a physically active lifestyle and maintain a health-enhancing level of physical fitness.

Fitness Objectives – The student will be able to:

- a. Recall all of the components of a health-related fitness assessment.
- b. Complete a modified version of a health-related fitness assessment.
- c. Explain and/or demonstrate how body systems and components respond to exercise.
- d. Record and present physical activity data in a personal fitness log.

- e. Describe how culture and media influence perceptions, selections, decisions and behaviors regarding physical activity.
- f. Evaluate the contribution of outside of school activities to the development of a healthy level of fitness.
- g. Explain the purpose of a warm-up and cool-down and participate in both during physical activities.

Goal 3. The student will demonstrate the ability to show responsible, personal and social behavior in physical activity settings, understand and respect differences among people in physical activity setting, and conclude that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

Attitude Objectives – The student will be able to:

- a. Recognize and demonstrate healthy ways to express needs, wants, emotions and opinions.
- b. Pace physical activity to remain physically active for a specified length of time.
- c. Make appropriate personal choices related to sportsmanship, self-control and teamwork.
- d. Explain the relationship between effort and improvement.
- e. Establish a realistic, achievable, challenging, short-term goal and monitor progress toward its achievement.