



Minidoka County School District #331

"Empowering Students for Success"

Minidoka County School District Quick Reference Curriculum Guide – 3-4 Grade Physical Education – March 2018

STANDARD 1: SKILLED MOVEMENT

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- ☐ Demonstrate refined fundamental patterns. (3-4.PE.1.1.1)
 - ☐ Demonstrate balance, coordination, laterality, directionality, spatial awareness, body awareness, and body identification in relation to different movements.
 - ☐ Demonstrate how to juggle with scarves and bean bags.
 - ☐ Copy or imitate movements.
 - ☐ Demonstrate the following skills: dribble ball with either hand while walking; execute a chest pass; catch a tossed object; perform a two-handed set show using proper technique; a mirroring technique with a partner; describe a pivot.
 - ☐ Demonstrate the following skills: using an overhand throw, pass a football to a target; catch a football while standing stationary; kicking a football from a tee at a target; the proper technique for centering stance.
 - ☐ Demonstrate the following skills: explain techniques for gripping a hockey stick; dribble a puck a prescribed distance; execute a proper hockey puck pass to a partner; shoot to a goal from a stationary position; explain the role of a goal keeper.
 - ☐ Demonstrate the following skills: using an overhand motion, throw a softball to a target; catch a ball at various levels and absorb the force; proper stance for batting; execute the proper sequence for base running; field a slow rolling ground ball.
 - ☐ Demonstrate the following skills: apply a specified grip; dribble a ball with a racquet or paddle; execute a drop serve over an object.
 - ☐ Demonstrate the following skills: describe the differences between a sprint and a distance race; show a sprint start; execute a running long jump for distance; demonstrate a proper landing position for a long jump; recognize and utilize the restraining line used for the softball throw; demonstrate proper hand exchange while stationary.
 - ☐ Demonstrate the following skills: body position to receive a pass; proper hand position to execute a pass; explain the technique of an underhand serve.
- ☐ Demonstrate and identify movements using concepts of effort, relationships, and body and space awareness. (3-4.PE.1.1.2)
- ☐ Demonstrate skillful combinations of movements in complex environments. (3- 4.PE.1.1.3)
 - ☐ Demonstrate mature and correct technique on: running technique, hop, vertical and horizontal jump, leap, gallop, slide, skip.



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STANDARD 2: MOVEMENT KNOWLEDGE

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

- ☐ Apply critical elements to improve performance of movement in single and complex movement situations. (3-4.PE.2.1.1)
- ☐ Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy). (3-4.PE.2.1.2)
- ☐ Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback). (3-4.PE.2.1.3)

STANDARD 3: HEALTH ENHANCING PERSONAL FITNESS

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

- ☐ Identify and engage in several activities related to improving each component of physical fitness. (3-4.PE.3.1.1, 3.1.2)
 - ☐ Demonstrate an overhand throw with varying amounts of force and distance.
 - ☐ Demonstrate proper catching technique using an object thrown from a variety of distances with varying force.
 - ☐ Demonstrate how to kick a ball at low or high targets.
 - ☐ Demonstrate how to toss a ball in the air and strike it with an extension of the hand (racquet or paddle).
 - ☐ Demonstrate how to bounce pass a ball so a partner can catch it.
 - ☐ Demonstrate body balance in a variety of positions.
 - ☐ Demonstrate the shuttle run.
 - ☐ Demonstrate how to run a designated distance for time.
 - ☐ Demonstrate how to mirror the movements of a leader or partner.
 - ☐ Demonstrate a jump and reach.
 - ☐ Demonstrate knowledge of cardiovascular fitness.
 - ☐ Demonstrate flexibility - recognize different levels of flexibility.
 - ☐ Demonstrate muscular strength and perform a designated muscular strength activity.



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- ☐ Demonstrate muscular endurance and perform a designated muscular endurance activity.
- ☐ Associate results of fitness testing to personal health status and ability to perform various activities. (3-4.PE.3.1.3)
- ☐ Demonstrate and have knowledge of rope size
- ☐ Demonstrate how to turn the rope using smooth, continuous circular movements.
- ☐ Demonstrate how to perform various foot patterns
- ☐ Demonstrate working with two or more individuals to turn and jump with long rope.
- ☐ Set and achieve personal fitness goals. (3-4.PE.3.1.3)

STANDARD 4: PERSONAL AND SOCIAL RESPONSIBILITY

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- ☐ Apply teacher rules, procedures and safe practices with little or no reinforcement. (3-4.PE.4.1.1)
 - ☐ Demonstrate knowledge of rules for age-appropriate games.
- ☐ Work independently and on task for short periods of time. (3-4.PE.4.1.2)
- ☐ Work cooperatively in a small group to complete tasks. (3-4.PE.4.1.3)
- ☐ Recognize and support differences in self and others. (3-4.PE.4.1.3)
- ☐ Participate in games, activities and dances from other cultures. (3-4.PE.4.1.3)

STANDARD 5: VALUING A PHYSICALLY ACTIVE LIFESTYLE

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

- ☐ Choose to participate daily in physical activities for the purpose of improving skill and health. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.) (3-4.PE.5.1.2)
- ☐ Identify moderate to vigorous activities that provide personal/social pleasure, self-expression and challenge. (3-4.PE.5.1.2)
- ☐ Identify activities that you can participate in associated with each component of health-related activities. (3-4.PE.5.1.3)