

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Physical Education
Grades 3-4

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate refined fundamental patterns in throwing, catching and striking. Students demonstrate a combination of movement patterns in increasingly dynamic and complex environments (e.g., performing a gymnastic or dance sequence with partner) and demonstrate specialized skills with a partner and/or object (e.g., soccer passing, fielding a softball, orienteering with map and compass).

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.	<ul style="list-style-type: none"> • 3-4.PE.1.1.1 Demonstrate refined fundamental patterns. • 3-4.PE.1.1.2 Demonstrate and identify movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal). • 3-4.PE.1.1.3 Demonstrate skillful combinations of movements in complex environments. • 3-4.PE.1.1.4 Demonstrate some specialized skills. 	<ul style="list-style-type: none"> • Peer throwing with reference to task cards containing essential components of throwing. • Three person weave with a soccer ball. Contains elements of passing with movement. 	<ul style="list-style-type: none"> • Various P.E. equipment 	

Standard 2: Movement Knowledge

Students use critical elements to refine motor performance in increasingly complex movement situations. Students identify and apply concepts that impact the quality of movement.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	<ul style="list-style-type: none"> • 3-4.PE.2.1.1 Apply critical elements to improve performance of movement in single and complex movement situations. • 3-4.PE.2.1.2 Use critical elements to improve others' performance of movement. • 3-4.PE.2.1.3 Identify and understand that appropriate practice improves performance. 	<ul style="list-style-type: none"> • 4-spot movement; forwards, backwards, diagonal, all necessary refined movement for performing a forearm pass in volleyball. • Dance; all forms 	<ul style="list-style-type: none"> • Volleyballs • Music • Stereo 	

Standard 3: Physically Active Lifestyle

Students make a conscious effort to participate regularly in daily physical activity in and out of class for the purpose of improving skill and health. Students identify the benefits and personal pleasure that come from these activities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<ul style="list-style-type: none"> 3-4.PE.3.1.1 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.3.1.2 Identify moderate to vigorous activities that provide personal/social pleasure, self-expression and challenge. 3-4.PE.3.1.3 Identify activities that you can participate in associated with each component of health related activities. 	<ul style="list-style-type: none"> “Log It” - P.E. central website designed to track physical activity. Required registration and a computer 	<ul style="list-style-type: none"> Computers 	

Standard 4: Personal Fitness

Students sustain moderate to vigorous physical activity for the improvement of each health related fitness component. Students begin to interpret results and set and achieve goals for individual improvement.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Achieve and maintain a health enhancing level of fitness.	<ul style="list-style-type: none"> 3-4.PE.4.1.1 Identify and engage in several activities related to improving each component of physical fitness. 3-4.PE.4.1.2 Associate results of fitness testing to personal health status and ability to perform various activities. 3-4.PE.4.1.3 Set and achieve personal fitness goals. 	<ul style="list-style-type: none"> Fitness center activities directed to each of the physical fitness components. Students chart achievement as well as improvement. Fitness Testing - Physical Best, Presidential, Pacer 	<ul style="list-style-type: none"> Various assessments and equipment 	

Standard 5: Personal and Social Responsibility

Students recognize safe practices, class rules, and procedures and apply them with little or no reminders. Students cooperate (with few reminders) with a partner or in small groups, regardless of individual differences (e.g., gender, ethnicity, ability) and begin to appreciate and recognize the value of the differences that others bring to physical activity settings. Students resolve conflicts using teacher-directed strategies.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<p>Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p>	<ul style="list-style-type: none"> • 3-4.PE.5.1.1 Apply teacher rules, procedures and safe practices with little or no reinforcement. • 3-4.PE.5.1.2 Work independently and on task for short periods of time. • 3-4.PE.5.1.3 Work cooperatively in a small group to complete tasks. • 3-4.PE.5.1.4 Recognize and support differences in self and others. • 3-4.PE.5.1.5 Participate in games, activities and dances from other cultures. • 3-4.PE.5.1.6 Demonstrate appropriate problem solving strategies 	<ul style="list-style-type: none"> • Team Fitness - designed to promote positive social skills with the setting and achieving of team fitness goals. Cooperative activities. Dance - cultural movement activities. 	<ul style="list-style-type: none"> • Various music CDs 	