

3rd Grade Physical Education Curriculum Essentials Document



Introduction

Purpose

The purpose of a quality physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the basic skills be able to demonstrate throughout their preschool through twelfth-grade experience.

1. Movement Competence and Understanding (Physical Education)

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

2. Physical and Personal Wellness (Shared Standard)

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

3. Emotional and Social Wellness (Shared Standard)

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

4. Prevention and Risk Management (Shared Standard)

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

Students integrate and apply the skills learned in physical education to their everyday life. In addition, numerous benefits result from participating in a quality physical education program such as: learning how to live an active and healthy lifestyle, proper nutrition, skill development, improved physical fitness, reinforcement of other subjects, goal setting, self-discipline, leadership and cooperation, stress reduction, enhanced self-efficacy, and strengthened peer relationships.

The physical education setting also provides a unique opportunity for students to develop an understanding and respect for differences among people. Cultural and global awareness can be enhanced through participation in physical activity, sports, dance and/or rhythms from other cultures.

3rd Grade Overview

Course Description	Topics at a Glance																
<p>In third grade, students seek to improve their motor skills by applying movement concepts to skills. Students work on body management skills in game-like settings. Specific sports skills are also emphasized. The four components of physical fitness are introduced. Students participate in physical activities successfully in a group, regardless of personal differences.</p>	<ul style="list-style-type: none"> Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports Perform movements that engage the brain to facilitate learning Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues Demonstrate positive social behaviors during class 																
Assessments																	
<ul style="list-style-type: none"> Observation Participation Performance Tasks Rubric Conferencing Portfolio Growth Over Time 																	
Grade Level Expectations																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%;">Standard</th> <th colspan="2">Big Ideas in Third Grade (Grade Level Expectations)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1. Movement Competence and Understanding</td> <td style="width: 5%;">1.</td> <td>Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports</td> </tr> <tr> <td>2.</td> <td>Perform movements that engage the brain to facilitate learning</td> </tr> <tr> <td rowspan="2">2. Physical and Personal Wellness</td> <td>1.</td> <td>Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing</td> </tr> <tr> <td>2.</td> <td>Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues</td> </tr> <tr> <td>3. Emotional and Social Wellness</td> <td>1.</td> <td>Demonstrate positive social behaviors during class</td> </tr> </tbody> </table>	Standard	Big Ideas in Third Grade (Grade Level Expectations)		1. Movement Competence and Understanding	1.	Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	2.	Perform movements that engage the brain to facilitate learning	2. Physical and Personal Wellness	1.	Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	2.	Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	3. Emotional and Social Wellness	1.	Demonstrate positive social behaviors during class	
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1. Movement, Competence and Understanding

Includes motor skills and movement patterns that teach skill and accuracy in a variety of routines, games, and activities that combine skills with movement; demonstrates the connection between body and brain function; and creates patterns for lifelong physical activity.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Movement Competence and Understanding standard are:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Content Area: Physical Education - Third Grade	
Standard 1: Movement Competence and Understanding in Physical Education	
Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities	
GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Demonstrate changes of pathways, levels, forces, and direction with manipulatives such as hoops, streamers, and balls b. Combine locomotor movements in time to music c. Dribble in soccer or basketball while changing speed and direction d. Demonstrate throwing, catching, striking ,or trapping in an activity e. Demonstrate skills of chasing, fleeing, and dodging to avoid others 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it enjoyable to combine locomotor movements in time to music? 2. How is dribbling a soccer ball different from dribbling a basketball? 3. Which combination of locomotor skills is most aesthetically pleasing? 4. Why are some games more enjoyable than others? 5. How do varying types of activity, challenges, and team versus individual activities contribute to enjoyment?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals move successfully and skillfully under a variety of movement conditions in their daily activities such as playing basketball or playing tag with friends. 2. Individuals participate skillfully in a variety of games that require movement and skills. 3. Individuals combine locomotor movements in time to music while dancing at home or at a social dance.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The ability to combine skills in meaningful ways is critical for success in most forms of physical activity. 2. Games and sports have motor patterns that appear in simple combinations.

Content Area: Physical Education – Third Grade	
Standard 1: Movement Competence and Understanding in Physical Education	
Prepared Graduates: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities	
GRADE LEVEL EXPECTATION Concepts and skills students master: 2. Perform movements that engage the brain to facilitate learning	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Describe, create, and demonstrate movements that require crossing the mid-line b. Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos c. Combine jumping, tossing, dribbling, or catching to music or rhythmic beat d. Perform a basic tinkling step to 3/4 time (close, tap, and tap) e. Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts f. Perform forward and backward rolls with variation g. Combine two or more rotational skills 	Inquiry Questions: <ol style="list-style-type: none"> 1. What must one think about when doing a forward roll? 2. Which activities are most effective for crossing the mid-line? 3. How does one use his or her mind in various activities and sports? 4. What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals learn new movements such as jumping rope to engage the brain. 2. Individuals perform routines of physical movement that may include dance steps, jumping rope, or a variation of forward and backward rolls.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2. Exercise is linked to healthy brain development, and certain movements such as cross-laterals, patterns, rhythms are proven to be beneficial for making body and brain connections.

2. Physical and Personal Wellness

Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention, and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Physical and Personal Wellness standard are:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Content Area: Physical Education - Third Grade	
Standard 2: Physical and Personal Wellness in Physical Education	
Prepared Graduates: Achieve and maintain a health-enhancing level of physical fitness	
GRADE LEVEL EXPECTATION Concepts and skills students master: 1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity Recognize that the body will adapt to increased workloads Describe the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity Identify several moderate to vigorous physical activities that provide personal pleasure Identify all activities that children participate in on a regular basis (formal or informal) Locate heart rate on at least two different pulse points on the body Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity Explain how the intensity and duration of exercise as well as nutritional choices affect fuel use during physical activity 	Inquiry Questions: <ol style="list-style-type: none"> Which physical activities are the healthiest? What factors help you to decide why you enjoy an activity or sport? If you are bored with a current physical activity, how would you choose a new physical activity? Does your body feel different after you swim than after you run?
	Relevance and Application: <ol style="list-style-type: none"> Individuals maintain healthy cardiovascular and respiratory system to prevent heart disease. Individuals participate in a wide range of physical activities over a lifetime such as swimming, bicycling, running, or hiking. Individuals participate safely in physical activity under a variety of environmental conditions such as high altitude, heat, humidity, or cold. Individuals use a watch to monitor their heart rate. Individuals compare the way riding a bicycle makes them feel to the way riding a skateboard makes them feel. Individuals keep a chart for a month of all physical activities, listing the amount of time for each.
	Nature of Discipline: <ol style="list-style-type: none"> Physical activity affects heart, lungs, and muscles. Physical activity affects the way one feels emotionally and physically. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life. Different levels of exercise affect heart rate and overall health and fitness.

Content Area: Physical Education - Third Grade	
Standard 2: Physical and Personal Wellness in Physical Education	
Prepared Graduates: Achieve and maintain a health-enhancing level of physical fitness	
GRADE LEVEL EXPECTATION: Concepts and skills students master: 2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Identify the location of the lungs and heart Identify muscles and fat Locate the heart, and feel it beat after moderate to vigorous exercise Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles Identify physical activities that cause the heart to beat faster 	Inquiry Questions: <ol style="list-style-type: none"> Do your heart and lungs feel different after you swim than after you run? If entire bodies were made of fat, how would people move? What would bodies look like if they had no bones? Which of your favorite activities do you think contribute most to your heart beating faster?
	Relevance and Application: <ol style="list-style-type: none"> Individuals understand the role of fitness in preventing chronic disease. Individuals take a virtual tour of the body, focusing on the lungs and heart. Individuals prevent heart disease by engaging in aerobic activity such as bicycle riding, or playing tag or basketball. Individuals use a heart rate monitor to compare heart rate before, during, and after exercise. Individuals compare body parts to parts of a car or a computer.
	Nature of Discipline: <ol style="list-style-type: none"> The amount of exercise done does directly influences heart rate and overall health and fitness. The body is made up of different parts, and each part must be cared for with exercise.

3. Emotional and Social Wellness

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Emotional and Social Wellness standard are:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Content Area: Physical Education - Third Grade	
Standard 3: Emotional and Social Wellness in Physical Education	
Prepared Graduates: Exhibit responsible personal and social behavior that respects self and others in physical activity settings	
GRADE LEVEL EXPECTATION	
Concepts and skills students master: 1. Demonstrate positive social behaviors during class	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify the positive behaviors of self and others b. Congratulate partners, opponents, or team upon conclusion of game or activity c. Accept and give constructive feedback to peers d. Follow directions, activity-specific rules, procedures, and etiquette with few reminders e. Encourage others regularly, and refrain from put-down statements f. Ask a partner to participate in a physical activity g. Congratulate friends for a well-executed movement 	Inquiry Questions: <ol style="list-style-type: none"> 1. How should you congratulate someone when he or she wins, and you lose? 2. When would peer feedback be inappropriate? 3. How can you give advice to a friend about how to improve at a physical activity? 4. How does your body feel when you achieve success while working with others? 5. What is your role in maintaining a positive learning environment that everyone can enjoy? 6. Why is it important to be polite when you lose?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals acknowledge the efforts of others when they have done something well such as sending a group email acknowledging the efforts of someone to other people. 2. Individuals describe how they could use technology to assist a friend in learning a skill. 3. Individuals are gracious winners and losers. For example, they shake the hand of a winning opponent. 4. Individuals initiate social interaction with someone they don't know in a social situation such as a school dance. 5. Individuals send an electronic invitation to a friend asking him or her to join them in a physical activity such as playing Frisbee.

Nature of Discipline:

1. Physical education provides opportunities to reinforce positive social behaviors.
2. Successful participation in physical activity requires cooperation with others.
3. Group physical activities should be fun for everyone participating.
4. How you behave when you win or lose influences how people look at you.

4. Prevention and Risk Management

Includes alcohol, tobacco, and other drug prevention; violence prevention; and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in the Prevention and Risk Management standard are:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Prepared Graduate Competencies in Physical Education

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates in Movement Competence and Understanding:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Prepared Graduates in Physical and Personal Wellness:

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills to engage in lifelong healthy eating
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Prepared Graduates in Emotional and Social Wellness:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Prepared Graduates in Prevention and Risk Management:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs
- Apply knowledge and skills that promote healthy, violence-free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Physical Education
Grade Level Expectations at a Glance
Grade Level Expectation

Standard		Grade Level Expectation
High School		
1. Movement Competence and Understanding	1. Participate at a competent level in a variety of lifelong physical activities 2. Understand the cognitive impact of movement 3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings	
2. Physical and Personal Wellness	1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan 2. Identify community resources to maintain lifelong physical activity 3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education	
3. Emotional and Social Wellness	1. Demonstrate respect for individual differences in physical activity settings 2. Demonstrate collaboration, cooperation, and leadership skills 3. Demonstrate responsible behavior in group settings	
4. Prevention and Risk Management	1. Understand the risks and safety factors that may affect participation in physical activity 2. Demonstrate knowledge of safety and emergency response procedures	
Eighth Grade		
1. Movement Competence and Understanding	1. Demonstrate knowledge of principles and concepts for effective rhythmic motor development 2. Understand and apply game strategies to physical activities and sports	
2. Physical and Personal Wellness	1. Identify the personal, physiological, and fitness benefits of participating in a variety of physical activities 2. Identify preferences for lifetime physical activity 3. Determine one's responsibility for developing skills, acquiring knowledge, and achieving fitness	
Seventh Grade		
1. Movement Competence and Understanding	1. Combine the critical elements of movement and skills concepts	
3. Emotional and Social Wellness	1. Develop strategies to communicate ideas and feelings 2. Demonstrate inclusiveness in and out of classroom settings	
4. Prevention and Risk Management	1. Implement safety procedures in the utilization of space and equipment	

Physical Education
Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Sixth Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate beginning strategies for a variety of games and sports 2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding 3. Use information from a variety of resources to improve performance
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Set personal goals for improving health-related fitness 2. Demonstrate the ability to perform self-paced cardiovascular endurance activities 3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation 2. Work cooperatively and productively in a group
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Demonstrate knowledge of safe practices in a physical activity setting
Fifth Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate mature form for all basic locomotor, nonlocomotor, manipulative, and rhythmic skills 2. Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Understand and apply basic principles of training to improving physical fitness 2. Demonstrate understanding of skill-related components of fitness and how they affect physical performance 3. Connect the health-related fitness components to the body systems
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Assess and take responsibility for personal behavior and stress management 2. Choose to participate cooperatively and productively in group and individual physical activities 3. Identify personal activity interests and abilities
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation

Physical Education
Grade Level Expectations at a Glance
Grade Level Expectation

Standard	Grade Level Expectation
Fourth Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Identify the major characteristics of mature locomotor, nonlocomotor, manipulative, and rhythmic skills 2. Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Explain how the health-related components of fitness affect performance when participating in physical activity 2. Recognize the relationship between healthy nutrition and exercise 3. Recognize the benefits derived from regular, moderate, and vigorous physical activity
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Identify and describe the benefits, risks, and safety factors associated with regular participation in physical activity
Third Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports 2. Perform movements that engage the brain to facilitate learning
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing 2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate positive social behaviors during class
Second Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate the elements of movement in combination with a variety of locomotor skills 2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements 3. Use feedback to improve performance
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class 2. Identify good brain health habits
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate positive and helpful behavior and words toward other students
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Apply rules, procedures, and safe practices to create a safe school environment with little or no reinforcement

Physical Education
Grade Level Expectations at a Glance

Standard

Grade Level Expectation

First Grade	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements 2. Demonstrate fundamental manipulative skills 3. Establish a beginning movement vocabulary
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Identify the body's normal reactions to moderate and vigorous physical activity
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Work independently and with others to complete work 2. Follow the rules of an activity
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Develop movement control for safe participation in games and sports
Kindergarten	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Demonstrate body and spatial awareness through safe movement 2. Locate the major parts of the body
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Understand that physical activity increases the heart rate, making the heart stronger
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate respect for self, others, and equipment 2. Demonstrate the ability to follow directions
Preschool	
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space 2. Demonstrate balance
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Recognize the positive feelings experienced during and after physical activity
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Apply safe practices, rules, and procedures

Glossary of Terms

Academic Vocabulary
Standard 1: Movement Competence and Understanding
Standard 2: Physical and Personal Wellness
Standard 3: Emotional and Social Wellness
Standard 4: Prevention and Risk Management

<u>Word</u>	<u>Definition</u>
Ready position	
Land softly	
Swing and spring	
Feet should-length apart	
Step-drop-punt	
Step and punt	
Step and throw	
Follow-through	
Routine	
Cue words	
Muscular strength	
Muscular endurance	
Flexibility	
Cardiovascular fitness	
Components of physical fitness	
FITT principles	Frequency, intensity, time, and type
Pedometer	
Heart rate monitor	
Technology	
Cooperation	
Respect	
Understanding	
Resolve conflicts	
Personal differences	
4 Cornerstones of Behavior	Play safe, play friendly, play fair, and work hard
Lift, carry, push, and pull	
Leap	
Jump	
Height	
Distance	
Overhand throw	
Dribble	
Strike	
Patterns of movements	
Combinations of movements	