

Content Area: Comprehensive Health and Physical Education

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: Third Grade

Concepts and skills students master:

1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports

Evidence Outcomes

Students can:

- 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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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?
6. Why do some people find some games more enjoyable than others?

Relevance and Application:

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 Physical Education:

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.

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Concepts and skills students master:

2. Perform movements that engage the brain to facilitate learning

Evidence Outcomes

Students can:

- Describe, create, and demonstrate movements that require crossing the mid-line
- Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos
- Combine jumping, tossing, dribbling, or catching to music or rhythmic beat
- Perform a basic tinkling step to 3/4 time (close, tap, and tap)
- Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts
- Perform forward and backward rolls with variation
- Combine two or more rotational skills

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What must one think about when doing a forward roll?
- Which activities are most effective for crossing the mid-line?
- How does one use his or her mind in various activities and sports?
- What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?

Relevance and Application:

- Individuals learn new movements such as jumping rope to engage the brain.
- Individuals perform routines of physical movement that may include dance steps, jumping rope, or a variation of forward and backward rolls.

Nature of Physical Education

- 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.
- 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.