



# School District of Marshfield Physical Education Standards –

## GRADE 3 & 4

### **National SHAPE Standards for Physical Education**

*Specific knowledge and skills that students will know and be able to do by the end of 3<sup>d</sup> and 4<sup>th</sup> Grade*

### **Marshfield Student Learning Target (“I can ...”)**

*These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.  
This is not an inclusive list of learning targets.*

### **Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

#### **Locomotor**

- Travels showing differentiation between sprinting and running. **S1.E2.3**
- Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. **S1.E6.4**

#### **Locomotor**

- I can differentiate between sprinting and running.
- I can travel with a mature pattern of various object control skills.

#### **Nonlocomotor (Stability)**

- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. **S1.E11.3**

#### **Nonlocomotor (Stability)**

- I can use locomotor skills and movement concepts when creating a dance/gymnastics routine.

#### **Manipulative**

- Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball). **S1.E22.4**
- Strikes an object with a short-handled implement while demonstrating a mature pattern. **S1.E24.4a**
- Strikes a ball with a long-handled implement (e.g. hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. **S1.E25.3**
- Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. **S1.E27.3**

#### **Manipulative**

- I can underhand volley during a small-group game.
- I can use a short or long handled implement to strike an object towards a target.
- I can use a short or long handled implement to strike an object towards a target.
- I can perform various jump rope tricks in either a long rope and a short rope.

### **Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

#### **Movement Concepts**

- Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). **S2.E1.4a**
- Applies the concept of closing spaces in small-sided practice tasks. **S2.E1.4b**
- Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. **S2.E2.4**
- Applies simple offensive strategies and tactics in chasing and fleeing activities. **S2.E5.4a**

#### **Movement Concepts**

- I can apply the concepts of open spaces in station drills.
- I can apply the concepts of closing spaces in station drills.
- I can combine movement concepts in station drills, gymnastics and dance environments.
- I can use offensive and defensive strategies during various activities.

### **Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**



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<b>Physical Activity Knowledge</b> <ul style="list-style-type: none"> <li>Analyzes opportunities for participation in physical activity outside physical education class. <b>S3.E1.4</b></li> </ul>	<b>Engages in Physical Activity</b> <ul style="list-style-type: none"> <li>I can identify opportunities for participating in physical activity outside of physical education class.</li> </ul>
<b>Fitness Knowledge</b> <ul style="list-style-type: none"> <li>Identifies the components of health-related fitness (cardiovascular endurance, muscular strength, muscular endurance, and flexibility). <b>S3.E3.4</b></li> <li>Identifies the need for warm-up and cool-down relative to various activities. <b>S3.E4.5</b></li> </ul>	<b>Fitness Knowledge</b> <ul style="list-style-type: none"> <li>I can identify the components of fitness.</li> <li>I can identify the importance of warm-ups and cool-downs related to various activities.</li> </ul>
<b>Nutrition</b> <ul style="list-style-type: none"> <li>Discusses the importance of hydration and hydration choices relative to physical activities. <b>S3.E6.4</b></li> </ul>	<b>Nutrition</b> <ul style="list-style-type: none"> <li>I can identify the importance of hydration when being physically active.</li> </ul>
<b>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>	
<b>Accepting Feedback</b> <ul style="list-style-type: none"> <li>Listens respectfully to corrective feedback from others (e.g., peers, adults). <b>S4.E3.4</b></li> </ul>	<b>Accepting Feedback</b> <ul style="list-style-type: none"> <li>I can listen to and accept corrective feedback from others.</li> </ul>
<b>Working with Others</b> <ul style="list-style-type: none"> <li>Works cooperatively with others. <b>S4.E4.3a</b></li> <li>Accepts players of all skill levels into the physical activity. <b>S4.E4.4b</b></li> </ul>	<b>Working with Others</b> <ul style="list-style-type: none"> <li>I can work cooperatively with others.</li> <li>I can accept players of all skill levels into activities.</li> </ul>
<b>Rules &amp; Etiquette</b> <ul style="list-style-type: none"> <li>Recognizes the role of rules and etiquette in physical activity with peers. <b>S4.E5.3</b></li> </ul>	<b>Rules &amp; Etiquette</b> <ul style="list-style-type: none"> <li>I can follow rules and apply basic etiquette in physical activity with peers.</li> </ul>
<b>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	
<b>Health</b> <ul style="list-style-type: none"> <li>Examines the health benefits of participating in physical activity. <b>S5.E1.4</b></li> </ul>	<b>Health</b> <ul style="list-style-type: none"> <li>I can discuss the health benefits of participating in physical activity.</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>Discusses the challenge that comes from learning a new physical activity. <b>S5.E2.3</b></li> </ul>	<b>Challenge</b> <ul style="list-style-type: none"> <li>I know the challenges that can come from learning a new physical activity.</li> </ul>