

*Jemez Valley Public Schools*  
**GRADES THREE – FOUR PHYSICAL EDUCATION • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
<b>3-4 Content Map</b>			
<b>Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms</b>			
<p>Transfer weight from feet to hands using controlled movement.</p> <p>Practice throwing, catching, and kicking. (all year)</p> <p>Demonstrate mature form in all locomotor patterns.</p>	<p>While traveling, avoid or catch an object or individual.</p> <p>Travel into and out of a rope turned by others</p> <p>Balance with control on a variety of objects.</p>	<p>Introduce dribbling with hands and feet.</p> <p>Participate in patterns and combinations of movements in repeatable sequences.</p> <p>Strike a softly thrown lightweight ball using a bat, paddle or a variety of body parts.</p> <p>Practice dribbling.</p> <p>Develop patterns and combinations of movements into repeatable sequences.</p> <p>Practice dribbling.</p> <p>Strike a softly thrown lightweight ball using a bat, paddle or a variety of body parts.</p>	<p>Develop and refine a gymnastics sequence demonstrating smooth transitions.</p> <p>Hand dribble and foot dribble a ball and maintain control while traveling within a group</p> <p>Throw, catch, and kick using mature motor patterns.</p>
Quadrant I	Quadrant II	Quadrant III	Quadrant IV
<b>3-4 Content Map</b>			
<b>Standard II: Applies movement concepts and principles to the learning and development of motor skills.</b>			
<p>Repeat cue words for selected motor skills and demonstrate/explain what is meant by each.</p> <p>Consistently receive and send an object in an intended direction and height. (all year)</p>	<p>Refine movement errors in response to positive information and corrective information feedback</p> <p>Demonstrate the application of critical cues in selected motor skills.</p>	<p>Identify critical elements of selected skills.</p> <p>Learn how to provide positive and corrective feedback to a peer.</p> <p>Adapt motor skills to the demands of a dynamic and unpredictable situation</p> <p>Practice movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e. gymnastics, dance)</p> <p>Provide feedback to a peer.</p> <p>Practice movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e. gymnastics, dance)</p> <p>Accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective feedback to that student.</p>	<p>Identify ways movement concepts can be used to refine movement skills.</p> <p>Design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e. gymnastics, dance)</p> <p>Explain how appropriate practice improves performance.</p>

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<b>Standard III: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
Participate in moderate to vigorous physical activity outside of PE most days of the week. (all year)  Participate in physical activities. (all year)	Use information from a variety of sources (internal and external) to regulate activity participation.	Describe how participation in physical activity affects health.	
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<b>Standard IV: Achieves and maintains a health enhancing level of physical fitness.</b>			
Participate in a variety of physical activities in order to improve each component of health related fitness. (all year)		Complete and understand a health related fitness assessment.  Identify strategies to show progress towards at least one personal fitness goal as determined by health related fitness assessments. (through March)  Identify activities that correspond to an aspect of health related fitness.  Select activities designed to improve and maintain levels of fitness in each component of health related fitness.	Explain the relationship of body weight, body composition and participation in regular physical activity.  Develop strategies to show progress towards at least one personal fitness goal as determined by health related fitness assessments.
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<b>Standard V: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
Identify where equipment should be placed and used during physical education class.  Identify how to use equipment safely.  Introduce PE classroom and general activity rules.  Invite a peer to take his/her turn at a piece of apparatus before repeating turn. (all year)  Introduce the elements of socially acceptable conflict resolution  Work productively with a partner to improve selected motor skills by using the critical elements of the	Distinguish between compliance and non-compliance with game rules and fair play.  Practice the elements of socially acceptable conflict resolution (through October)  Review concept of peer pressure.  Demonstrate the elements of socially acceptable conflict resolution. (all year) Identify and avoid the negative influence of peers. (all year) Identify examples of peer pressure.	Identify effective communication skills.  Consistently comply with PE classroom rules to ensure the physical and emotional safety for all.  Accept consequences of personal choices. (all year)  Practice effective communication skills. (through March)  Demonstrate the ability to teach an activity or skill to a group of classmates	Demonstrate effective communication skills.

process.			
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<b>Standard VI: Demonstrates understanding and respect for differences among people in physical activity settings</b>			
Learn specific roles for working in small groups. (all semester)		<p>Recognize and value the role of each individual in a small group.</p> <p>Discuss personal differences.</p> <p>Accept all playmates without regard to personal differences (i.e. age, race, ethnicity, gender, ability level, etc.)</p> <p>Identify lifestyle factors that can be controlled and their impact on health and wellness.</p> <p>Describe yourself and your family.</p> <p>Demonstrate the ability to work in a variety of cultural or ethnic activities.</p>	<p>Articulate cultural/ethnic self awareness through written, oral or physical expression.</p> <p>Differentiate between body type presented in the media and own healthy body type.</p>
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<b>Standard VII: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>			
<p>Students will participate in physical activities and individuals, pairs and small groups. (all year)</p> <p>Willingly try new activities.</p> <p>Identify the purpose of practicing to improve performance.</p>	<p>Interact with others by helping them successfully complete their small group physical activity challenges.</p> <p>Practice drills to improve specific skills.</p> <p>Interact with others by helping them successfully complete their small group physical activity challenges.</p> <p>Celebrate personal successes and achievements and those of others. Practice drills to improve specific skills.</p>	<p>Participate in movement sequences.</p> <p>Voluntarily initiate skill practice to improve performance. (through May)</p> <p>Participate in movement sequences.</p>	<p>Explain the enjoyable characteristics of small group physical activities.</p> <p>Design a movement sequence/game that includes all members of the group in the success of the activity.</p> <p>Design a movement sequence or game that includes all members of the group in the success of the activity.</p>