Idaho Physical Education

Grades 3, 4, 5

Adopted 2010

Skilled Movement

1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

1. Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., games, dance, educational gymnastics, etc.). 3-5.PE.1.1.1
2. Demonstrate mature movements using concepts of effort, relationships, and body and space awareness. 3-5.PE.1.1.2
3. Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling, etc.). 3-5.PE.1.1.3

Movement Knowledge

2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

1. Utilize knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., Did I follow through?, self and peer checklist, etc.). 3-5.PE.2.1.1
2. Transfer concepts to new skills/games (e.g., offensive and defensive strategies, bending the knees lowers the center of gravity and increases stability, rhythm and timing, etc.). 3-5.PE.2.1.2
3. Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self talk, visualize performance, etc.). 3-5.PE.2.1.3

Valuing a Physically Active Lifestyle

3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

1. Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.). 3-5.PE.3.1.1
2. Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.). 3-5.PE.3.1.2
3. Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (e.g., enroll in organized school activity, etc.). 3-5.PE.3.1.3

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4. Seek personally challenging experiences in physical activity (e.g., sets realistic improvement goals for a greater challenge in existing activity, etc.). 3-5.PE.3.1.4

Personal Fitness

4.1: Achieve and maintain a health-enhancing level of physical fitness.

1. Know and demonstrate the health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.). 3-5.PE.4.1.1
2. Regularly participate in moderate-to-vigorous physical activity which improves physical fitness (e.g., physical education class, home/school/community programs, etc.). 3-5.PE.4.1.2
3. With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness and set and achieve attainable personal health-related fitness goals (e.g., Physical Best, goal setting, etc.). 3-5.PE.4.1.3

Personal and Social Responsibility

5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

1. Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g. help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, etc.). 3-5.PE.5.1.1
2. Work independently and cooperatively in groups to complete tasks and challenges (e.g. develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.). 3-5.PE.5.1.2
3. Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.) 3-5.PE.5.1.3