New Hampshire Physical Education

Grades 3, 4, 5

Adopted 2005

Engages in a physically active lifestyle.	**a.** Participate in daily physical activities that promote healthy lifestyles based on personal abilities and interests.
	b. Discuss reasons for participating in physical activity.
	c. Identify personal reasons for participating in physical activity (e.g. improvement through practice, enjoyment, social interaction, personal challenge).
	d. Describe health benefits that result from regular and appropriate participation in physical activity.
Achieves and maintains a health enhancing level of physical fitness.	**a.** Participate in daily health-enhancing physical activities.
	b. Participate in formal physical fitness assessment.
	c. Describe short and long term benefits of engaging in health-related fitness.
	d. Use personal fitness assessment data to enhance his/her understanding of fitness.
	e. Show improvement in all components of health-related fitness.
	f. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.
	g. Identify health-related fitness components inherent in various activities.
	h. Use a beginning level of technology to record physical fitness assessment data.
Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities (psychomotor).	**a.** Demonstrate developmentally mature patterns in a wide variety of locomotor, non-locomotor and manipulative skills.
	b. Apply fundamental motor skills in a variety of physical activities, such as low organized games, rhythmic activities, fitness activities, tumbling and gymnastics.
	c. Begin to combine fundamental motor skills to develop more complex motor skills.
	d. Begin to use more complex motor skills in a variety of physical activities.

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities	**a.** Use a movement vocabulary when describing motor skill performance. **b.** Describe critical elements of fundamental motor skills and begin to identify the critical elements of more complex skills. **c.** Explain the use of movement concepts during motor skill performance. **d.** Use feedback from teachers, peers, and other mediums (visual aids, computers, etc.) to improve motor skill performance and cognitive understanding. **e.** Transfer concepts learned in other skills and games for performance of new skill and game.
Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction	**a.** Identify the value of participation in physical activities. **b.** Describe the benefits and challenges of working in a group.
Exhibits responsible personal and social behavior that respects self and others in physical activity settings	**a.** Describe responsible behavior in physical activity settings. **b.** Work productively and respectfully with others to achieve a group goal. **c.** Identify and follow safety rules for all activities. **d.** Demonstrate responsible behavior in physical activity settings. **e.** Recognize and accept the existence of individual uniqueness in physical activity settings. **d.** Display acceptance of others through verbal and non-verbal behaviors. **e.** Identify individual similarities and differences in physical activity settings. **f.** Demonstrate a tolerance for individual differences. **g.** Resolve conflict in socially acceptable ways.