

# 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.**

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- b. Describe critical elements of fundamental motor skills and begin to identify the critical elements of more complex skills.**

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- c. Explain the use of movement concepts during motor skill performance.**

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- d. Use feedback from teachers, peers, and other mediums (visual aids, computers, etc.) to improve motor skill performance and cognitive understanding.**

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- 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.**

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- 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.**

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- b. Work productively and respectfully with others to achieve a group goal.**

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- c. Identify and follow safety rules for all activities.**

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- d. Demonstrate responsible behavior in physical activity settings.**

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- e. Recognize and accept the existence of individual uniqueness in physical activity settings.**

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- d. Display acceptance of others through verbal and non-verbal behaviors.**

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- e. Identify individual similarities and differences in physical activity settings.**

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- f. Demonstrate a tolerance for individual differences.**

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- g. Resolve conflict in socially acceptable ways.**