

Grades 4, 5

Adopted 2003

Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

- use mature form in many gross locomotor and many combination patterns (run, hop, jump, leap, skip, gallop, slide). 4-5.S1.1
- use mature form in non-locomotor skills (body, space, time, effort, relationship). 4-5.S1.2
- show mature form in fundamental manipulative skills (e.g., throw, catch, strike, dribble). 4-5.S1.3
- show mature form in fundamental combinations of movement skills (e.g., run and jump, strike and run). 4-5.S1.4
- apply beginning strategies in various games and sports. 4-5.S1.5
- transfer movement skills between activities at a rudimentary level. 4-5.S1.6
- practice activities to increase skill competence. 4-5.S1.7

Students will apply movement concepts and principles to the learning and development of motor skills.

- use rudimentary application of biomechanical principles (e.g. center of gravity, base of support, force). 4-5.S2.1
- use critical elements of fundamental and specialized movement skills to provide feedback to self and others (e.g. self/peer assessment of: transfer of weight, opposition skills, point to target). 4-5.S2.2
- use rudimentary strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead). 4-5.S2.3
- transfer movement skills, concepts, and principles between activities at a rudimentary level. 4-5.S2.4

Students will understand the implications of and the benefits derived from involvement in physical activity.

- identify the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes). 4-5.S3.1
- identify the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline). 4-5.S3.2

- identify the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork). 4-5.S3.3

- identify the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration). 4-5.S3.4

- use physical activity as a means of self-expression. 4-5.S3.5

Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

- participate in a health-related physical fitness assessment (e.g., FitnessGram, Physical Best, President's Council). 4-5.S4.1

- make progress towards, meet, or exceed the health-related fitness standards of the assessment tool. 4-5.S4.2

- understand how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities. 4-5.S4.3

- recognize changes in pre and post test results in health-related fitness tests and develop basic physical activity plan based on these results. 4-5.S4.4

- identify several physical activities related to each component of health-related physical fitness (e.g., cardiovascular - jogging, aerobics, hiking, spinning) or (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility). 4-5.S4.5

- select and participate regularly in physical activities for the purpose of improving physical skills and health. 4-5.S4.6

- identify factors that promote and that prevent physical activity and develop some strategies to maintain a physically active lifestyle. 4-5.S4.7

- identify ways to be physically active in structured and non-structured settings that promote lifelong fitness. 4-5.S4.8

- identify a variety of technologies that can assist in the development of a fitness plan (e.g. websites, heart rate monitors, etc.). 4-5.S4.9

Students will demonstrate responsible personal and social behavior in physical activity settings.

- use self control in game and movement activities. 4-5.S5.1

- follow activity-specific laws, rules, procedures, and etiquette. 4-5.S5.2

- utilize safety principles in activity situations and settings. 4-5.S5.3

- work cooperatively and productively with a partner and/or a group to accomplish a set goal. 4-5.S5.4

- work independently and on task for developmentally appropriate periods of time. 4-5.S5.5

- describe and use appropriate ways to peacefully resolve conflicts. 4-5.S5.6

- interact appropriately with peers while participating in group activities. 4-5.S5.7

Students will understand that internal and external environments influence physical activity.

- identify appropriate and safe areas within the community to participate in physical activity. 4-5.S6.1

- identify physical activities that can be performed in a variety of settings. 4-5.S6.2

- have a fundamental understanding of how media and technology can impact one's level of physical activity. 4-5.S6.3

- identify healthy ways to promote physical activity with peers. 4-5.S6.4

- identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, recreation department, PAL). 4-5.S6.5

- use a variety of valid sources to find information about physical activity. 4-5.S6.6

- identify a variety of emotions that can impact physical activity levels. 4-5.S6.7
