

# Grades 3, 4, 5

Adopted 2000

**Students will develop competency in all fundamental movement skills and proficiency in some movement forms.**

**1: Students will model complex locomotor movement patterns in specialized activities.**

- a. demonstrate mature form in all locomotor skills within movement patterns.
- b. demonstrate smooth transitions between sequential locomotor skills within activities and/or games.
- c. determine the effectiveness of transferring fundamental locomotor skills into modified activities and/or games.

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**2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.**

- a. demonstrate mature form in all manipulative skills within movement patterns.
- b. demonstrate smooth transitions between sequential manipulative skills within activities and/or games.
- c. determine the effectiveness of transferring fundamental manipulative movement patterns into modified activities and/or games.

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**3: Students will exhibit a mature kinesthetic sense in nonlocomotor/stability movement patterns in specialized activities.**

- a. respond to various forces to maintain static or dynamic balance while performing basic skills.
- b. maintain body equilibrium in basic movement patterns in modified physical activities and/or games.
- c. determine the effectiveness of kinesthetic adjustments made during basic non-locomotor/stability movement patterns.

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**Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.**

**1: Students will apply scientific concepts and principles to analyze performance of self and others.**

- a. understand there are connections between scientific principles and a specific movement.
- b. model the correct application of scientific principles while performing a skill.
- c. determine if the use of a specific scientific concept enhances skill performance.

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**2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.**

- a. understand how physical, emotional, and cognitive factors affect performance.
  - b. explore training and conditioning practices that impact skill acquisition and performance.
  - c. model appropriate training and conditioning practices to improve skill acquisition.
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**3: Students will evaluate various strategies leading to successful performance.**

- a. explore performance strategies to use in various situations.
  - b. apply appropriate performance strategies in various situations.
  - c. determine the effectiveness of various performance strategies.
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**Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.**

**1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.**

- a. examine scientifically based data to determine personal health-related fitness level.
  - b. record specific fitness data to track personal progress.
  - c. understand the concepts of frequency, intensity, time, and type within physical activity.
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**2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.**

- a. explore and share the results of on-going physical activity.
  - b. investigate the healthful benefits of a specific physical activity.
  - c. explain the importance of using safe, beneficial techniques and related theory in physical activity.
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**3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.**

- a. explore available options of school/community health-related facilities and human resources
  - b. explore various activities to meet personal health-related fitness needs.
  - c. engage in on-going physical activity and encourage the participation of others.
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**Students will develop responsible and respectful personal and social behavior in physical activity settings.**

**1: Students will model and encourage appropriate personal and social conduct in physical activities.**

- a. perceive one's personal role in maintaining a safe physical activity environment.
- b. practice acceptable etiquette and sportsmanship in physical activity settings.
- c. apply conflict resolution processes in physical activity settings.

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**2: Students will value and maximize the contributions and potential of each individual in group activities.**

- a. recognize and support various roles in group settings.
  - b. recognize and support the productive efforts each individual brings to physical activity settings.
  - c. recognize various roles and purposes of leadership in group settings.
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**3: Students will evaluate the positive impact of contributions provided through human diversity.**

- a. explore the effects of an individual's uniqueness within physical activity settings.
  - b. support the inclusion of all students in physical activity settings.
  - c. explore the positive contributions derived from diversity in physical activity settings.
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**Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.**

**1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.**

- a. participate in physical activity to experience enjoyment.
  - b. interact positively with peers while participating in physical activities.
  - c. describe the emotional benefits gained from participation in physical activities.
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**2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.**

- a. explain the benefits of maintaining a positive attitude while participating in challenging physical activity.
  - b. describe how to balance the mental, physical, and social aspects of participation in physical activity.
  - c. explore a variety of challenging physical activities based on personal success and satisfaction.
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**3: Students will analyze employment/career options in the physical education/fitness fields.**

- a. explore various physical education/fitness careers and the important services they provide.
- b. explore the personal attributes required for selected physical education/fitness careers.
- c. explain how physical education/fitness careers relate to other employment fields.