

Grades 3, 4, 5

Adopted 2014

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain)

1. Demonstrate mature form for all fundamental manipulative skills (for example, catching, striking, kicking). 5-1.1

2. Demonstrate mature form for combinations of fundamental locomotor skills (for example, running, walking, skipping, galloping). 5-1.2

3. Use basic motor skills during invasion games, net/wall activities, striking/fielding activities, and target activities in increasingly complex situations (for example, dodging and evading an opponent, traveling at different levels, speeds or directions). 5-1.3

4. Execute basic offensive and defensive strategies for an invasion game or net/wall activity (for example, travel and maintain control of an object in a two-on-one situation, receive and pass an object with a partner against a defender, place the ball away from an opponent in 4-square). 5-1.4

5. Demonstrate extension and control by supporting body weight on the hands (for example, cartwheels, handstands). 5-1.5

6. Apply movement concepts to sequenced gymnastics actions with smooth transitions both alone and with others (for example, perform a routine that includes balance-roll-balance with a change in direction). 5-1.6

7. Perform age-appropriate dances with given steps and sequences in rhythm to music. 5-1.7

8. Jump rope continuously, without error, for 30 seconds. 5-1.8

The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance. (Cognitive Domain)

1. Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to others in fundamental movement skills and specialized game skills (for example, making a triangle to set the volleyball). 5-2.1

2. Identify basic offensive and defensive strategies in modified game situations (for example, moving to open space while in a three-on-two situation). 5-2.2

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3. Recognize movement concepts that have an effect on the quality of complex movement performance (for example, the absorption and production of force, the transfer of weight, the relationship between practice and improvement of performance, the importance of warm-up and cool-down). 5-2.3
 4. Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component. 5-2.4
 5. Design goals based upon personal strengths and weaknesses as determined by fitness test results. 5-2.5
 6. Describe how heart rate is used to monitor exercise intensity. 5-2.6
 7. Recognize pacing is critical to sustain participation in cardiorespiratory endurance activities. 5-2.7
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The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)

1. Identify opportunities available in the school and community for regular participation in physical activity (for example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise). 5-3.1
 2. Select and participate in physical activities that develop and appropriately maintain each of the five components of health-related physical fitness (for example, jogging to increase aerobic capacity). 5-3.2
 3. Monitor his or her own participation in physical activity (for example, using a GPS device and/or pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log). 5-3.3
 4. Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram). 5-3.4
 5. Implement strategies to achieve and maintain health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity). 5-3.5
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The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

1. Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities. 5-4.1
2. Identify and demonstrate the characteristics of good sportsmanship (for example, accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others). 5-4.2
3. Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting. 5-4.3

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- 4. Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations. 5-4.4**

 - 5. Take responsibility for his or her own actions without blaming others. 5-4.5**

 - 6. Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level. 5-4.6**
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**The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.
(Affective Domain)**

- 1. Seek to engage in physical activities that are personally enjoyable. 5-5.1**

- 2. Recognize that effort and practice contribute to improvement and success. 5-5.2**

- 3. Seek to engage in physical activities that are personally challenging. 5-5.3**

- 4. Celebrate personal physical-activity successes and achievements along with those of others. 5-5.4**

- 5. Recognize that physical activity is an opportunity for positive social interaction. 5-5.5**

- 6. Explain why individuals are attracted to certain physical activities. 5-5.6**

- 7. Recognize that skill competency leads to enjoyment of movement and physical activity. 5-5.7**