

**Physical Education/Health Standards
Grades 3-5**

(Standards taught across the curriculum throughout the year)

Performance Area	3rd Grade	4th Grade	5th Grade
<p>Power Standards By the end of a grade, students will. . .</p>	<p>Exercising Healthy Actions 1. Understand that actions within a group will help achieve group goals. 2. Demonstrate how fitness is important to their health and well-being. 3. Know how the quality of actions affects group outcomes. 4. Combine movement skills to enhance their performance. 5. Implement strategies when their safety is threatened.</p>	<p>Taking a Lead in My Fitness and Health 1. Understand how certain skills and knowledge will keep them healthy. 2. Increase knowledge and improve social skills to promote healthy interactions. 3. Be responsible for their health and well-being. 4. Take the lead when promoting healthy life choices. 5. Refine movement skills to enhance performance in physical activities.</p>	<p>Ensure a Healthy Lifestyle 1. Know the five components of fitness. 2. Make healthy choices, which are essential to good growth and development. 3. Be responsible in personal and social behavior during physical activities. 4. Understand how aerobic and non-aerobic activities impact their personal fitness. 5. Know how the body system works.</p>
<p>Movement Skills</p>	<p>1. Demonstrate safety while using equipment in predictable and randomly modified game situations. 2. Participate, with teacher prompts, in physical activities without interfering with others or objects (e.g., dodging, fleeing activities). 3. Perform two or more locomotor and/or non-locomotor skills in combination or sequence with age-appropriate control. 4. Demonstrate control while manipulating objects to change direction and/or distance. 5. Perform a sequence that combines weight transfer and balance movements. 6. Begin to decide when to use offensive and/or defensive strategies in skill work and lead-up games.</p>	<p>1. Demonstrate refined movements, non-locomotor and locomotor movement skills while playing in modified games. 2. Participate in a wide variety of physical activities without interfering with others or with objects. 3. Demonstrate offense and defense and cooperative strategies. 4. Discuss the potential consequences of participating in a safe and unsafe environment during activity. 5. Follow rules when participating in a wide variety of games, activities, or sports.</p>	<p>1. Perform two or more locomotor and/or non-locomotor skills in combination or sequence with control and fluid transition. 2. Perform a sequence that combines weight transfer and balance movements. 3. Create combinations of locomotor/non-locomotor movement and manipulative skills in selected activities. 4. Use vocabulary specific to activities, games or sports. 5. Decide when to correctly use offensive and/or defensive strategies in games. 6. Define the components of good sportsmanship.</p>

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Physical Fitness	<ol style="list-style-type: none"> 1. Recall the immediate effects of exercise on the body. 2. Monitor heart rate before, during, and after physical activity. 3. Discuss target heart rate. 4. Explain concepts of warm-up and cool down. 5. Identify activities appropriate for warm-up and cool down. 6. Select activities to improve weaknesses and maintain strengths of individual fitness levels. 7. Match the components of health-related fitness, to fitness assessments (e.g., body composition, flexibility, muscular strength, muscular endurance, cardiovascular endurance). 	<ol style="list-style-type: none"> 1. Cooperatively complete target heart rate worksheet with mathematical calculations. 2. Record heart rate after engaging in physical activity. 3. Recognize the immediate effects of exercise on heart rate. 4. Write a planned list of community activities (recreational and leisure) used to accomplish fitness-related goals. 5. Explain the relationship between various movements and health-related fitness components (e.g., running = cardiovascular). 	<ol style="list-style-type: none"> 1. Explain what happens to the body the harder one plays, runs, or does physical activity. 2. Select activities that help achieve the target heart rate zone for a specific amount of time. 3. Identify target heart rate, maximum heart rate, and resting heart rate. 4. Explain how to recognize target heart rate zone. 5. Explain fitness scores to parents or guardians. 6. Participate in a progression of activities that will maintain or improve personal fitness levels. 7. Identify the benefits of both aerobic and anaerobic activities on the body's systems.
Team Building	<ol style="list-style-type: none"> 1. Complete a task in a given amount of time during participation in a group physical activity. 2. Identify individual behaviors that need to be changed in order to work successfully in a group. 3. Give examples of ways to settle disagreements. 4. Perform cooperatively with a partner when participating in a structured group physical activity. 5. Complete a task with a partner or group in a given amount of time during group physical activities. 	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the rules in effect when participating in a group physical activity. 2. List the consequences for not following the class procedures/rules. 3. Demonstrate the ability to remain on task when participating in physical activity. 4. Perform cooperatively with a partner or a small group when participating in physical activity. 5. Complete a task with a partner or small group given a specific amount of time with limited teacher intervention during a physical activity. 6. Recognize individual differences in performance within a group. 7. Name some qualities of a good leader. 	<ol style="list-style-type: none"> 1. Identify and define characteristics of an effective leader. 2. Identify a variety of supportive roles within a cooperative group setting. 3. Identify responsible decision-making choices. 4. Identify a variety of supportive roles within a cooperative group setting. 5. Recognize individual differences in performances within a group. 6. Respect decisions made by others concerning rules, procedures, and processes during activities.

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Principles of Health Promotion	<ol style="list-style-type: none"> 1. Explain what can happen if medicines are used improperly. 2. Recognize when symptoms of illness require attention from an adult or a health care provider. 3. Describe the symptoms of common childhood illnesses (e.g., fever, rashes, cough). 4. Use personal hygiene behaviors/ choices that will improve health and safety. 5. Discuss and use seat belts. 6. State the potential causes of accidents at school, at home, and in the community. 7. Recognize causes of different types of pollution. 8. Discuss ways individuals and communities reduce pollution. 	<ol style="list-style-type: none"> 1. Discuss how bacteria grow. 2. Describe ways that viruses are transmitted. 3. Explain the importance of vaccinations. 4. Discuss the benefits of early detection and treatment of illnesses. 5. Describe how the media influences health related behaviors, choices, and skills. 6. Give examples of health-related advertisements. 7. Identify ways that pollution can be a health risk. 8. Explain how recycling can reduce health risks. 9. Discuss methods used by schools, communities, and individuals to dispose of waste. 	<ol style="list-style-type: none"> 1. Apply basic first aid to injuries. 2. Describe the signs and symptoms of illness that would indicate that a person should seek medical treatment (e.g., conscious and unconscious). 3. Encourage proper hygiene among family members and classmates. 4. Tell others how their choices and behavior affects other people's health. 5. Describe the physical effects that air pollution can have on the body. 6. Recognize that air pollution affects the ozone layer. 7. Explain how depletion of the ozone layer will affect health. 8. Explain the possible effects of noise pollution on health. 9. List chemicals found in cigarette smoke that pollute the body and the environment.

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Human Body Systems	<ol style="list-style-type: none"> 1. Build/construct a human body, consisting of the following parts: head, neck, shoulders, elbows, arms, hands, fingers, chest, legs, hips, ankles, feet and toes. 2. Locate the brain, heart, lungs, and stomach. 3. Understand the basic function and location of muscles. 4. Locate bones in the body. 5. Recognize the importance of calcium to bones. 6. Recognize the relationship between exercise and muscular development. 7. Cite ways to build physical activity into daily routines. 8. List characteristics that make you similar, different, and unique. 9. Compare your growth to that of your peers. 10. Explain how eating and activity affect growth and development. 11. Describe how emotions affect choices, behaviors, and functions of the body. 	<ol style="list-style-type: none"> 1. Define the word nutrient. 2. Identify major nutrients and their food sources. 3. Memorize the sections included in the USDA Food Pyramid. 4. Classify foods into groups based on their major nutrient contribution. 5. Define the word stress. 6. Cite examples of positive and negative stressors and how to manage them. 7. Describe different kinds of friendships. 8. Realize that learning to get along with other is a process unique to every person. 9. List characteristics that help maintain friendships. 10. Role-play how to formulate new friendships. 	<ol style="list-style-type: none"> 1. Explain what muscles do for the body. 2. Describe the basic functions of the digestive system. 3. Recognize the parts of the digestive system. 4. Illustrate how food is processed and moves through the digestive system. 5. Explain the basic functions of the respiratory system. 6. Label the parts of the respiratory system. 7. Explain the basic functions of the reproductive system. 8. Discuss healthy food choices. 9. Explain how health choices affect the performance of the body's systems. 10. Explain the function of major nutrients. 11. Lists choices that have a positive and negative influence on health. 12. List the effects of alcohol, drugs, and tobacco on the body's system. 13. Evaluate a personal daily diet.
Promoting Health and Well-Being	<ol style="list-style-type: none"> 1. Recognize that people have different emotional responses to situations. 2. List types of non-verbal communication (e.g., eyes, facial expressions, posture). 3. Discuss rules for communicating in a group situation. 4. Identify behaviors that reflect cooperation. 5. Learn what to do if someone touches you inappropriately. 6. Discuss how to tell a trusted adult when you feel uncomfortable or threatened. 7. Memorize emergency and medical phone numbers. 8. Describe a situation when you would use a refusal skill. 	<ol style="list-style-type: none"> 1. Identify consequences of conflict. 2. Tell how a person avoids conflict in a non-violent way. 3. Describe the procedure in reporting unsafe behavior and bullying. 4. Apply positive communication skills to avoid conflict. 5. Simulate situations where bullying occurs. 6. Discuss consequences of bullying. 7. Describe components of a decision-making process. 8. Give examples where and when a decision-making process can be used. 9. Analyze consequences for poor health choices. 10. Select a health problem and give examples of choices and consequences. 	<ol style="list-style-type: none"> 1. Apply positive and negative communication skills to avoid conflict. 2. Predict and discuss the consequences of bullying. 3. Decide what actions to take when bullying occurs. 4. Hypothesize how emotions could be communicated in different situations (e.g., winning the lottery, death, divorce). 5. Define how personal hygiene affects the process of an individual going through puberty. 6. Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).