

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
SEPTEMBER 2006**

**PHYSICAL EDUCATION STANDARDS 3-4**

**STANDARD 2.5 (MOTOR SKILL DEVELOPMENT)** ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE

Building upon knowledge and skills gained in preceding grade, by the end of grade 4, students will:

<b>A. Movement Skills</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>	<b>MP4</b>
1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.				
2. Demonstrate smooth transitions between sequential movement skills used in applied settings ( e.g., creative dance, gymnastics routine, trap-dribble-shoot).				
3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.				
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds and levels during movement.				
5. Respond to multiple changes in rhythm, tempo, beat, and musical style.				
6. Change the effort or range of a movement skill or combination to improve performance.				
7. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects and boundaries.				
8. Respond appropriately to visual and verbal cues during physical activity.				
9. Correct movement errors in response to feedback and explain how the change improves performance.				
10. Apply a learned skill to another movement setting.				
11. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.				
<b>B. Movement Concepts</b>				
1. Discuss the importance of proper body mechanics when performing movement skills.				
2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.				
3. Explain how changing the energy, flow, effort, or range of movement skill changes the quality of movement (e.g., baby steps vs. giant steps).				
4. Discuss ways to refine and increase control when performing movement skills.				
5. Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in sports).				
6. Explain how a movement skill can be used in another movement setting.				
7. Give examples of verbal and visual cues used to improve movement skill performance.				
8. Define and use skill and activity specific vocabulary.				
<b>C. Strategy</b>				
1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.				
<b>D. Sportsmanship, Rules and Safety</b>				
1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.				
2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.				
3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.				
<b>E. Sport Psychology</b>				
1. Describe a variety of mental strategies used to prepare for physical activity.				

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**STANDARD 2.6 (FITNESS)** ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Building upon knowledge and skills gained in preceding grade, by the end of grade 4, students will:

<b>A. Fitness and Physical Activity</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>	<b>MP4</b>
1. Discuss the physical, social, and emotional benefits of regular physical activity.				
2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.				
3. Describe how body systems respond to vigorous exercise.				
4. Discuss factors such as heredity, training and diet influence fitness.				
5. Describe how technology has improved fitness activities.				
<b>B. Training</b>				
1. Discuss the importance of regular physical activity.				
2. Describe and apply the training principle of frequency, intensity and time (FIT) during physical activity.				
3. Explain that using performance-enhancing substances, including anabolic steroids and supplements may be unsafe and illegal.				
<b>C. Achieving and Assessing Fitness</b>				
1. Engage in moderate to vigorous physical activity that develops all components of fitness.				
2. Maintain continuous aerobic activity for a specified period of time.				
3. Monitor physiological responses before, during and after exercise.				
4. Develop a health-related fitness goal and use technology to track fitness status.				
5. Demonstrate age and gender-specific progress towards improving each component of fitness.				
6. Demonstrate safe and appropriate techniques while engaging in fitness activities.				