

## Model Curriculum Grade 3-5 Units

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### Grades 3-5 Unit Overview

#### Physical Education Overview for the Model Curriculum Units

The grades K-5 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit I Movement Education/ Rhythm

Unit II Wellness

Unit III Manipulative Skills

Unit IV Movement/ Locomotor/Nonlocomotor Skills

Unit V Lifetime/ Cooperative Activities

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## Model Curriculum Grade 3-5 Units

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The grades K-5 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit I Movement Education/ Rhythm

Unit II Wellness

Unit III Manipulative Skills

Unit IV Movement/ Locomotor/Nonlocomoter Skills

Unit V Lifetime/ Cooperative Activities

## Model Curriculum Grade 3-5 Units

### Unit 1: Movement Education/ Rhythm

|                                                                                                                                                                                         |            |                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.5.4.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. | 2.5.4.A.1* | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).                                             |
|                                                                                                                                                                                         | 2.5.4.A.2* | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.                                                                                           |
|                                                                                                                                                                                         | 2.5.4.A.3* | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.                                                                                                  |
| 2.5.4.A Ongoing feedback impacts improvement and effectiveness of movement actions.                                                                                                     | 2.5.4.A.4* | Correct movement errors in response to feedback and explain how the change improves performance.                                                                                                                                       |
| 2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. | 2.5.6.A.1* | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
|                                                                                                                                                                                         | 2.5.6.A.2* | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.                                                                          |
| 2.6.4.A Each component of fitness contributes to personal health as well as motor skill performance.                                                                                    | 2.6.4.A.2* | Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.                                                                                                |
| 2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health                                               | 2.6.6.A.1  | Determine to what extent various activities improve skill-related fitness versus health-related fitness.                                                                                                                               |

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## Model Curriculum Grade 3-5 Units

### Unit 1: Movement Education/ Rhythm

2.5.4.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.4.A.1\* Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2\* Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3\* Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A Ongoing feedback impacts improvement and effectiveness of movement actions.

2.5.4.A.4\* Correct movement errors in response to feedback and explain how the change improves performance.

2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.6.A.1\* Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2\* Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.6.4.A Each component of fitness contributes to personal health as well as motor skill performance.

2.6.4.A.2\* Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health

2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

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|---------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------|
| status.                                                                                                             |           |                                                                                                      |
| 2.5.6.C There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | 2.5.6.C.3 | Relate the origin and rules associated with certain games, sports, and dances to different cultures. |
| Major Supporting Additional .                                                                                       |           |                                                                                                      |

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Model Curriculum Grade 3-5 Units

status.

2.5.6.C There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.

2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

Major Supporting Additional .

## Model Curriculum Grade 3-5 Units

### Unit 2: Wellness

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| 2.6.4.A Each component of fitness contributes to personal health as well as motor skill performance.                                              | 2.6.4.A.1  | Determine the physical, social, emotional, and intellectual benefits of regular physical activity.                                                                         |
|                                                                                                                                                   | 2.6.4.A.2  | Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.                                    |
|                                                                                                                                                   | 2.6.4.A.3  | Develop a health-related fitness goal and track progress using health/fitness indicators.                                                                                  |
|                                                                                                                                                   | 2.6.4.A.4  | Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.                                              |
|                                                                                                                                                   | 2.6.6.A.1  | Analyze the social, emotional, and health benefits of selected physical experiences.                                                                                       |
| 2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. | 2.6.6.A.2* | Determine to what extent various activities improve skill-related fitness versus health-related fitness.                                                                   |
|                                                                                                                                                   | 2.6.6.A.3  | Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. |
|                                                                                                                                                   | 2.6.6.A.4  | Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.                                            |
|                                                                                                                                                   | 2.6.6.A.5  | Relate physical activity, healthy eating, and body composition to personal fitness.                                                                                        |
|                                                                                                                                                   | 2.1.4.A.2  | Determine the relationship of personal health practices and behaviors on an individual's body systems. <sup>1</sup>                                                        |
| 2.1.4.A The dimensions of wellness are                                                                                                            | 2.1.4.B.3* | Explain how healthy eating provides energy, helps to maintain healthy weight,                                                                                              |

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## Model Curriculum Grade 3-5 Units

### Unit 2: Wellness

2.6.4.A Each component of fitness contributes to personal health as well as motor skill performance.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

2.6.6.A.2\* Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness.

2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.1

2.1.4.A The dimensions of wellness are 2.1.4.B.1\* Explain how healthy eating provides energy, helps to maintain healthy weight,

## Model Curriculum Grade 3-5 Units

|                                                                                                                                                                         |             |                                                                                                                                             |
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| interrelated and impact overall personal well-being.                                                                                                                    |             | lowers risk of disease, and keeps body systems functioning effectively. <sup>1</sup>                                                        |
| 2.1.4.B Choosing a balanced variety of nutritious foods contributes to wellness.                                                                                        | 2.1.6.C.2   | Determine the impact of public health strategies in preventing diseases and health conditions. <sup>1</sup>                                 |
| 2.1.6.C The early detection and treatment of diseases and health conditions impact one's health.                                                                        | 2.5.4.C.2   | Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. <sup>1</sup>     |
| 2.5.4.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. | 2.2.4.B.3 * | Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. <sup>1</sup> |
| 2.2.4.B Many health-related situations require the application of a thoughtful decision-making process.                                                                 | 2.2.4.B.4 * | Develop a personal health goal and track progress. <sup>1</sup>                                                                             |
|                                                                                                                                                                         |             |                                                                                                                                             |

Major Supporting Additional

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## Model Curriculum Grade 3-5 Units

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2.1.4.B Choosing a balanced variety of nutritious foods contributes to wellness.

2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.<sup>1</sup>

2.1.6.C The early detection and treatment of diseases and health conditions impact one's health.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.<sup>1</sup>

2.5.4.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.2.4.B.3 \* Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.<sup>1</sup>

2.2.4.B Many health-related situations require the application of a thoughtful decision-making process.

2.2.4.B.4 \* Develop a personal health goal and track progress. 1

Major Supporting Additional .

## Model Curriculum Grade 3-5 Units

### Unit 3: Manipulative Skills

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| 2.5.4.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. | 2.5.4.A.1* | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).                                             |
|                                                                                                                                                                                         | 2.5.4.A.2* | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.                                                                                           |
| 2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities  | 2.5.6.A.1* | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
|                                                                                                                                                                                         | 2.5.6.A.2* | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.                                                                          |
| 2.5.4.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.                 | 2.5.4.C.2* | Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.                                                                                                             |
| 2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.                 | 2.5.6.C.2* | Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.                                                                                        |
| 2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.                                       | 2.6.6.A.2* | Determine to what extent various activities improve skill-related fitness versus health-related fitness.                                                                                                                               |

Major Supporting Additional

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## Model Curriculum Grade 3-5 Units

### Unit 3: Manipulative Skills

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2.5.6.A.2\* Explain concepts of force and motion and demonstrate control while

modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.4.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.4.C.2 \* Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.6.C.2 \* Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

2.6.6.A.2 \* Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Major Supporting Additional .

## Model Curriculum Grade 3-5 Units

### Unit 4: Movement/ Locomotor/Nonlocomotor Skills

|                                                                                                                                                                                         |             |                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.5.4.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. | 2.5.4.A.1 * | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
|                                                                                                                                                                                         | 2.5.4.A.2 * | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.                                               |
| 2.5.4.A Ongoing feedback impacts improvement and effectiveness of movement actions.                                                                                                     | 2.5.4.A.4 * | Correct movement errors in response to feedback and explain how the change improves performance.                                                                                           |
| 2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. | 2.5.6.A.2 * | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.                              |
| 2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.                 | 2.5.6.C.1 * | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.                                                           |
|                                                                                                                                                                                         | 2.5.6.C.2 * | Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.                                            |
| 2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.                                       | 2.6.6.A.2 * | Determine to what extent various activities improve skill-related fitness versus health-related fitness.                                                                                   |

Legend: Supporting Additional

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## Model Curriculum Grade 3-5 Units

### Unit 4: Movement/ Locomotor/Nonlocomotor Skills

2.5.4.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.4.A.1 \* Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2 \* Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A Ongoing feedback impacts improvement and effectiveness of movement actions.

2.5.4.A.4 \* Correct movement errors in response to feedback and explain how the change improves performance.

2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.6.A.2 \* Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.6.C.1 \* Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2 \* Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

2.6.6.A.2 \* Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Major Supporting Additional .

## Model Curriculum Grade 3-5 Units

### Unit 5: Lifetime/ Cooperative Activities

|                                                                                                                                                                                         |            |                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.5.4.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. | 2.5.4.A.1* | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).                                             |
| 2.5.4.B Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.                                                              | 2.5.4.B.1  | Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).                                                                     |
|                                                                                                                                                                                         | 2.5.4.B.2  | Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.                                                                                                                   |
| 2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. | 2.5.6.A.1* | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| 2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.  | 2.5.6.B.1  | Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.                                                                                                                      |
| 2.5.4.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.                 | 2.5.4.C.1  | Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.                                                                                                             |
|                                                                                                                                                                                         | 2.5.4.C.2* | Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.                                                                                                             |
| 2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.                 | 2.5.6.C.1  | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.                                                                                                       |
| 2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.                                       | 2.6.6.A.2* | Determine to what extent various activities improve skill-related fitness versus health-related fitness.                                                                                                                               |

## Model Curriculum Grade 3-5 Units

### Unit 5: Lifetime/ Cooperative Activities

2.5.4.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.4.A.1 \* Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.B Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies

(e.g., player positioning, faking, dodging, creating open areas, and defending space). 2.5.4.B.2

Acknowledge the contributions of team members and choose appropriate ways

to motivate and celebrate

accomplishments. 2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.6.A.1\* Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.4.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2\* Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

2.6.6.A.2 \* Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Model Curriculum  
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Major Supporting Additional .

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