Independent School District of Boise City

Course Title
3-6 Physical Education

Course Overview
This elementary physical education curriculum for grades 3-6 focuses on developing physical literacy through skilled movement, movement knowledge, personal fitness, social responsibility, and the promotion of a physically active lifestyle.

Year Long
The instructor will determine the order

Skilled Movement
Movement Knowledge
Health-Enhancing Personal Fitness
Personal and Social Responsibility
Valuing a Physically Active Lifestyle

Updated: March, 2026

Skilled Movement
Unit Learning Intentions
● I am learning to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities (Scale) ● I am learning to participate in a variety of physical activities. (Scale)
Suggested Success Criteria Aligned to Unit Learning Intentions
I can demonstrate motor skills and movement patterns with increasing control and coordination. I can perform skills correctly most of the time. I can begin to apply skills effectively in practice activities and games. I can respond to feedback and adjust technique to improve performance
Unit Priority Standards: ● 3-5. PE. 1.1.1 Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics). **Unit Supporting Standards:** ● 3-5.PE.1.1.2 Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies). ● 3-5. PE. 1.1.3 Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling). ● 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity.

Movement Knowledge
Unit Learning Intentions

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- I am learning to apply concepts and strategies to a variety of physical activities. (Scale)
- I am learning to participate in a variety of physical activities. (Scale)

Suggested Success Criteria Aligned to Unit Learning Intentions

I can demonstrate basic concepts and strategies
I can apply basic rules of a game or activity

Unit Priority Standards:

- 3-5.PE.2.1.2 Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy).

Unit Supporting Standards:

- 3-5.PE.2.1.1 Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed, agility, effort, opposition, balance, follow through, self and peer checklist).
- 3-5.PE.2.1.3 Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback).
- 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher-level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception).

Health-Enhancing Personal Fitness

Unit Learning Intentions

- I am learning the health-related components of fitness. (Scale)
- I am learning to participate in a variety of physical activities. (Scale)

Suggested Success Criteria Aligned to Unit Learning Intentions

- Participates actively in all physical activities and games.
- Demonstrates how to properly warm up and cool down.
- Identify at least three benefits of regular physical activity.

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- Accurately describes and demonstrates correct technique for basic exercises (jumping jacks, squats, stretching).
- Maintains personal space and follows safety rules during activities.
- Explains the importance of hydration and healthy eating.
- Monitors and describes changes in heart rate before and after exercise.
- Sets a personal fitness goal and works towards achieving it.
- Reflects on personal effort and progress in fitness activities.

Unit Priority Standards:

- 3-5.PE.3.1.1 Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).

Unit Supporting Standards:

- 3-5.PE.3.1.2 Regularly participate in moderate-to-vigorous physical activity that improves and maintains physical fitness (e.g., physical education class, home/school/community programs).
- 3-5.PE.3.1.3 With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results).
- 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining gender and age-related contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
- 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness, including agility, coordination, balance, power, reaction time, and speed (e.g., resistance training techniques, combatives training, sprint starts, vertical/ starts, vertical/standing jump, Pilates, sports performance).

Personal and Social Responsibility

Unit Learning Intentions

- I am learning to exhibit responsible personal and social behavior while following class rules, procedures, and safety practices. (Scale)
- I am learning to participate in a variety of physical activities. (Scale)

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Suggested Success Criteria Aligned to Unit Learning Intentions

- I can be kind, respectful, and work well with others in PE.
- I can help keep myself and my classmates safe.
- I can listen and follow directions right away.

Unit Priority Standards:

- 3-5.PE.4.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty, and fairness).
- 3-5.PE.4.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide assistance to the teacher and other students).
- 3-5.PE.4.1.3 Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g., dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others).

Unit Supporting Standards:

Valuing a Physically Active Lifestyle

Unit Learning Intentions

- I am learning to participate in a variety of physical activities. (Scale)

This Learning Intention is embedded throughout the above units/learning intentions.

Suggested Success Criteria Aligned to Unit Learning Intentions

- Participate in PE activities for most of the lesson.
- Keep their body moving with a few reminders.
- Show effort by moving at a moderate to vigorous level (e.g., faster movement, increased breathing).
- Try their best and challenge themselves to keep moving.
- Can ask for help as needed.
- Participate in PE activities some of the time.

- Move their body but may stop often or need reminders to keep moving.
- Are learning what it means to be active in PE.
- Participate in activities at a light to moderate level with support.
- Try the activities when encouraged by the teacher and/or peers.

Unit Priority Standards:

- 3-5.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30-minute class or 60 steps per minute).
- 3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by SHAPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).
- 3-5.PE.5.1.3 Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).

Unit Supporting Standards: