

# TerraTime's Discovery Centers

## INDIANA ACADEMIC STANDARDS

### GRADES K–5

#### SOCIAL STUDIES

K.1.3: Identify and order events that takes place in a sequence. *Example:* Identify events in the school day as first, next, last, yesterday, today and tomorrow; place school events in order.

K.2.3: Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.

K.2.4: Give examples of how to be a responsible family member and member of a group. *Example:* Respecting the property and rights of others, being honest and truthful, and respecting authority.

K.3.1: Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between. *Example:* Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks.

K.3.3: Locate and describe places in the school and community. *Example:* Cafeteria, library, office, restrooms, gym and the fire station.

K.4.2: Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. *Example:* Use picture books, stories and software programs/games to illustrate and identify different type of jobs, as well as tools and materials used in different jobs.

1.2.2: Define and give examples of rules and laws in the school and the community and explain the benefits of these rules and laws.

1.2.3: Describe ways that individual actions can contribute to the common good of the classroom or community. *Example:* Students help to keep the classroom and school clean by properly disposing of trash.

1.2.4: Define what a citizen is and describe the characteristics of good citizenship. *Example:* Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family and respecting property

1.3.3: Identify and describe the relative locations of places in the school setting. *Example:* The relative location of the school might be described as “across the road from the fire station” or “near the river.

1.3.6: Explain the effect of seasonal change on plants, animals, and people.

1.3.9: Give examples of natural resources found locally and describe how people in the school and community use these resources. *Example:* Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

2.2.5: Identify people who are good citizens and describe the character traits that make them admirable.

2.2.7: Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.

2.3.5: On a map, identify physical features of the local community. *Example:* Use maps and atlases to identify local bodies of water, crops and green spaces.

2.3.8: Identify ways that recreational opportunities influence human activity in the community. *Example:* Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.

3.2.5: Explain the importance of being a responsible citizen of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship. *Example:* Being respectful, trustworthy, practicing tolerance and working with others to solve problems.

## **SCIENCE**

K.PS.1: Plan and conduct an investigation using all senses to describe and classify different kinds of objects by their composition and physical properties. Explain these choices to others and generate questions about the objects.

K.PS.2: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.

K.PS.3: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K.ESS.4: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

K.LS.2: Describe and compare the physical features of common living plants and animals.

K.LS.3: Use observations to describe patterns of what plants and animals (including humans) need to survive.

1.PS.1: Characterize materials as solid, liquid, or gas and investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties).

1.ESS.4: Develop solutions that could be implemented to reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

1.LS.1: Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

1.LS.3: Make observations of plants and animals to compare the diversity of life in different habitats.

2.PS.2 Predict the result of combining solids and liquids in pairs. Mix, observe, gather, record, and discuss evidence of whether the result may have different properties than the original materials.

2.PS.4: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

2.ESS.4: Obtain information to identify where water is found on Earth and that it can be solid or liquid.

2.LS.1: Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive.

2.LS.2: Compare and contrast details of body plans and structures within the life cycles of plants and animals.

2.LS.3: Classify living organisms according to variations in specific physical features (i.e., body coverings, appendages) and describe how these features may provide an advantage for survival in different environments.

K-2.E.1: Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.

K-2.E.3: Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.

3.PS.1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3.PS.2: Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used.

3.PS.4: Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.

3.ESS.2: Develop solutions that could be implemented to reduce the impact of weather related hazards.

3.LS.1: Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3.LS.3: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4.PS.1: Investigate transportation systems and devices that operate on or in land, water, air, and space and recognize the forces (lift, drag, friction, thrust, and gravity) that affect their motion.

4.PS.2: Investigate the relationship of the speed of an object to the energy of that object.

4.PS.4: Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.

4.PS.5: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4.ESS.4: Develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.

4.LS.1: Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.

5.ESS.3: Investigate ways individual communities within the United States protect the Earth's resources and environment.

3-5.E.1: Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.

3-5.E.2: Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5.E.3: Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

## **MATH**

K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).

K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.

K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.

K.DA.1: Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

1.G.2: Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.

1.G.3: Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

1.M.1: Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.

1.DA.1: Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.

2.G.2: Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.

2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.

3.G.3: Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.

3.M.2: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.

4.M.1: Measure length to the nearest quarter-inch, eighth-inch, and millimeter.

## **ENGLISH LANGUAGE ARTS**

K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.

K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.

K.SL.2.5: Continue a conversation through multiple exchanges.

K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

K.SL.3.2: Ask appropriate questions about what a speaker says.

K.SL.4.3: Give, restate, and follow simple two-step directions.

K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.

K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.

K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events).

1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

1.SL.2.1.: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.

1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.

1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.

- 1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
- 1.SL.4.3: Give and follow three- and four-step directions.
- 1.RL.2.1: Ask and answer questions about main idea and key details in a text.
- 2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
- 2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.
- 2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.
- 2.SL.4.3: Give and follow multi-step directions.
- 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
- 2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
- 3.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 3.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- 3.SL.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
- 3.SL.2.5: Explain personal ideas and understanding in reference to the discussion.
- 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.

5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

## **MUSIC**

K.3.1: Improvise simple rhythms using body percussion, found items, or an instrument.

K.3.2: Respond to teacher-played phrases with a similar phrase using body percussion, found items, or an instrument.

K.5.3: Use fine and gross motor movement to demonstrate simple rhythm and pitch patterns.

K.6.1: Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures.

K.6.2: Distinguish vocal, instrumental, and environmental sounds.

K.6.3: Compare vocal tone qualities such as whispering, singing, and speaking.

K.6.4: Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

1.4.1: Independently create and perform short rhythmic and melodic patterns with teacher guidance using the voice, body percussion, found items, or classroom instruments.

1.5.3: Use body percussion and movement to demonstrate rhythmic patterns.

1.6.1: Show changes in tempo, dynamics, and mood using movement in response to music.

1.6.2: Identify various vocal, instrumental, and environmental sounds.

1.6.3: Identify phrases of a song as same or different and listen for repetition of phrases.

- 1.6.4: Identify and demonstrate appropriate listening behavior during a classroom or outside performance.
- 2.4.3: Arrange and perform a short sound piece cooperatively in small groups using the voice, body percussion, found items, or classroom instruments.
- 2.2.1: Echo melodic and rhythmic patterns.
- 2.2.2: Maintain a steady beat and play with appropriate dynamic levels.
- 2.4.3: Arrange and perform a short sound piece cooperatively in small groups using the voice, body percussion, found items, or classroom instruments.
- 2.8.3: Express a specific emotion through music, art, movement, and writing or speaking.
- 3.3.2: Improvise a rhythmic accompaniment to a song.
- 4.2.4: Play instrumental pieces of various styles and cultures.
- 4.3.3: Improvise a melodic variation of a familiar song or musical phrase.
- 4.3.5: Improvise movements to accompany or demonstrate a melody.
- 5.2.3: Play instruments independently or in a group to accompany singing.
- 5.3.3: Improvise melodic and rhythmic variations of learned songs by singing and using instruments.

## **VISUAL ARTS**

- K.4.2: Respond to art based on personal preference.
- K.5.1: Demonstrate curiosity and personal insight through observing and discussing works of art.
- K.5.2: Identify art as objects made by humans and distinguish between human-made objects and those from nature
- K.6.1: Use objects or animals from the real world as subject matter for artwork.
- K.6.2: Create art that expresses personal ideas, interests, and feelings.
- K.6.3: Use personal symbols to express ideas.
- K.6.4: Demonstrate thoughtfulness and care in creating artwork.
- K.6.5: Reflect on and share work with others.
- K.6.6: Respect personal work and the work of others.
- K.7.4: Identify and use a balance of two-dimensional and three-dimensional media and processes to express ideas, experiences, and stories.
- K.7.5: Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

- 1.5.1: Demonstrate curiosity and personal insight through observing and discussing works of art.
- 1.5.2: Discuss art as creations of humans for the purpose of visual pleasure or communication.
- 1.6.1: Demonstrate skills of perception in production of artwork.
- 1.6.2: Create artwork about self, family, and personal experiences.
- 1.6.3: Identify and use symbols to express ideas.
- 1.6.4: Demonstrate thoughtfulness and care in creating artwork.
- 1.6.5: Reflect on and share work with others.
- 1.6.6: Respect personal work and the work of others.
- 1.7.4: Identify visual and tactile characteristics of a medium.
- 1.7.5: Identify and use a balance of two-dimensional and three-dimensional media and processes to express ideas, experiences, and stories.
- 1.7.6: Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 2.6.1: Demonstrate refined perceptual skills in the production of artwork.
- 2.6.2: Create artwork about self, family, and personal experiences.
- 2.6.3: Create and use symbols in personal artwork to communicate meaning.
- 2.6.4: Demonstrate evidence of reflection and care in creating artwork.
- 2.6.5: Identify and apply criteria for self-assessment of studio work such as craftsmanship, control of media, and communication of ideas.
- 2.6.6: Demonstrate respect for personal work and the work of others.
- 2.7.3: Identify visual and tactile characteristics of a medium.
- 2.7.4: Identify and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.
- 2.7.5: Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 3.5.1: Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance.
- 3.6.2: Create artwork that communicates personal ideas and experiences.
- 3.6.3: Demonstrate ability to successfully generate a variety of symbols, then select and refine a symbol that communicates the idea.
- 3.6.4: Demonstrate evidence of critique, reflection, and revision in creating artwork.

- 3.6.6: Demonstrate respect for personal work and the work of others.
- 3.7.5: Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 4.5.1: Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance and forming convincing interpretations.
- 4.6.2: Create artwork that communicates personal ideas, experiences, or emotions.
- 4.6.3: Identify and use a variety of symbols and subject matter that clearly communicate ideas.
- 4.6.4: Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 4.6.6: Demonstrate respect for personal work and the work of others.
- 4.7.5: Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 5.6.6: Demonstrate respect for personal work and the work of others.
- 5.7.3: Discriminate between physical characteristics of a variety of media and selectively apply them in artwork.
- 5.7.4: Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.
- 5.7.5: Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

## **HEALTH & WELLNESS**

- K-2.1.1: Identify that healthy behaviors affect personal health.
- K-2.1.3: Describe ways to prevent communicable diseases.
- K-2.1.4: List ways to prevent common childhood injuries.
- K-2.3.2: Identify ways to locate school and community health helpers.
- K-2.4.3: Identify healthy ways to express needs, wants, and feelings.
- K-2.4.4: List ways to treat people with kindness and respect.
- K-2.4.5: Describe ways to respond in an unwanted, threatening, or dangerous situation.
- K-2.4.7: Identify nonviolent ways to manage or resolve conflict.
- K-2.7.2: List a variety of behaviors to avoid or reduce health and safety risks.
- 3-5.1.1: Describe the relationship between healthy behaviors and personal health.
- 3-5.1.4: Describe ways to prevent common childhood injuries and health problems.

3-5.2.4: Recognize how peers can influence healthy and unhealthy behaviors.

3-5.4.3: Explain healthy ways to express needs, wants and feelings.

3-5.4.4: Determine ways to communicate kindness and respect for others.

3-5.4.7: Analyze strategies to prevent and manage conflict.

3-5.5.3: Predict health risk of decisions to self and others.

3-5.5.6: Assume responsibility for personal health decisions.

3-5.7.2: Identify specific ways to avoid or reduce health and safety risks.

## **PHYSICAL EDUCATION**

K.1.1 Perform basic (fundamental) locomotor skills.

K.1.2 Perform basic nonlocomotor skills. *Example:*

K.1.3 Perform basic manipulative skills.

K.1.4 Perform basic movements in a rhythmic manner.

K.3.2 Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time.

K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities

K.5.2 Exhibit a willingness to follow basic directions for an active class.

K.5.3 Show a positive attitude toward self and others during physical activity.

1.1.1 Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

1.1.2 Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements.

1.1.3 Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements.

1.1.4 Perform fundamental rhythmic skills alone, with a partner, or in a group.

1.3.1 Engage in health-related physical fitness activities or games during physical education class, recess, and/or or leisure time with one's family and friends.

- 1.5.1 Identify and demonstrate safety practices and personal responsibility during physical education class, recess and after school physical activities.
- 1.5.2 Demonstrate and apply an understanding of rules and directions for an active class.
- 1.5.3 Demonstrate cooperative play with children of varying abilities.
- 1.5.4 Demonstrate respect and compassion for children with individual differences.
- 1.6.3 Demonstrate self-expression in a physical activity setting.
- 1.6.4 Express enthusiasm for participating in physical activity.
- 2.1.1 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges.
- 2.1.2 Perform stability skills proficiently and in combinations, with developmentally appropriate challenges.
- 2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.
- 2.1.4 Perform fundamental rhythmic skills proficiently alone, with a partner or in a group.
- 2.1.5 Perform locomotor and manipulative combined skills with developmentally appropriate challenges.
- 2.5.1 Identify and demonstrate safety practices and personal responsibility for an active class and games.
- 2.5.2 Demonstrate and apply rules and directions for an active class.
- 2.5.3 Demonstrate cooperative play with a partner and small or large groups regardless of personal differences.
- 2.5.4 Demonstrate respect and compassion for students with individual differences.
- 3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations.
- 3.1.2 Demonstrate different fundamental movement skills to form increasingly complex skills.
- 3.1.3 Utilize manipulative equipment combined with movement skills to perform specific sport skills.
- 3.1.4 Demonstrate movement skills and patterns following specific rhythms.
- 3.5.1 Work cooperatively with others to obtain common goals in a game situation.
- 3.5.2 Recognize and avoid unsafe practices and situations.
- 3.5.3 Demonstrate respect and compassion for the individual differences of others while participating in physical activities.
- 3.5.4 Encourage classmates who demonstrate difficulty with skill performance.

- 3.6.3 Participate in cooperative problem-solving physical activity challenges.
- 4.1.1 Demonstrate mature movement patterns in locomotor, nonlocomotor, and manipulative skills.
- 4.1.2 Practice combinations of movement skills for specific sports.
- 4.1.3 Demonstrate complex patterns of movement.
- 4.1.4 Demonstrate movement skills and patterns following specific rhythms.
- 4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.
- 4.5.2 Follow rules and safe practices in all class activities without being reminded. Example: Stop activity immediately upon signal from a student referee.
- 4.5.4 Recognize the various abilities and limitations of classmates and understand the adaptations they make when participating in different physical activities.
- 4.6.1 Participate in physical activities that are enjoyable.
- 4.6.2 Interact positively with classmates and friends in physical activities.
- 4.6.3 Participate in new and challenging physical activities.
- 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills.
- 5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and leadup activities.
- 5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.
- 5.5.1 Demonstrate the qualities of a competent and enthusiastic physical activity participant. Example: Accept loss with a respectful attitude; win gracefully in game situations.
- 5.5.2 Perform activities safely and follow rules.
- 5.5.3 Demonstrate positive attitude towards self and others during physical activity.
- 5.5.4 Resolve conflict in socially acceptable ways.
- 5.5.5 Accept partners and teammates regardless of personal differences.
- 5.6.1 Exhibit positive feelings about participation in physical activity.
- 5.6.2 Engage in the challenge of new activities.
- 5.6.3 Engage in and enjoy independent and interactive physical activity.
- 5.6.4 Use physical activity as a means of self-expression.