

PE and Health: Grade Three

<p>Academic Standard #7 Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p>#7.1 Movement Competence and Understanding</p>
<p>#7.2 Physical and Personal Wellness</p>
<p>#7.3 Emotional and Social Wellness</p>
<p>#7.4 Prevention and Risk Management</p>

Description

Students will be able to use skills necessary to perform a variety of physical activities and perform motor patterns in simple games and sports. Students will be able to sustain moderate physical activity and demonstrate understanding of the importance of healthy food choices, physical activity, and positive social behavior related to health concepts.

Time Allocation
 40 minutes every 3 days

Texts/References

SPARK
Assessments for Elementary P.E.
P.E. Activities for Elementary
P.E. Curriculum Activities
Teaching for Outcomes in P.E.
Kids in Motion
Teaching Tumbling/Rhythm Heart Adventure Course
 Red Ribbon Month
 Positive Behavior Support-SOAR
 “GO, SLOW, WHOA Healthy Eating and Fitness” or the Food Pyramid
Bfit Bsafe

Assessments

Formative
 Pre-test
 Demonstrate changes of pathways, levels and direction with manipulatives
 Demonstrate foot and hand dribble while moving
 Demonstrate throwing, catching, striking or trapping in simple games
 Demonstrate chasing, fleeing and dodging skills
 Sustain moderate to vigorous physical activity for short periods of time
 Identify the benefits of aerobic activities
 Demonstrate positive social behavior related to SOAR

Summative
 Post-test
 Teacher observation assessment
 Teacher made test

Grades and Achievement Levels
 Grades are based on standard assessments
 Effort and participation assessments

Grade Level Expectations: PE Grade Three

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	Standard #7.4 Prevention and Risk Management
<ul style="list-style-type: none">• Demonstrating a variety of motor patterns in simple combinations while participating in activities, games, and sports• Performing movements that engage the brain to facilitate learning	<ul style="list-style-type: none">• Identifying the benefits of sustained physical activity that causes increased heart rate and heavy breathing• Understanding that the body is composed of water, muscle, bones, organs, fat, and other tissues	<ul style="list-style-type: none">• Demonstrating positive social behaviors during class	<p>There are no Grade Level Expectations at this grade level for this standard</p>

Evidence Outcomes: PE Grade Three

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<ol style="list-style-type: none"> 1. Demonstrated changes of pathways, levels, forces, and direction with manipulative such as hoops, streamers, and balls 2. Combined locomotor movements in time to music 3. Dribbled in soccer or basketball while changing speed and direction 4. Demonstrated throwing, catching, striking, or trapping in an activity 5. Demonstrated skills of chasing, fleeing, and dodging to avoid others 6. Described, created, and demonstrate movements that require crossing the mid-line 7. Performed successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos 8. Combined jumping, tossing, dribbling, or catching to music or rhythmic beat 9. Performed a basic tinkling step to ¾ time (close, tap, and tap) 10. Balanced demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts 11. Performed forward and backward rolls with variation 12. Combined two or more rotational skills 	<ol style="list-style-type: none"> 1. Explained why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity 2. Recognized that the body will adapt to increased workloads 3. Described the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity 4. Identified several moderate to vigorous physical activities that provide personal pleasure 5. Identified all activities that children participate in on a regular basis (formal or informal) 6. Located heart rate on at least two different pulse points on the body 7. Discussed how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed 8. Demonstrated the ability to understand the concept of pacing during cardiovascular endurance activity 9. Explained how the intensity and duration of exercise as well as nutritional choices affect fuel use during physical activity 10. Identified the location of the lungs and heart 11. Identified muscles and fat 12. Located the heart, and feel it beat after moderate to vigorous exercise 13. Compared heart rate before, during, and after exercise, and explained that increasing the heart rate during physical activity strengthens the heart muscles 14. Identified physical activities that cause the heart to beat faster 	<ol style="list-style-type: none"> 1. Identified the positive behaviors of self and others 2. Congratulated partners, opponents, or team upon conclusion of game or activity 3. Accepted and gave constructive feedback to peers 4. Followed directions, activity-specific rules, procedures, and etiquette with few reminders 5. Encourage others regularly, and refrain from put-down statements 6. Asked a partner to participate in a physical activity 7. Congratulated friends for a well executed movement 	<p>There are no Evidence Outcomes at this grade level for this standard</p>

Grade Level Expectations: Health Grade Three

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	Standard #7.4 Prevention and Risk Management
<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ul style="list-style-type: none">• Demonstrating the ability to make and communicate appropriate food choices	<ul style="list-style-type: none">• Utilizing knowledge and skills to treat self and others with care and respect• Demonstrating interpersonal communication skills to support positive interactions with families, peers, and others	<ul style="list-style-type: none">• Examining the dangers of using tobacco products or being exposed to second hand smoke.• Describing pro-social behaviors that enhance healthy interactions with others• Identifying ways to prevent injuries at home, school, and community

Evidence Outcomes: Health Grade Three

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 1. Described a variety of nutritious breakfast foods 2. Planned a meal based on the food groups 3. Explained the concepts of eating in moderation 4. Demonstrated refusal skills in dealing with unhealthy eating situations 5. Identified how family, peers, and media influence healthy eating 	<ol style="list-style-type: none"> 1. Identified the characteristics of someone who has self-respect and positive self-esteem 2. Acknowledged the value of personal and others' talents and strengths 3. Summarized the importance of respecting the personal space and boundaries of others 4. Discussed the importance of thinking about the effects of one's actions on other people 5. Gave examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and self-control 6. Described the importance of being aware of one's own feelings and of being sensitive to the feelings of others 7. Expressed intentions to treat self and others with care and respect 8. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way 9. Described positive ways to show care, consideration, and concern for others 10. Identified how to show respect for individual differences 11. Demonstrated how to communicate about personal boundaries directly, respectfully, and assertively 	<ol style="list-style-type: none"> 1. Summarized the dangers of experimenting with tobacco 2. Described how tobacco and prolonged exposure to cigarette smoke affects the body 3. Understood that tobacco and other drugs can be addictive, but can be treated 4. Described the benefits of abstaining from or discontinuing tobacco use 5. Gave examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and not teasing others 6. Described some of the ways that young children can be helpful intentionally 7. Described the importance of self-control and ways to manage anger 8. Defined how injuries can occur at home, in school, and in the community 9. Identified rules and practices for fire safety 10. Demonstrated the ability to understand a safety plan 11. Demonstrated safe pedestrian and bicycle behaviors