

# Health and Physical Education

## GRADE 3

### STANDARD 1

*The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.*

To meet this standard, the student will:

**Benchmark 3.1.1:** Develop fundamental physical skills and progress to complex movement activities as physically able

**Indicators:**

- 3.1.1.1 Perform a variety of loco-motor skills in unison with a group
- 3.1.1.2 Volley an object continuously
- 3.1.1.3 Jump and land for height and distance
- 3.1.1.4 Balance with control on a variety of objects
- 3.1.1.5 Transfer weight from feet to hands using large extensions
- 3.1.1.6 Move to catch a thrown ball
- 3.1.1.7 Continuously dribble a ball with alternating hands without losing control
- 3.1.1.8 Accurately throw and kick a ball to an appropriate target
- 3.1.1.9 Strike a softly thrown ball with a bat or paddle
- 3.1.1.10 Engage in complex rhythm activities in time to music
- 3.1.1.11 Throw a ball using a mature overhand technique
- 3.1.1.12 Support, lift, and control body weight in a variety of activities

*Available Assessments:*

*Locomotor Skills (pgs. 43-49)*

*Jumping (vertical) (pg. 49)*

*Balance (pg. 60)*

*Batting (pg. 6)*

*Softball Throwing/Catching (pg. 24)*

*Throwing (pgs. 67-68)*

*Overhand Throwing (pg. 70)*

*Catching (pgs. 71-72)*

*Dribbling (pg. 73)*

*Striking w/ Paddle (pg. 76)*

*Tumbling (pg. 82)*

**Benchmark 3.1.2:** Incorporate rules and safety procedures into physical activities

**Indicators:**

- 3.1.2.1 Use concepts of space awareness to move safely in a variety of group activities
- 3.1.2.2 Accept teacher decision regarding personal rule infraction
- 3.1.2.3 Respond to all signals and directions
- 3.1.2.4 Share space and equipment equitably with partner or group
- 3.1.2.5 Cooperate with classmates without regard to personal differences
- 3.1.2.6 Use equipment and space safely and properly

**\*\*Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!!\*\***

Key: 1, Grade 1, Standard 1.1, Benchmark 1.1.1, Indicator

- 3.1.2.7 Help teach an activity or skill to partners
- 3.1.2.8 Help partner improve assigned skills through practice

*Available Assessments:*

*Behavior Self-Check (pg. 35)*

*Cooperation (pg. 39)*

*Cooperation Self-Reflection (pg. 40)*

*Solving-A-Problem (pg. 42)*

**Benchmark 3.1.3: Understand the concepts of physical fitness and develop and monitor progress on personal fitness goals**

**Indicators:**

- 3.1.3.1 Develop a fitness vocabulary while participating in a variety of physical activities
- 3.1.3.2 Participate in physical activity for the purpose of developing a healthy lifestyle
- 3.1.3.3 Participate in physical activity for the purpose of improving fitness
- 3.1.3.4 Identify at least one activity that they enjoy that helps develop one part of health related fitness
- 3.1.3.5 Move each joint through a full range of motion
- 3.1.3.6 Be able to find own pulse
- 3.1.3.7 Maintain continuous aerobic activity for a specified time and/or activity
- 3.1.3.8 Participate in vigorous activities without undue fatigue
- 3.1.3.9 Engage in appropriate activities that result in the development of muscular strength

*Available Assessments:*

*Favorite Physical Activities (pg. 32)*

*Fitness/PE Personal Goal (pg. 38)*

*Heart Beat Effort (pg. 64)*

**Benchmark 3.1.4: Understand nutrition and food nutrients and how they affect physical performance and the body**

**Indicators:**

- 3.1.4.1 Begin to recognize the importance of respecting our environment (such as recycling)
- 3.1.4.2 Begin to relate movement, fitness, nutrition
- 3.1.4.3 Identify food and food groups
  - Foods with sugar, fat and salt
  - Foods with nutrients

**\*\*Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!!\*\***

*Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

*SCS Curriculum, Health and Physical Education, Grade 3, approved Jan. 15, 2007*

# Health and Physical Education

GRADE 3

## STANDARD 2

*The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.*

To meet this standard, the student will:

### **Benchmarks 3.2.1: Recognize patterns of growth and development**

#### **Indicators:**

- 3.2.1.1 Identify basic body systems
- 3.2.1.2 Practice responsible habits for personal health
- 3.2.1.3 Distinguish the characteristics of living and non-living organisms

### **Benchmark 3.2.2: Understand the transmission and control of communicable and non-communicable diseases**

#### **Indicator:**

- 3.2.2.1 Identify and demonstrate skills that reduce the risk of contracting disease (such as germs spread disease and protection from disease)

### **Benchmark 3.2.3: Acquire skills to live safely**

#### **Indicators:**

- 3.2.3.1 Continue to develop safe and healthy behaviors at home, in school and in the community
- 3.2.3.2 Identify emergency situations and helpers at home, in school, and in the community
- 3.2.3.3 Identify physical, emotional and legal consequences of using nicotine, alcohol and other drugs and apply skills to resist any harmful use of substances
- 3.2.3.4 Identify and discuss the importance of obtaining reliable information regarding health products and services

*\*\*Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!!\*\**

*Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

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# Health and Physical Education

## GRADE 3

### STANDARD 3

The student *analyzes and evaluates the impact of real-life influences on health.*

To meet this standard, the student will:

**Benchmark 3.3.1: Understand how environmental factors affect one's health**

**Indicator:**

- 3.3.1.1 Identify environmental factors that affect health

**Benchmark 3.3.2: Gather and analyze health information**

**Indicators:**

- 3.3.2.1 Begin to identify information about health products and services
- 3.3.2.2 Begin to identify messages about safe and unsafe behaviors such as tobacco or alcohol advertising

**Benchmark 3.3.3: Use social skills to project health and safety in a variety of situations**

**Indicators:**

- 3.3.3.1 Continue to verbalize needs
- 3.3.3.2 Begin to form understanding of other's feeling
- 3.3.3.3 Continue to develop strategies to resist peer pressure

*Available Assessments:*

*PE Personal & Social Behavior Rubric (pg. 34)*

*Behavior Self-Check (pg. 35)*

*Ways to Encourage Someone (pg. 36)*

**Benchmark 3.3.4: Understand how emotions influence decision-making**

**Indicators:**

- 3.3.4.1 Recognize a variety of emotions
- 3.3.4.2 Identify how emotions effect self
- 3.3.4.3 Identify how emotions effect others

*Available Assessments:*

*PE Personal & Social Behavior Rubric (pg. 34)*

*Behavior Self-Check (pg. 35)*

*Ways to Encourage Someone (pg. 36)*

**\*\*Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!!\*\***

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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## STANDARD 4

*The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.*

To meet this standard, the student will:

### **Benchmarks 3.4.1: Assess needs and resources**

#### **Indicators:**

- 3.4.1.1 Describe the benefits of healthy decisions
- 3.4.1.2 Identify performance strengths and weaknesses

#### *Available Assessments:*

*Self Assessment Mid-term Report (pg. 28)*  
*Report of Student Progress in PE (pg. 29)*  
*PE Rubric (pg. 30)*  
*PE Summary Worksheet (pg. 33)*  
*Fitness/PE Personal Goal (pg. 38)*

### **Benchmark 3.4.2: Develop a health and fitness plan and a monitoring system**

#### **Indicator:**

- 3.4.2.1 Improve performance weaknesses

#### *Available Assessments:*

*Self Assessment Mid-term Report (pg. 28)*  
*Report of Student Progress in PE (pg. 29)*  
*PE Rubric (pg. 30)*  
*PE Summary Worksheet (pg. 33)*  
*Fitness/PE Personal Goal (pg. 38)*

***\*\*Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!!\*\****

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