

Third Grade Physical Education

Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

In physical education third grade students are expected to understand and demonstrate clearly-defined combinations of movements. Student instructional groups should be kept small to give all students the opportunity for successful participation. In addition, students learn the importance of nutrition as it relates to health and physical fitness. Life skills are embedded in the curriculum. It is recommended that all students receive a minimum of 150 minutes of structured physical education/activity per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate assistance or modification to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included in to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.

- a. Identify feelings resulting from challenges, successes, and failures in physical activity.
- b. Select activities that are personally interesting and rewarding.
- c. Celebrate personal achievements as well as the achievements of others.

Objective 2: Practice appropriate risk taking.

- a. Identify safe and unsafe environments for activity participation.
- b. Describe the benefits and proper use of sunscreen and protective clothing while participating in outdoor activities.
- c. Demonstrate persistence in activities when unsuccessful in initial attempts.
- d. Participate willingly in new and appropriate activities.

Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible social behavior in physical activity settings.

- a. Identify behaviors that may create conflict situations and predict possible consequences of conflict.
- b. Recognize and accept differences in personal backgrounds and skill levels.
- c. Accept responsibility for own actions without blaming others.
- d. Describe sportsmanship and importance of following rules.

Objective 2: Follow rules and procedures while participating in activities.

- a. Demonstrate independence and appropriate use of time while participating in physical activity.
- b. Provide input in establishing rules, procedures, and respectful behaviors while participating in various physical activities.
- c. Work cooperatively with others (e.g., share equipment, invite a peer to take a turn, and help refocus off-task students).
- d. Manage equipment responsibly (e.g., check out and return equipment/supplies as required by the teacher and assist with setup and takedown of equipment).

Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Identify reasons why activity is important for fitness, both at school and at home.
- b. Describe the health-related components of physical fitness (e.g., flexibility, cardiovascular endurance, muscular strength and endurance, body composition, proper nutrition).
- c. Develop a home physical activity schedule that may include family, friends, and pets.
- d. Measure fitness progress by using pre- and post-testing (e.g., FitnessGram, President's Challenge, Physical Best).

Objective 2: Describe how proper nutrition impacts health and physical fitness.

- a. Identify foods rich in proteins, fats, and carbohydrates, and describe the primary function of each.
- b. Identify snack foods and drinks that are unhealthy.
- c. Describe the importance of drinking water before and after exercise.
- d. Describe the “calories in/calories out” principle for nutrition-activity balance.
- e. Formulate a balanced diet based on the Food Pyramid (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous physical activities.

- a. Describe how and why the body responds to activity participation (e.g., physiological changes such as sweating, increased heart rate, heavy breathing).
- b. Perform a variety of stretches following *low-intensity* (e.g., walking, jogging, dancing) warm-up activities.
- c. Participate in a variety of activities that develop cardiovascular fitness (e.g., jump rope, tag games, running).
- d. Participate in a variety of activities that develop muscular strength and endurance (e.g., pushups, curl-ups).

Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Objective 1: Apply movement principles and skills in small group activities.

- a. Review basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding, leaping, galloping).
- b. Identify the enjoyable aspects of playing a game.
- c. Demonstrate non-manipulative and manipulative skills while moving through general space.
- d. Demonstrate and apply basic techniques for combined movement skills (e.g., running and then leaping).

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Demonstrate the essential components for throwing, catching, and kicking skills (e.g., throw and catch a variety of objects, kick to a stationary/moving target, dribble with dominant hand/foot, pass a ball to a moving partner).
- b. Demonstrate throwing, catching, and kicking skills in movement combinations (e.g., perform tasks while dodging and moving in zigzag, straight, and curved pathways; catch a ball and throw it back to a partner while moving).
- c. Synchronize movement to a rhythm (e.g., perform and create various simple combinations to a beat by moving forward, backward, and sideways).
- d. Demonstrate various movement techniques and strategies in game-like drills (e.g., passing a Soccer ball to a teammate or running to an open spot to receive a pass).