

COURSE INFORMATION

Grade Level:	Grade 3 Health Enhancement
Length:	Year
Period(s) Per Day:	2 Times per week, 40 minutes total

ESSENTIAL UNDERSTANDING

Health enhancement combines the disciplines of “health education” and “physical education” into a curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to well-being and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community. Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process. (*Montana Standards for Health Enhancement Model Curriculum Guide, p. 8*)

A well-developed health and physical education course is important because it fosters a lifelong healthy life style, as well as good body movements and mentally relieves stress.

As a result of students being engaged in health and physical education students develop physical skills with confidence. This will impact cognitive skills and academic behaviors.

STUDENT OBJECTIVES

The health education content standards for third grade are that each student will:

1. Identify links between healthy choices and personal health.
2. Define life skills that improve health and wellness.
3. Use goal-setting o practice healthy behaviors.
4. Describe various types of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.
5. Explain the difference between childhood communicable and non-communicable diseases.
6. Identify the potential sources of environmental factors that affect health.

7. Describe how health can be affected by school and community environments.
8. Identify common childhood health problems.
9. Identify situations that require health care.
10. Identify body systems and their function including circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous.
11. Describe ways family and culture influence personal health practices and behaviors.
12. Describe ways that peers influence behavior.
13. Explain ways the school can support personal health practices and behaviors.
14. Discuss ways the media can influence thoughts, feelings, and health behaviors.
15. Identify types of technology that influence personal health.
16. Describe ways that school and community policies promote health and safety.
17. Give examples of valid health information, products, and services.
18. Identify resources available at home, school, tribe, and community that provide valid health information.
19. Express ways to show respect for self and others, including those of traditional and contemporary American Indian cultures and practices.
20. Identify verbal and nonverbal refusal skills.
21. Recognize conflict and apply nonviolent strategies to manage or resolve conflict.
22. Discuss situations when it is necessary to seek assistance for the health and safety of self and others.
23. Identify routine safety and health-related situations.
24. Discuss situations when support is needed in making safety and health-related decisions.
25. Discuss situations when support is needed in making safety and health-related decisions.
26. Discuss various options to safety and health-related issues or problems.
27. Discuss possible consequences of choices when making safety and health-related decisions.
28. Identify outcomes for various safety, healthy and unhealthy decisions.
29. Describe ways to set personal health goals.

30. Explain how friends, adults, and resources help in achieving a personal health goal.
31. Describe practices of healthy behaviors toward self and others.
32. Discuss reasons for responsible personal health behaviors.
33. Identify healthy and unhealthy behaviors.
34. Share accurate information about a health issue.
35. Encourage peers to make positive health choices.
36. Discuss health messages and communication techniques.

The physical education content standards for third grade are that each student will:

1. Perform a combination of motor skills in various contexts;
2. Perform developmentally appropriate dance steps and movement patterns;
3. Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures;
4. Recognize the concept of open space in movement context;
5. Identify foods that are beneficial for pre- and post-physical activity;
6. Chart participation in physical activities outside health enhancement class;
7. Engage in the activities of health enhancement class without teacher prompting
8. Describe the concept of physical fitness and provide examples of physical activity than enhance fitness;
9. Recognize the importance of warm-up and cool-down activities related to vigorous physical activity;
10. Practice personal responsibility in teacher-directed activities;
11. Work independently for extended periods of time;
12. Accept and implement specific corrective teacher feedback;
13. Recognize the role of rules and etiquette in physical activity with peers;
14. Support and work cooperatively with others;
15. Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities;
16. Work independently and safely in physical activity settings;

17. Discuss the relationship between physical activity and good health;
18. Discuss the challenge that comes from learning a new physical activity; and
19. Describe the positive social interactions that come when engaged with others in physical activity

MONTANA CONTENT STANDARDS, PERFORMANCE INDICATORS, AND GRADE LEVEL OUTCOMES

The Montana Standards and Performance Indicators for Health Education are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

The National Health Education Standards (NHES) have provided a framework for the adoption of standards by most states, including Montana. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education. Importantly, the standards provide students, families and communities with concrete expectations for health education.

PERFORMANCE INDICATORS AND GRADE LEVEL OUTCOMES: GRADE 3

Performance indicators: The performance indicators articulate specifically what students should know or be able to do in support of each standard by the conclusion of each of the following four grade spans: K-2, 3-5, 6-8, and 9-12. The performance indicators serve as a blueprint for organizing student assessment.

HEALTH EDUCATION STANDARD 1

Comprehend concepts related to personal health promotion and disease prevention to enhance health.

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health enhancing behaviors. This standard includes essential concepts that are based on established health behavior theories and models.

- Explain the relationship between healthy behaviors and personal health.
 - ✓ Takes responsibility for health by describing the three parts of health.
 - ✓ Defines life skills.
 - ✓ Identifies links between healthy choices and being healthy, e.g., nutrition and health, tobacco/alcohol and harmful effects on the body.
 - ✓ Sets health goals and makes a plan to practice behaviors for a healthy mind e.g., proper amount of sleep, limited TV watching.

- ✓ Explains personal responsibility for practicing healthy life choices, e.g., choosing to drink water instead of a soda.
 - ✓ Gives examples of responsible personal health behaviors, e.g., getting nine hours of sleep.
- Describe personal health-enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.
 - ✓ Describes healthful meals and snacks.
 - ✓ Identifies habits that prevent heart disease
 - ✓ Discusses habits that prevent the spread of germs.
 - ✓ Practices a dental health plan.
 - ✓ Identifies safety rules for biking, walking, skating, and swimming.
- Identify potential consequences of engaging in risky behaviors.
 - ✓ Identifies problems associated with unhealthy snacks or candy (e.g., dental cavities, empty calories).
 - ✓ Understands stress build-up can lead to anger, loneliness and frustration.
- Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.
 - ✓ Understands emotions and how they affect self and others.
 - ✓ Discusses unhealthy attitudes that can lead to bullying.
 - ✓ Understands the structure and function of each of the following systems: respiratory, circulatory, digestive and nervous.
 - ✓ Tells ways to care for muscles/bones, heart/lungs, digestive and nervous systems.
 - ✓ Lists signs that show you are growing.
 - ✓ Explains how the body grows.
 - ✓ Describes the impact of stress on multiple dimensions of health.
 - ✓ Gives examples of each dimension of health, e.g., anger, sadness and excitement are examples of emotional health.
 - ✓ Lists behaviors that contribute to intellectual, physical, emotional and social health.
 - ✓ Describes the long- and short-term effects of health choices on the multiple dimensions of health, e.g., avoiding foods high in sugar, fat, sodium; relationship between exercise and caloric intake on weight management.
 - ✓ Lists stages of the life cycle.
 - ✓ Explains what makes you special.

- ✓ Understands how the body's function and composition are affected by food consumption: -identifies nutrients of a food group. -healthy food will result in more energy. -food labels provide important information about calories and nutrients.
- Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.
 - ✓ Describes how to properly wash hands.
 - ✓ Discusses reasons for properly covering coughs and sneezes.
- Discuss ways environmental factors affect health.
 - ✓ Understands that poor air-quality affects outdoor activities.
- Describe ways in which safe and healthy school and community environments can promote personal health.
 - ✓ Gives examples of how friends can help each other make responsible decisions.
 - ✓ Describes respectful ways to communicate.
 - ✓ Discusses rules at school or in the community that keep you safe.
 - ✓ Explain what causes an asthma attack.
 - ✓ Lists common allergies.
 - ✓ Discusses ways to lessen allergens.
 - ✓ Understands that put-downs, name-calling and rumoring/gossiping are forms of bullying.
- Describe ways to prevent and treat common childhood injuries and health problems.
 - ✓ Explains differences between communicable and non-communicable diseases.
 - ✓ Understands how to prevent or reduce the risk of contracting a communicable disease.
 - ✓ Describes ways to prevent non-communicable disease.
 - ✓ Understands the role of the immune system.
 - ✓ Understands the function of the immune system.
 - ✓ Explains ways to keep germs out of foods and beverages.
 - ✓ Discusses ways to prevent injury during physical activity.
 - ✓ Explains how to treat flu, colds and strep throat.
- Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits.
 - ✓ Identifies potential dangers found at school, at home, in the community, and whom to call for assistance in case of an emergency.

- ✓ Recognizes symptoms that might need treatment from a health care provider, e.g., fever, sore throat, toothache.
- Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.
 - ✓ Understands the structure and function of each of the following systems: muscular, skeletal, respiratory, circulatory, digestive and nervous.
 - ✓ Tells ways to care for muscles/bones, heart/lungs, digestive and nervous systems.
 - ✓ Lists signs that show you are growing.
 - ✓ Explains how the body grows.

HEALTH EDUCATION STANDARD 2

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors, including personal values, beliefs, and perceived norms.

- Examine how family and culture influence personal health practices and behaviors.
 - ✓ Explains what it means to be a family.
 - ✓ Lists ways to be a responsible family member.
 - ✓ Tells ways family members influence health choices and/or practices: -recognize the role that a parent/guardian plays in caring for a child. -discuss importance of family activities related to wellness, e.g., dental visits, exercise, good nutrition.
 - ✓ Tells how various cultural practices influence health.
- Identify how peers can influence healthy and unhealthy behaviors.
 - ✓ Describes examples of positive and negative peer pressure.
 - ✓ Describe methods of handling teasing and harassment.
- Describe how the school, tribe, and community can support personal health practices and behaviors.
 - ✓ Describes different kinds of healthful community activities, e.g., cell phone ban while driving.
 - ✓ Identifies the nutritional value of a school lunch menu.
 - ✓ Understands how positive health behaviors contribute to a healthy environment.
 - ✓ Names ways of recycling.

- Explain how media influences thoughts, feelings, and health behaviors.
 - ✓ Identifies influences on food choices by checking out food ads, e.g., check out a fast food ad.
- Discuss ways that technology can influence personal health.
- Explain how school, public and tribal health policies can influence health promotion and disease prevention.

HEALTH EDUCATION STANDARD 3

Demonstrate the ability to access valid information, products, and services to enhance health.

Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

- Identify characteristics of valid health information, products, and services.
 - ✓ Tells what facts are found on food labels.
 - ✓ Understands the sequence of ingredients included on a food label.
- Locate resources from home, school, tribe, and community that provide valid health information.
 - ✓ Explains why regular checkups are needed.
 - ✓ Explains the importance of medical, dental and vision exams.
 - ✓ Explains how someone who uses drugs in harmful ways can be helped.
 - ✓ Identifies ways to get health information.
 - ✓ Lists items that belong in a first-aid kit.
 - ✓ Discusses steps to follow when helping an injured person.
 - ✓ Lists family members, school personnel, and community leaders (health experts, legal and medical professionals, business men and women, volunteer groups, service agencies and civic groups) that are good resources of valid health information.
 - ✓ Identify sources for accurate information about how to prevent injury.

HEALTH EDUCATION STANDARD 4

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships.

- Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.
 - ✓ Describes how to share emotions in healthful ways.
 - ✓ Explains how to use “I” messages.
 - ✓ Lists ways to show respect for all people.
 - ✓ Lists ways to tell if others show respect for you.
 - ✓ Lists healthful ways to communicate.
 - ✓ Describes ways to build a healthful relationship.
 - ✓ Describes kind of peer pressure and their effects.
 - ✓ Explains why you need friends.
 - ✓ Lists ways to make new friends.
 - ✓ Discusses table manners that help you get along with others.
 - ✓ Describes respectful ways to communicate.
 - ✓ Names ways to communicate care, consideration and respect of self and others, including those with disabilities.
 - ✓ Names healthy ways to express needs, wants and feelings.
 - ✓ Describe characteristics needed to be a responsible friend and family member.
 - ✓ Demonstrates active listening skills.

- Use refusal skills that avoid or reduce health risks

- Use nonviolent strategies to manage or resolve conflict.
 - ✓ Lists steps to resolve conflict.
 - ✓ List ways to get along better with others.
 - ✓ Recognizes causes of conflicts and applies nonviolent strategies to manage or resolve.
 - ✓ Recognizes when someone is being bullied and either stands up for the victim or reports to an adult.

- Discuss how to ask for assistance to enhance the health and safety of self and others.
 - ✓ Discusses what to do if someone does not show respect for you.
 - ✓ Tells ways family members influence your health choices.
 - ✓ Locates adults who can help with mediation of a conflict.
 - ✓ Names instances when it is necessary for an adult to intervene.
 - ✓ Practices what to say when calling 911 or other emergency numbers.
 - ✓ Identifies who to tell if they see someone being bullied.

HEALTH EDUCATION STANDARD 5

Demonstrate the ability to use decision making skills to enhance health.

Rationale: Decision making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy, safe and informed decisions.

- Identify health-related situations that might require thoughtful decisions.
- Analyze when assistance is needed in making safety and health-related decisions.
 - ✓ Discusses situations when support is needed when making a health-related decision.
 - ✓ Discusses ways to communicate with responsible adults about health decisions.
- Compare and contrast healthy options to safety and health-related issues or problems.
 - ✓ Discusses various options to health-related issues or problems, e.g., create an activity book of things to do instead of watching TV
- Predict the potential outcomes of options when making safety and health-related decisions.
 - ✓ Indicates the possible consequences of each choice when making a health-related decision, e.g., inadequate sleep/effects on physical, mental and emotional health.
- Describe the outcomes of safety and health-related decisions.
 - ✓ Identifies a healthy choice when making a decision.
 - ✓ Identifies personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management.
 - ✓ Names the outcomes for various healthy and unhealthy decisions.

HEALTH EDUCATION STANDARD 6

Demonstrate the ability to use goal-setting skills to enhance health.

Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

- Set a personal health goal and track progress toward its achievement
 - ✓ Sets a health goal showing the six parts of good character.
 - ✓ Understands MyPlate food groups for healthy nutrition.
 - ✓ Describe ways to organize time and spend money wisely.

- ✓ Sets a health goal to wear a seat belt.
- Identify resources to assist in achieving a personal health goal.
 - ✓ Explains how friends can help each other in setting goals.
 - ✓ Identifies different ways in which people learn.
 - ✓ Explains how to use the Dietary Guidelines to choose healthful snacks.

HEALTH EDUCATION STANDARD 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

- Explain benefits of healthy behaviors toward self and others.
 - ✓ Describes actions that help you have a healthful self-concept.
 - ✓ Describe how to show respect, including what to do if you do something wrong.
 - ✓ Lists habits for healthful growth in childhood.
 - ✓ Identifies the nutrients your body needs.
 - ✓ Identifies what foods are in food groups.
 - ✓ Lists safety rules for preparing foods.
- Practice responsible personal health behaviors.
 - ✓ Discusses table manners that protect health.
 - ✓ Discusses reasons to stay at a healthful weight.
 - ✓ Demonstrates how to floss and brush teeth.
 - ✓ Discusses ways to groom skin, hair and nails.
 - ✓ Tells what causes disease.
 - ✓ Describes ways to prevent the spread of disease.
 - ✓ Identifies ways the body keeps germs out.
 - ✓ Explains how the immune system fights disease.
- Use a variety of healthy practices and behaviors to maintain or improve personal health.
 - ✓ Perform healthy practices that maintain or improve personal health, e.g. wearing proper footwear for physical activity.
 - ✓ Explains steps to managing stress.
 - ✓ Explains what a stressor is and identifies the body changes caused by stress.
 - ✓ Discuss the difference between healthful and harmful stress.
 - ✓ Lists ways to stay in a healthful mood.
 - ✓ Explains ways mood affects health.
 - ✓ Explains why your friends and heroes should have good character.
 - ✓ Lists changes that might occur in a family.

- ✓ Describe how to adjust to family changes in healthful ways.
 - ✓ Explains why you need to be physically active.
 - ✓ Describes how you can work on the five kinds of fitness.
 - ✓ Discusses fitness skills used for sports and games.
 - ✓ Discusses ways to get enough rest and sleep.
- Use a variety of behaviors to avoid or reduce health risks
 - ✓ Demonstrates actions to avoid or reduce health risks.
 - ✓ Demonstrates ways to reduce stress.
 - ✓ Applies safety rules for engaging in activities.
 - ✓ Understands emergency situations and demonstrates skills to respond appropriately and safely, e.g., earthquake/duck and cover.
 - ✓ Understands positive and negative effects of stress and stress management.
 - ✓ Tells ways that issues and risks related to drug use and abuse affect health, e.g., smoking/secondhand smoke.
 - ✓ Identifies ways risk behaviors harm health.
 - ✓ Discusses the effects of too much TV on health.
 - ✓ Explains ways social media can cause stress.
 - ✓ Lists the five senses and ways to protect each of them.
 - ✓ Explains what computer safety means.
 - ✓ Discusses how to stay safe outdoors.
 - ✓ Lists safety rules to follow for walking, biking, riding a scooter, and swimming.
 - ✓ Lists ways to keep safe around cars and buses.
 - ✓ Explains how to stay safe in bad weather.
 - ✓ Lists ways to stay safe from strangers.
 - ✓ Explains what to do if you get an unsafe touch.
 - ✓ Gives examples of violence (kicking, punching, pushing, and taking things from others).
 - ✓ Lists ways to get and keep the respect of others.
 - ✓ Explains why you should not pretend to have a gun.

HEALTH EDUCATION STANDARD 8

Demonstrate the ability to advocate for personal, family, and community health.

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

- Express opinions and give accurate information about health issues.
 - ✓ Names health helpers in the school or community.
 - ✓ Explains what health helpers do.
 - ✓ Discusses what makes up the environment.

- ✓ Discusses ways the community is kept clean.
 - ✓ Lists ways to keep the community clean.
 - ✓ Names ways to stop pollution.
 - ✓ Tells what noise pollution is.
 - ✓ Tells what first aid is; explains how to stop a nosebleed, treat a cut or scrape.
 - ✓ Names where health helpers work.
 - ✓ Names ways to save resources, such as gas, electricity and paper.
- Practice and rationalize reasons for positive health choices.
 - ✓ Encourage others to make positive choices, e.g., recycling.
 - ✓ Names ways to protect the environment.
 - ✓ Names ways to keep the neighborhood friendly.
 - ✓ Lists steps to encourage others to take responsibility for their health.
 - ✓ Identifies safety rules for sports and games.
 - ✓ Identifies ways to be a good sport.
 - ✓ Shares with friends the benefits of a drug-free lifestyle.
 - ✓ Demonstrates ways to show care, concern and respect for people with special needs.
 - ✓ Lists ways you can help others be healthy.
 - ✓ Encourages family to protect the home environment.
 - ✓ Names ways to encourage others to keep noise at a safe level.
- Evaluate various health messages and communication techniques

Standards for Physical Education- Grade 3

http://montanateach.org/wp-content/uploads/2016/11/HE_ModelCurriculumGuide-accessible-18.pdf

Elementary School Physical Education Outcomes

By the end of grade 5, the learner will

- Exhibit competency in fundamental motor skills and selected combinations of skills
- Combine locomotor skills in cultural as well as creative dances (self and group), including those of traditional and contemporary American Indian cultures, with correct rhythm and pattern
- Use basic movement concepts in dance, gymnastics and small-sided practice tasks;
- Identify basic health-related fitness concepts;
- Exhibit acceptance of self and others in physical activities; and
- Identify the benefits of a physically active lifestyle.

STANDARD 1

Demonstrate competency in a variety of motor skills and movement patterns.

Benchmark	Grade 3 Expectation
Locomotor Hopping, galloping, running, sliding, skipping, leaping	Leaps using a mature pattern. Animal tag
Locomotor Jogging, running	Travels showing differentiation between sprinting and running. line tag
Locomotor Jumping and landing, horizontal Locomotor Jumping and landing, vertical	Jumps and lands in the horizontal and vertical planes using a mature pattern. Animal tag line tag locomotor unit
Locomotor Combinations	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. Animal tag line tag locomotor unit
Non-Locomotor (Stability) Balance	Balances on different bases of support, demonstrating muscle tension and extensions of free body parts. Animal tag line tag locomotor unit
Non-Locomotor (Stability) Weight Transfer	Transfers weight from feet to hands for momentary weight support.
Non-Locomotor (Stability) Weight transfer, rolling	N/A
Non-Locomotor (Stability) Curling & Stretching, Twisting & bending	Moves into and out of gymnastics balances with curling, twisting and stretching actions. Animal tag line tag locomotor unit
Manipulative Underhand Throw	Throws underhand to a partner or target with reasonable accuracy. kick ball tee ball
Manipulative Overarm throw	Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. kick ball tee ball garbage in the back yard
Manipulative Passing with hands	N/A

Benchmark	Grade 3 Expectation
Manipulative Catching	Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. juggling
Manipulative Dribbling/ball control with hands	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.
Manipulative Dribbling/ball control with feet	Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body.
Manipulative Passing and receiving with feet	Receives and passes a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass catching throwing unit
Manipulative Dribbling in combination	N/A
Manipulative Kicking	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. kick ball
Manipulative Kicking	Uses a continuous running approach and kicks a stationary ball for accuracy. kick ball
Manipulative Volley, underhand	Voleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating three of the five critical elements of a mature pattern.
Manipulative Volley, overhead	N/A
Manipulative Striking, short implement	Strikes an object with a short-handed implement, sending it forward over a low net or to a wall. Strikes an object with a short-handed implement while demonstrating three of the five critical elements of a mature pattern.
Manipulative Striking, long implement	Strikes a ball with a long-handed implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). <i>Note:</i> use batting tee or ball tossed by teacher for batting. tee ball
Manipulative In combination with locomotor	N/A

Benchmark	Grade 3 Expectation
Manipulative Jumping Rope	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes. jump rope
Movement Concepts Dance	Discuss the origin of a games, sport or dance, including traditional and contemporary American Indian contributions and cultures. native American unit
Movement Concepts Space	Recognizes the concept of open spaces in a movement context. Scarf tag
Movement Concepts Pathways, shapes, levels	Recognizes locomotor skills specific to a wide variety of physical activities. hula tag

STANDARD 2

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmark	Grade 3 Expectation
Movement Concepts Speed, direction, force	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. simon says unit
Movement Concepts Strategies and Tactics	Applies simple strategies/tactics in chasing activities. Applies simple strategies in fleeing activities. scarf tag

STANDARD 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmark	Grade 3 Expectation
Engages in physical activity	Engages in the activities of health enhancement class without teacher prompting. classroom management
Fitness knowledge	Describes the concept of fitness and provides examples of physical activity to enhance fitness. personal relationship building
Fitness knowledge	Recognizes the importance of warm-up and cool-down activities related to vigorous physical activity. personal relationship building

Benchmark	Grade 3 Expectation
Assessment and program planning	Demonstrates, with teacher direction, the health-related fitness components. personal relationship building
Nutrition	Identifies foods that are beneficial for pre- and post-physical activity. personal relationship building

STANDARD 4

Exhibit responsible personal and social behavior that respects self and others.

Benchmark	Grade 3 Expectation
Personal responsibility	Practices personal responsibility in teacher-directed activities. Works independently for extended periods of time. classroom management
Accepting feedback	Accepts and implements specific corrective teacher feedback. personal relationship building
Working with others	Supports and works cooperatively with others. Classroom management Praises others for their success in movement performance. personal relationship building
Respecting others	Discuss ways to accept other's ideas, cultural diversity and body types during games and physical activities. personal relationship building
Rules and etiquette	Recognizes the role of rules and etiquette in physical activity with peers. personal relationship building
Safety	Works independently and safely in physical activity settings. Classroom management

STANDARD 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark	Grade 3 Expectation
Health	Discusses the relationship between physical activity and good health. personal relationship building
Challenge	Discusses the challenge that comes from learning a new physical activity. personal relationship building
Self-expression/ Enjoyment	Reflects on the reasons for enjoying selected physical activities. personal relationship building
Social interaction	Describes the positive social interactions that come when engaged with others in physical activity. personal relationship building

MONTANA CONTENT STANDARDS

The State of Montana Health Enhancement Content Standards are available at :
http://montanateach.org/wp-content/uploads/2016/11/16HEStandards_byGrade-2018accessible.pdf

SERVING STUDENTS WITH SPECIAL NEEDS

Adapted Physical Education (ADPE, APE): Adapted physical education is special education. It is a diversified program of developmental or remedial activities designed to enhance the gross motor abilities of students who have substantial medical, orthopedic, and/or neurological conditions that preclude the student from participating in the regular health enhancement/physical education program. Activities are generally adapted to meet the specific needs of the student and to allow him/her to participate as much as possible in the curriculum based on the student's IEP. The APE is to be implemented by a Physical Education Teacher, or a Special Education Teacher, but not by a physical therapist.

RE: Physical Education Standard 1: Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.

RESOURCES

Montana Office of Public Instruction, www.opi.mt.gov

Adapted from NASPE. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27-30.

Grade-Level Outcomes for K-12 Physical Education is used with permission of and under license from AAHPERD. ©AAHPERD 2013, www.aahperd.org. All Rights Reserved. AAHPERD is now SHAPE* America, March 2014. *Society of Health and Physical Educators

NASPE. (2012). Instructional framework for fitness education in physical education [Guidance Document]. Reston, VA: Author. (p.14).

OPI guidance found in the OT/PT guide