

Grade Three

Skill development remains a central focus for students in grade three as they begin to accept feedback from and provide appropriate feedback to others. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational games, dance, and gymnastic activities to become confident and competent movers. Students identify critical elements (small, isolated parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to energy balance and health benefits. Students continue to build knowledge of body structures and systems. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among their classmates.

Motor Skill Development

- 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.
 - a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).
 - b) Demonstrate a self-turn rope sequence of four different jumps.
 - c) Demonstrate simple dances in various formations.
 - d) Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.
 - e) Create and perform a dance sequence with different locomotor patterns, levels, shapes, pathways, and flow.

Anatomical Basis of Movement

- 3.2 The student will identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles.
 - a) Apply the concept of open space while moving.
 - b) Identify major muscles, to include hamstrings and triceps.
 - c) Describe the components and function of the cardiorespiratory system, to include heart, lungs, and blood vessels.
 - d) Identify major bones, to include femur, tibia, fibula, humerus, radius, and ulna.
 - e) Name one activity and the muscles and bones that help the body perform the activity.

Fitness Planning

- 3.3 The student will describe the components and measures of health-related fitness.
 - a) Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
 - b) Identify one measure for each component of health-related fitness.
 - c) Demonstrate one activity for each component of health-related fitness.
 - d) Identify that there are levels of intensity in moderate to vigorous physical activity (MVPA).

Social Development

- 3.4 The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors, while in various physical activity settings.
- a) Explain the importance of rules for activities.
 - b) Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings.
 - c) Describe the importance of cooperating and work cooperatively with peers to achieve a goal.
 - d) Implement teacher feedback to improve performance.
 - e) Provide appropriate feedback to a classmate.
 - f) Describe one group physical activity to participate in for enjoyment.

Energy Balance

- 3.5 The student will describe energy balance.
- a) Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out).
 - b) Identify one food per group to create a healthy meal that meets USDA guidelines.
 - c) Identify healthy hydration choices and the amount of water needed for the body to function, using the formula one ounce of water per two pounds of body weight.
 - d) Identify the macronutrients (fat, protein, carbohydrates).
 - e) Identify foods that are healthy sources of each macronutrient.