

Grade 3
Health & Physical Education

These are the expectations for a student by the end of Third Grade.

Health and Physical Education at Owen J. Roberts Elementary Schools have a long tradition of quality instruction. The elementary health and physical education department continues to use the Pennsylvania State Standards to create meaningful lessons based on the individual benchmarks outlined in the standards. The curriculum itself is concept based; this means that multiple types of lessons, activities and assessments can be used by teachers to teach the different concepts.

The Pennsylvania Department of Education has outlined 5 categories for their standards in health and physical education. Students at all grade levels work on standards for concepts of health, healthful living, safety and injury prevention, physical activity, and concepts, principles and strategies of movement. Each of the standards has prescribed benchmarks that students work to achieve. The benchmarks for each standard describe what students should know and be able to do by the end of third, sixth, ninth, and twelfth grades. The elementary PE department uses these standards to develop curriculum, instruction, and assessment for the sequential benchmarks defined for achievement by the end of grade three and grade six with supports and interventions to make sure that all students achieve at a level that meets their specific needs.

Kindergarten students in all elementary schools participate in physical education 30 minutes per week. First through third grade students participate in physical education 45 minutes per week (with an additional 45 minutes depending on the quarter). Fourth through sixth grade students participate in physical education for 45 minutes per week as well, with an additional 45 minutes per week in health/fitness class. The curriculum for grades K-6 is designed to have students reach the designated benchmarks outlined in the third and sixth grade standards.

The list below delineates the PA States benchmark goals for grades K-3. They are as follows:

Physical Education Standards for Grades K-3:

- **Identify and engage in physical activities that promote physical fitness and health**

  To complete this benchmark, students in grades k-3 learn the skills required to successfully pass the Presidents Fitness Assessment used by the elementary PE department in grades 3-6 as a formal assessment piece in the fall and spring trimesters. This includes, but is not limited to, teaching students how to increase their muscular strength & endurance, flexibility, cardiovascular endurance and agility. The specific test items include push-ups, curl-ups, shuttle run agility test, sit and reach flexibility test, the mile run and the PACER endurance test. All of these test items are taught to the children in an age-appropriate manner, and are implemented in a variety of different ways to ensure student success in the short term and over their 7 years in elementary school.

- **Know the positive and negative effects of regular participation in physical activities**

  To complete this benchmark, students in grades k-3 learn about the benefits of exercise as they relate to sports and recreational activities both in school and throughout the community.

- **Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate breathing rate)**

  To complete this benchmark, students in grades k-3 learn about how the heart, lungs and muscles react as exercise levels increase. They begin to understand the body's ability to burn calories, and how increases in exercise levels alter their breathing patterns and blood flow.

- **Identify likes and dislikes related to participation in physical activities**

  To complete this benchmark, students in grades k-3 are provided with multiple opportunities to experience basic motor skills. This, in turn, allows them to learn simple and then more complicated game skills. As their ability levels increase, their experiences in class with various games and sports allows them to find exercises and activities that they may want to pursue outside of school.

- **Identify reasons why regular participation in physical activities improves motor skills**

  To complete this benchmark, students in grades k-3 are given basic skills instruction and support at an early age. As they progress through the grade levels, their ability to take simple skills and turn them into complex movement patterns increases through practice.

- **Recognize positive and negative interactions of small group activities (leader, follower, cooperation, all on task participation)**

  To complete this benchmark, students in grades k-3 will constantly be placed in scenarios where their abilities to work with other students of like or differing abilities come into play. Students will experience partnerships, and small and large group activities where problem solving is necessary to successful implementation of a game, exercise or activity. Positive interactions will be modeled for them and strategies for problem solving will be taught so that the students become aware of their individual part in group activities, and how their ability to cooperate with others increases their level of success.

- **Recognize and use basic movement skills and concepts**

  To complete this benchmark, students will demonstrate basic movement patterns: locomotor movements, non-locomotor movements, manipulative movements, relationships, combination movements, space awareness, and effort. As they progress through these grade levels; they should be able to describe how these concepts, when placed together in patterns, affect their ability to perform during sports, exercises and/or basic games.

- **Recognize and describe the concepts of motor skill development using appropriate vocabulary & Recognize and describe game strategies using appropriate vocabulary**

  To complete these benchmarks, students will be asked to demonstrate their knowledge and comprehension of movement concepts; both simple and complex. They should be able to describe and define the vocabulary used in PE class when asked to during both formative and summative assessments: examples include, locomotor movements, non-locomotor movements, relationships, movement combinations, spatial awareness, and effort. Also, as they progress through these grade levels; they should be able to describe how these concepts, when placed together in patterns, affect their ability to perform during sports, exercises and/or basic games: examples include, faking/dodging, passing/receiving, moving to be open, defending space, following rules of play.

- **Know the function of practice**

  To complete this benchmark, students will be asked to discuss and describe how practicing activities/sports skills can make them into a fit and skilled individual and increase their level of performance.

- **Identify and use principles of exercise to improve movement and fitness activities**

  To complete this benchmark, students will come to recognize terms related to fitness and movement and identify them both verbally and by other means of assessment.