

# Grade 3

Adopted 2007

## Efficiency of Human Movement and Performance

### 1. Personal Fitness and Healthy Active Living

#### A. Health-Related and Skill-Related Fitness

- a. Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).
- b. Identify health related fitness components.

#### B. Wellness

- a. Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).

#### C. Fitness Principles

- a. Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands).

#### D. Body Systems

- a. Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur).

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### 2. Responsible Personal and Social Behavior in the Physical Activity Setting

#### A. Personal/Social Responsibilities

- a. Demonstrate respect for all students regardless of individual differences in skills and abilities.

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### 3. Injury Prevention, Treatment and Rehabilitation

#### A. Prevention

- a. Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention.

#### B. Treatment

- a. Recognize body signals that indicate injury and seek assistance.
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## Physical Activity and Lifetime Wellness

### 1. Fundamental Movement Skills and Games

- C. Manipulative Skills
    - a. Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through).
  - D. Body Management
    - a. Demonstrate combination of tumbling skills.
    - b. Demonstrate basic inverted balances (e.g., tripod, headstand).
  - E. Movement Concepts
    - a. Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space).
    - b. Identify body parts and functions in relationship to movement (e.g., long jump - arms swing forward when legs extend).
  - F. Developmental Games
    - a. Apply fundamental and specialized skills in lead-up games.
    - b. Identify appropriate cooperative, social, and teamwork skills while participating in game situations.
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### 2. Sport Skills and Lifetime Activities

- A. Skill Techniques
  - a. Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown).
- D. Specialized Activities
  - a. Demonstrate basic apparatus activities (e.g., balance beam - a forward movement; climbing rope - from a supine position students ascend to a stand and descend to a sit; cargo net - ascending and descending climb to grade level height; parallel/even and uneven bars - under bar activities; horizontal bar - front support; spring board - jump and land).

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### 3. Rhythms and Dance

#### A. Essential Elements of Rhythm

- a. Define and differentiate between tempo and beat.

#### B. Creative/Interpretive

- a. Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements).

#### C. Rhythmic Activities

- a. Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher-directed routine using streamers).

#### D. Forms of Dance

- a. Demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance.
- b. Demonstrate simple dance mixers (changing partner).