STUDENT LEARNING GOALS

Skill development remains a central focus for students in grade three. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational game, dance, and gymnastic activities. Students identify critical elements (isolated, small parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to health benefits. 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 members of their class.

WEB LINKS: Kid Safety on the internet - Slide Show - [http://www.ou.edu/oupd/inetmenu.htm](http://www.ou.edu/oupd/inetmenu.htm)
Nutrition Cafe - [http://www.exhibits.pacsci.org/nutrition/](http://www.exhibits.pacsci.org/nutrition/)
[www.pecentral.org](http://www.pecentral.org)

SKILLED MOVEMENT

- Apply locomotor, non-manipulative, and manipulative skills in increasingly complex movement activities.
- Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
- Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner; develop and refine educational gymnastics sequence).
- Demonstrate moving to a rhythm (e.g., performing simple dances in various formations, developing and refining a creative educational dance sequence that repeats).
- Perform educational gymnastic sequences with at least four non-manipulative movements.

MOVEMENT PRINCIPLES AND CONCEPTS

- Apply movement principles in increasingly complex movement activities.
- Apply the principles of relationships while moving in space and using non-manipulative and manipulative skills.
- Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

PERSONAL FITNESS

- Engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).

RESPONSIBLE BEHAVIORS

- Demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
- Demonstrate independence and good use of time while practicing physical activity.
- Provide input into establishing rules and guidelines for behavior in physical activity settings.
- Work cooperatively with peers.

PHYSICALLY ACTIVE LIFESTYLE

- Identify and participate in regular physical activities to improve skills and personal health.
- Select and participate in physical activities during unscheduled times at home, at school, or in the community.
- Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction.
INSTRUCTIONAL FOCUS
Fitness Activities
Locomotor/Non-Locomotor
Skill Development
Motor Learning Concepts
Rhythmic Activities
Dance
Creative Dramatics
Manipulative Activities
Team/Individual Sports
Soccer
Basketball
Volleyball
Gymnastics
Track and Field
Tennis
Football
Hockey
Softball
Lifetime Leisure Activities
Golf
Bowling
Badminton
Handball
Integrated Content Activities/Cross Curriculum
Multicultural Activities
Cooperative Activities
Seasonal/Thematic Activities
Adaptive Physical Education

FAMILY FITNESS AND FUN
“PRAISE AND PLAY EVERY DAY”
Enjoy activity time together.
Practice P.E. skills together.
Walk/Exercise together.
Eat healthy to be healthy.
Turn chores into family fun activities.
Utilize community resources
School tracks/playgrounds
Local parks
Youth sports programs
Attend sporting events together:
Local middle/high school
College/Professional

BENEFITS OF EXERCISE/ACTIVITY
Physical activity performed with proper frequency, intensity and duration can:
• promote cognitive function and sensory stimulation for optimal growth and development
• improve the functions of the central nervous, skeletal, muscular, cardiovascular, and metabolic systems
• prevent the onset of some diseases and delay the negative effects of aging
• improve perceptual motor development
• enhance self concept, self esteem and social competence.

ENRICHMENT PROGRAMS
Fitness Education
“Star Track”
ACES (All Children Exercising Simultaneously) World-wide
Early Morning Workout
Fitness Fridays
Jogging Programs:
Read and Run
All Star (Walking with the Principal)
Jingle Bell Run
Heart Power (AHA)
O.K. Kids Program
Safety Awareness
Playground Safety
Bicycle Safety
Annual Programs
Success Week
Family Fun/Fitness Night
Five A Day
County Events
Field Day
Tournaments (in school)
Community/Business Partnerships
Activity Clubs
Fitness
Dance
Sports

GRADE THREE
ENRICHMENT PROGRAMS
Fitness Education
“Star Track”
ACES (All Children Exercising Simultaneously) World-wide
Early Morning Workout
Fitness Fridays
Jogging Programs:
Read and Run
All Star (Walking with the Principal)
Jingle Bell Run
Heart Power (AHA)
O.K. Kids Program
Safety Awareness
Playground Safety
Bicycle Safety
Annual Programs
Success Week
Family Fun/Fitness Night
Five A Day
County Events
Field Day
Tournaments (in school)
Community/Business Partnerships
Activity Clubs
Fitness
Dance
Sports

Summer Physical Activity Pyramid

Cut Down On...
TV Video and Computer Games
Sitting for long periods

Leisure Activities
2-3 Days A Week
Golf
Fishing
Bowling

Flexibility and Strength
Stretching
Weight Lifting
Crunches

Aerobic Exercise
3-5 Days a Week
Brisk walking
Bicycling
Swimming
Floor Aerobics
Jump Rope

Recreational
Hiking
Basketball
Baseball/Softball
Volleyball
Tennis

Everyday
Park your car farther away
Do housework
Go for a walk
Work in your yard
Walk your dog

Smile
Make extra trips up and down stairs
Walk places rather than drive when you can
Go for a bicycle ride

Franklin Community Health Network and Physical Education Task Force of the Healthy Community Coalition

Source: http://www.americanheart.org/