

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 progression toward the use of all critical elements for various skills and apply skills in increasingly complex movement activities.
 - a) Demonstrate the critical elements of eye-hand coordination skills for dribbling with dominant/preferred hand while finding open spaces, overhand/underhand throwing and catching with a partner, underhand throwing and rolling at a target, and volleying consecutive upward with hand(s) or with a short/long implement/noodle and striking/batting a ball off a tee using hard and soft force with control.
 - b) Demonstrate progress toward the use of all critical elements used in eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target.
 - c) Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.
 - d) Demonstrate dance patterns for a variety of dance movements and create a pattern/combination of movements into a repeatable sequence.
 - e) Demonstrate at least two critical elements for four different jumps with a short rope (self-turn) or long rope (student turn) and jumping/landing horizontally (distance) and vertically (height) using proper takeoff and landing form).

Anatomical Basis of Movement

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

Fitness Planning

- 3.3 The student will describe and explain how to measure each of the components of health-related fitness.
 - a) Explain the health-related components of fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
 - b) Identify one physical activity to improve each component of health-related fitness.
 - c) Demonstrate one activity for each component of health-related fitness.
 - d) Participate in four or more activities and reach a moderate to vigorous physical activity (MVPA) range for each activity.
 - e) Identify the carotid artery and the radial artery for measuring heart rate.

Social and Emotional 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) Participate in the development of classroom rules and guidelines for appropriate behavior that support a positive, safe, and inclusive environment in physical activity settings.
 - c) Describe the importance of cooperating and working with peers to achieve a goal.
 - d) Implement teacher feedback to improve performance.
 - e) Provide clear and specific feedback to a classmate to improve performance in an individually selected physical activity opportunity.
 - f) Describe how group and individual physical activity can bring enjoyment to self and peers.
 - g) Differentiate between inclusive and non-inclusive activities/environments.

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 of one ounce of water per two pounds of body weight.
 - d) Identify the macronutrients (i.e., fat, protein, carbohydrates).
 - e) Identify foods that are beneficial before and after physical activity.