

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19.A.2a Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns.</p>	<ul style="list-style-type: none"> - Demonstrate proper form while executing non-locomotor movements (using developmentally appropriate form) - Understand the differences between personal space and general space -Demonstrate an awareness of others while moving in general and/or personal space -Report exertion levels during a 	<ul style="list-style-type: none"> • Locomotor skills utilizing proper form: walk, run, job, slide, hop, jump, and march • Warm-up activities utilizing combinations of locomotor activities • Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. • Moves into and out of gymnastics balances with curling, twisting & stretching actions. • Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. • Tag games utilizing locomotor skills • Rhythmic and dance activities. Continue combing two or more locomotor and/or non-locomotor skills in a sequence. • Hula-hoop activities • Jump Rope activities • Tumbling activities • Striking activities • Running and kicking • Throwing and catching e.g. Frisbee, beanbag, scarves • Leaps using a mature pattern 	<p>Checklist, rubrics, observations, oral review, skills test, quizzes</p>	<p>Various websites, <u>Elementary Physical Education Teaching & Assessment</u> by Christine J. Hopple, <u>Dynamic Physical Education</u> by Robert P. Pangrazi</p>

	variety of activities/games	<ul style="list-style-type: none"> • Jumps and lands in the horizontal and vertical planes using a mature pattern. • Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. 		
<p>19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.</p>	<p>- Combine two or more locomotor and/or non-locomotor skills in a sequence</p> <p>- Respond and discuss cues that enhance the development of selected manipulative skills</p> <p>- Demonstrate proper form while executing selected manipulative skills (using developmentally appropriate form).</p>	<ul style="list-style-type: none"> • Throws underhand to a partner or target with reasonable accuracy • Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force • Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. • Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. • Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. • Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. • Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. • Uses a continuous running approach and kicks a stationary ball for accuracy • Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while 	Checklist, rubrics, observations, oral review, skills test, quizzes	<p>Various websites, Elementary Physical Education Teaching & Assessment by Christine J. Hopple, Dynamic Physical Education by Robert P. Pangrazi</p>

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	<p>-Develop control while performing selective manipulative skills.</p> <p>-Demonstrate locomotor/non-locomotor skills while manipulating objects.</p>	<p>demonstrating 4 of the 5 critical elements of a mature pattern.</p> <ul style="list-style-type: none"> • Strikes an object with a short handled implement, sending it forward or over a low net or to a wall • Strikes an object with a short-handled implement while demonstrating 3 of 5 critical elements of a mature pattern • Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement • Performs intermediate jump rope skills (e.g., a variety of tricks, running in and out of the long rope) for both long and short ropes. 		
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A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities

B. Analyze various movement concepts and applications

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19.B.2a Identify the principles of movement (e.g., absorption and application force, equilibrium)</p>	<p>- Relate activity-based movement skills to movement concepts using the qualities of movement such as speed and flow.</p> <p>-Manipulate object(s) with accuracy to change its direction and/or distance.</p>	<ul style="list-style-type: none"> • Throws underhand to a partner or target with reasonable accuracy • Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force • Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. • Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. • Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. • Games or activities that combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. 	<p>Checklist, rubrics, observations, oral review, skills test, quizzes</p>	<p>Various websites, <u>Elementary Physical Education Teaching & Assessment</u> by Christine J. Hopple, <u>Dynamic Physical Education</u> by Robert P. Pangrazi</p>

<p>19.B.2b Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns</p>	<p>- Demonstrate spatial awareness in personal and general space (directional, levels, pathways) -Move accurately in various directions (behind, ahead of, next to, near to, over, under, on, through, beside) -Demonstrate the manipulation of objects to change directions and/or distance. -Explain movement in terms of effort, flow, space and time. -Identify the components of a variety of</p>	<ul style="list-style-type: none"> • Recognizes the concept of open spaces in a movement context. • Warm-up activities utilizing combination of locomotor and non-locomotor activities. • Rhythmic and dance activities that combine two or more locomotor and non-locomotor skills. • Hula-hoop activities, incorporating spatial awareness to the hoop • Tumbling skills • Obstacle course activities incorporating spatial awareness. (e.g. through the hoop). • A game that could be played would be steal the bacon • Tag games utilizing fleeing and dodging • Striking activities-run and kick a ball • Throwing and catching. 	<p>Checklist, rubrics, observations, oral review, skills test, quizzes</p>	<p>Various websites, <u>Elementary Physical Education Teaching & Assessment</u> by Christine J. Hopple, <u>Dynamic Physical Education</u> by Robert P. Pangrazi</p>
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	locomotor, non-locomotor and manipulative skills.			
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C. Demonstrate knowledge of rules, safety and strategies during physical activity.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19.C.2a Identify and apply rules and safety procedures in physical activities.</p>	<ul style="list-style-type: none"> - Develop responsibility for safe movement practices - Discuss and/or explain the importance of warm-ups and cool down. - Develop proper techniques for warm-up and cool down. - Follow guidelines for proper use of equipment and facilities for specific physical activities. 			

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<p>19.C.2b Identify offensive, defensive, and cooperative strategies in selected activities and games</p>	<ul style="list-style-type: none"> - Define offense and defense in activities, games, or sports - With teacher support, identify principles of training (intensity, duration, frequency) that can help them to improve components of fitness. - Describe how participating in physical activity, at a moderate to vigorous rate, will maintain and/ or improve health and cognition. 			

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p>				
<p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness</p>				

B. Assess individual fitness levels.

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<p>20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.</p>				
<p>20.B.2b Match recognized assessments of health-related fitness (e.g., FitnessGram) to corresponding components of fitness.</p>				

C. Set goals based on fitness data and develop, implement, and monitor an individual improvement plan.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
20.C.2a Set a personal health-related fitness goal.				
20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength)				

State Goal 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

A. Demonstrate personal responsibility during group physical activities.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
21.A.2a Accept responsibility for one’s own actions in group physical activities.				
21.A.2b Uses identified procedures and safe practices without reminders during group physical activities.				
21.A.2c Work independently on task until completed.				

B. Demonstrate cooperative skills during structured group physical activity.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p>				

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

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- A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.A.2a Describe benefits of early detection and treatment of illness.</p>				
<p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings)</p>				

<p>22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen)</p>				
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B. Describe and explain the factors that influence health among individuals, groups, and communities.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media, and advertising)</p>				

C. Explain how the environment can affect health.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
22.C.2a Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer)				

D. Describe how to advocate for the health of individuals, families and communities.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.D.2a Express opinions about health issues and communicate individual health needs.</p>				

State Goal 23: Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous)				

B. Explain the effects of health-related actions on the body systems.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet)</p>				

C. Describe factors that affect growth and development.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness)				
23.C.2b Identify stages in growth and development (e.g., states in the life cycle from infancy to old age)				

- D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.D.2a Locate, identify and describe functions of the basic parts of the brain.</p>				

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
24.A.2a Identify causes and consequences of conflict among youth.				
24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language)				

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
24.B.2a Describe key elements of a decision-making process				

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>24.C.2a Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation)</p>				