

COMMUNITY UNIT SCHOOL DISTRICT 200

Physical Education K-8 Philosophy

We believe daily physical education/health programs enhance the capacity of every student’s mind, body and social well-being. Through a comprehensive physical education and health program, students will have the ability to make informed choices pertaining to their health and wellness. Students will gain the skills and knowledge to accomplish personal goals and contribute to society.

THIRD GRADE

1. Subject Expectation (State Goal 19) **The student will acquire movement skills and understand concepts needed to engage in health- enhancing physical activity.**

Essential Learning 1 (Learning Standard A) **Demonstrate physical competency in individual and cooperative activities, creative movement, and lifetime leisure activities**

Critical Content 19.A.2 a. demonstrate control when performing individual and sequential locomotor, non-locomotor, and manipulative skills

<u>Locomotor</u>	<u>Nonlocomotor</u>	<u>Ball Handling/ Manipulatives</u>	<u>Creative Movement</u>
galloping	balancing	catching	animal walks
hopping	bending	dribbling	body shapes
jogging	pulling	kicking	
jumping	pushing	punting	
leaping	rocking/rolling	pulling	
running	stretching	pushing	
skipping	turning	rolling	
sliding	twisting	striking	
walking		throwing	
		trapping	
		volleying	

19.A.2 b. use correct form with specific manipulatives

19.A.2 c. combine basic locomotor and non-locomotor patterns with a smooth transition

* d. use vocabulary specific to activities, games, or sports

Essential Learning 2 (Learning Standard B) **Analyze various movement concepts and applications**

Critical Content 19.B.2 a. identify the principles of movement *such as*

- absorption and application of force
- balance
- speed
- deceleration
- transfer of weight

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
 * = exceeds state standards

Grade 3

- strength
- acceleration
- change of direction

**Essential Learning 3
(Learning Standard C)**

**Demonstrate knowledge of rules and safety and strategies
during physical activity**

Critical Content

- 19.C.2a a. identify and apply the rules and safety procedures during physical activities which include identifying necessary precautions to avoid injury
- 19.C.2b b. identify and demonstrate offensive, defensive, and cooperative strategies in selected activities and games
- 21.B.1 c. define the components of good sportsmanship

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
 * = exceeds state standards

Grade 3

**2. Subject Expectation
(State Goal 20)**

The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Essential Learning 1 (Learning Standard A)	Know and apply the principles and components of health-related fitness
---	---

- Critical Content**
- 20.A.1a a. identify the components of health-related fitness *such as*
- cardiovascular endurance
 - muscular strength
 - muscular endurance
 - flexibility
- 20.A.1b b. participate in sustained physical activity that causes increased
- cardiovascular endurance
 - muscular strength
 - muscular endurance
 - range of motion
- 20.A.1b c. apply concepts of warm-up and cool down

Essential Learning 2 (Learning Standard B)	Assess individual fitness levels
---	---

- Critical Content**
- 20.B.2a a. monitor immediate effects of physical activity on the body *such as*
- a faster heartbeat
 - increased pulse rate
 - increased breathing rate
 - thirst
 - elevated body temperature
 - muscle fatigue
 - sweating
- 20.B.2a b. identify personal fitness strength and weakness based on fitness activity targeting:
- cardiovascular fitness
 - muscular strength
 - muscular endurance
 - flexibility

Essential Learning 3 (Learning Standard C)	Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan
---	---

- Critical Content**
- 20.C.2a a. explore setting a realistic health-related goal *such as*
- participating in a variety of activities at home and at school that improve
 - cardiovascular endurance
 - muscular strength
 - muscular endurance
 - flexibility

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
* = exceeds state standards

Grade 3

- 20.C.1 b. evaluate positive and negative behavioral choices and their impact on wellness levels
- 20.C.1 c. identify the health related fitness components in various activities *such as*
- cardiovascular endurance (running)
 - muscular strength (push-ups)
 - muscular endurance (curl-ups and flex arm)
 - flexibility (side stretch)
- * d. explore opportunities within the community for participation in physical activities

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
* = exceeds state standards

Grade 3

**3. Subject Expectation
(State Goal 21)**

The student will develop team-building skills by working with others through physical activity.

Essential Learning 1 (Learning Standard A)	Demonstrate individual responsibility during group physical activities
---	---

- Critical Content**
- 21.A.2a a. demonstrate responsibility for actions while participating in group physical activities
 - 21.A.2b b. demonstrate identified procedures and safe practices with limited reminders during group physical activities
 - 21.A.2c c. complete a task in a given amount of time when participating in a group activity
 - 21.B.2 d. give examples of ways to settle disagreements
 - 21.B.2 e. demonstrate sportsmanship
 - accepting partners
 - accepting winning and losing in competitive situations
 - accepting official decisions
 - applauding others efforts
 - showing respect for others capabilities and limitations

Essential Learning 2 (Learning Standard B)	Demonstrate cooperative skills during structured group physical activity
---	---

- Critical Content**
- 21.B.2 a. demonstrate the ability to work cooperatively with a partner or small group to reach a shared goal in a given amount of time during physical activity
 - 21.B.2 b. demonstrate good sportsmanship including
 - accepting partners
 - accepting winning and losing in competitive situations
 - accepting official decisions
 - applauding others efforts
 - 21.B.2 c. recognize the need for individual and shared goals during group physical activity

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
* = exceeds state standards

Grade 3

FINE ARTS - DANCE

- 1. Subject Expectation (State Goal 25) The student will know the language of the arts.**

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of dance
---	---

- | | | |
|-------------------------|---------|---|
| Critical Content | 25.A.2a | a. explore moving rhythmically the elements of pathways, level, focus and range in personal and general space |
| | 25.A.2a | b. explore use of locomotor and non-locomotor movements to a rhythm and body parts to a rhythm |
| | 25.A.2a | c. identify creative movement through expressive qualities of mood and emotion |
| | 25.A.2a | d. explore qualities of force <i>such as</i> <ul style="list-style-type: none"> • sustained • lyrical • percussive • explosive |
| | 25.A.2a | e. identify the principles of ABA choreographic form <i>such as</i> <ul style="list-style-type: none"> • “A” a movement phrase • “B” a new movement phrase • “A” repeat the first phrase |

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among dance
---	---

- | | |
|--------|--|
| 25.B.2 | a. understand how elements and principles combine within a dance form to express ideas |
|--------|--|

- 2. Subject expectation (State Goal 26) The student through creativity and performance will understand how the works of art are produced.**

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in dance
---	--

- | | | |
|-------------------------|---------|--|
| Critical Content | 26.A.1a | a. explore appropriate body readiness in preparation for dancing including conditioning and practicing |
| | 26.A.2a | b. discuss dance productions including visual aids, stories, props, music and technology |
| | 26.A.2a | c. create and perform sequences/phrases that demonstrate the elements <i>such as</i> a parachute routine “Tie a Yellow Ribbon” |

Essential Learning 2	Apply the skills and knowledge necessary to create and perform a
-----------------------------	---

NOTE: *such as* = an example used for clarification, but not a mandatory concept

Grade 3

including= a mandatory concept

* = exceeds state standards

(Learning Standard B)

dance routine

- Critical Content**
- 26.B.2a a. demonstrate control, coordination, balance, elevation and accuracy in rhythmic response and awareness of choreographic form
 - 27.B.2 b. perform folk dance representative of a variety of cultures
 - 26.B.2a c. create/perform a rhythm sequence and self-evaluate how the dance was created collaboratively *such as*
 - jump rope routine
 - juggling
 - dance with ball
 - hoop
 - streamer or mini-parachute routine
- *

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
* = exceeds state standards

Grade 3