

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Third Grade

1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)

| Benchmark 1 Third Grade | A Peninsula Third Grade Student will: from the Grade Level Expectations (GLEs) | Instructional Materials and Resources | Assessment Strategies and Resources |
|--|--|--|-------------------------------------|
| 1.1 Develop fundamental and complex movement skills, as developmentally appropriate | | | |
| 1.1.1 Demonstrate physical skills (locomotor, non-locomotor, and manipulative) that contribute to movement proficiency | <p>Demonstrate manipulative skills contributing to movement proficiency</p> <ul style="list-style-type: none"> • Throw with mature form (i.e., opposition, follow through) to a stationary target • Catch with two hands • Kick a stationary ball with mature form • Foot dribble with control • Hand dribble while moving • Strike using a manipulative • Volley to a stationary object <p>Demonstrate mature form in locomotor patterns and non-locomotor skills contributing to movement proficiency</p> <ul style="list-style-type: none"> • Dramatize fundamental rhythmic patterns • Static balance with control (scales, stability ball, head stands) • Fundamental forward and backward tumbling/weight transfer | | |

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2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

| Benchmark 1 Third Grade | A Peninsula Third Grade Student will: from the Grade Level Expectations (GLEs) | Instructional Materials and Resources | Assessment Strategies and Resources |
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| 2.1 Recognize patterns of growth and development | | | |
| 2.1.1a Describe the structure and function of human body systems 2.1.1b Identify hereditary factors that affect growth and development 2.1.1c Understand the influence of nutrition on health and growth/development | Understand the structure and function of human body systems <ul style="list-style-type: none"> • Identify and locate basic body systems (digestive, muscular, skeletal, cardio/respiratory) • Describe the main function of basic body systems (digestive, muscular, skeletal, cardio/respiratory) <ul style="list-style-type: none"> • List nutritional habits affecting overall health, and growth/development | “All About Life” (F.L.A.S.H.) Curriculum <ul style="list-style-type: none"> • Chapter 12, pg. 105: Our Senses • Chapter 14, pg. 119: My Body | |
| 2.2 Understand the concept of control and prevention of disease | | | |
| 2.2.1a Identify skills that help in the prevention of non-communicable diseases 2.2.1b Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases | Understand the skills that control and prevent non-communicable diseases <ul style="list-style-type: none"> • Identify healthy practices for the prevention of non-communicable diseases (gum disease, asthma) • Identify the practices that reduce risk factors for non-communicable disease (exercise, diet) Understand the skills that control and prevent communicable diseases | <ul style="list-style-type: none"> • Chapter 13, pg. 111: Staying Healthy | |

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| 2.3 Acquire skills to live safely and reduce health risks, <i>continued</i> | | | |
| <p>2.3.1c Identify sources to ask for help in an emergency or crisis</p> <p>2.3.1d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <p>2.3.1e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p> | <p>Know the sources to ask for help in an emergency or crises</p> <ul style="list-style-type: none"> • Describe getting/giving reliable help (peers, teachers, parents, emergency personnel...sheriff, fire, 911, poison control, neighbor, self) • Know and define vocabulary: crisis, emergency situations, simple or immediate first aid (bee stings, burns, choking, poison, nose bleed) <p>Know the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <ul style="list-style-type: none"> • Compare definitions of stress (eustress** and distress) • Identify signals of stress • Select appropriate help (who, when, how) <p>Understand the physical and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p> <ul style="list-style-type: none"> • Demonstrate skills involved in avoiding risky situations (including refusal skills) • Recognize the consequences of alcohol, tobacco, and other drug use (legal, health risks, parents) | | |

* *helpful stress

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3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)

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|---|---|--|-------------------------------------|
| 3.1 Understand how environmental factors affect one's health | | | |
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| 3.2 Gather and analyze health information | | | |
| 3.2.1a Determine reliable sources of health information | <p>Know reliable sources of health information</p> <ul style="list-style-type: none"> • List criteria for judging reliable sources of health information (parents, medical information, community agencies, etc.) • Apply research skills: fact vs. myth, fiction vs. non-fiction, web-based information | | |
| 3.2.1b Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising</i> | <p>Understand the messages about safe and unsafe behaviors</p> <ul style="list-style-type: none"> • Identify the techniques the media uses for persuasion (bandwagon and testimonial as associated with tobacco, alcohol, toy, and food products) • Identify products, resources, and messages that promote health (wear seatbelts, bike helmets, video) • Recognize hidden messages (<i>happier, richer, fit-in, join the crowd</i>) | | |

* Not formally addressed at this grade level

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| Benchmark 1 Third Grade | A Peninsula Third Grade Student will: from the Grade Level Expectations (GLEs) | Instructional Materials and Resources | Assessment Strategies and Resources |
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| 3.3 Use social skills to promote health and safety in a variety of situations | | | |
| 3.3.1 Apply appropriate social skills to keep out of trouble and resist pressure from others | Apply social skills to keep out of trouble and resist pressure from others <ul style="list-style-type: none"> • Describe how to avoid risky situations • Demonstrate appropriate social skills in structured and unstructured settings | “All About Life” (F.L.A.S.H.) Curriculum <ul style="list-style-type: none"> • Lesson 10, pg. 91: Anger • Lesson 7, pg. 57: Space • Lesson 11, pg. 99: Relaxation | |
| 3.4 Understand how emotions influence decision making | | | |
| 3.4.1a Express emotions in healthy ways and form safe and respectful relationships 3.4.1b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations | Know how to express emotions in healthy ways and form safe and respectful relationships <ul style="list-style-type: none"> • Recognize and identify emotional differences of self and others Recognize and understand emotions and how they affect decision-making <ul style="list-style-type: none"> • Identify a variety of emotions and their impact on others • Develop appropriate emotional-response strategies | <ul style="list-style-type: none"> • Lesson 2, pg. 11: Feelings | |

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4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)

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| 4.1 Analyze health and safety information | | | |
| 4.1.1 Identify how fitness and healthy living are important for life goals | <p>Apply the components of fitness used at home, school, and in the community</p> <ul style="list-style-type: none"> • Relate the physical fitness components used to perform age appropriate activities (chores, jobs, play) <p>Apply principles of safety within the components of fitness</p> <ul style="list-style-type: none"> • Use safety principles when performing age appropriate activities (i.e., chores, exercises, stretching, play) | | |
| 4.2. Develop a health and fitness plan and a monitoring system | | | |
| 4.2.1 Set daily goals for improving health and fitness practices | <p>Define and set goals for improving health and fitness practices</p> <ul style="list-style-type: none"> • Apply health and fitness practices that impact daily health (sleep/rest, hygiene, dental health) | | |