

Third Grade Standards

Information on Elementary P.E. Standards for Classroom Teachers

Information contained in this document comes from a multitude of websites as well as the knowledge of the SRVUSD Elementary P.E. Specialists. The information is meant to be used as a guideline for helping classroom teachers understand the details of some of the elementary physical education standards.

It is strongly suggested that classroom teachers work with their P.E. Specialist on which standards they should cover in the classroom.

Music for dance standards can often be purchased through sites such as iTunes.

Equipment needed for most standards covered in this document are minimal or the P.E. Specialist should already have them. However, on the reference page are some P.E. equipment websites if items are needed.

It is strongly suggested that classroom teachers work with their grade level peers in creating lesson plans and sharing the responsibility of teaching a standards based physical education program.

Information compiled by:
BJ Byrd, P.E. Specialist, Rancho Romero Elementary
San Ramon Valley Unified School District

Note: This information has been compiled for use by teachers in SRVUSD only!

THIRD GRADE

Locomotor Movement

1.5 – Jump continuously a forward-turning jump rope and a backwards turning jump rope

- Self-turned rope, jumping on two feet
- Long jump rope, jumping on two feet
- See Movement & Locomotor Concepts Section for jump rope activities

Rhythmic Skills

1.15 – Perform a line dance, circle dance and a folk dance with a partner

- See activities in Rhythmic Skills Section for “Meet the Virginia Reel”, “Cotton Eyed Joe” “Little Black Book”, “Mayim, Mayim”, “Macarena” and “5, 6, 7, 8 Line Dance”
- See Reference Page for information on videos, DVD’s and CD’s - Children's Folk Dances by Georgiana Stewart

2.6 – Define the terms line dance, circle dance and folk dance

- Folk dance - A traditional dance originating among the common people of a nation or region
- Circle dance – is the most common name for a style of traditional dance usually done in a circle without partners to musical accompaniment
- Line Dance – is a choreographed dance with a repeated sequence of steps in which a [group](#) of people dance in one or more lines or rows without regard for the sex of the individuals, all facing the same direction, and executing the steps at the same time

2.7 – Compare and contrast folk dances, line dances and circle dances

- Using the definitions above as well as the dances taught, create a chart that compares and contrasts the different types of dances

Fitness Concepts

3.1 – Demonstrate warm-up and cool-down exercises

- See “Warm-Up Principles” handout in the Fitness Concepts Section
- See “Cool Down Bank” and “Reference Guide to Cooling Down” handouts for examples of activities suitable to cool the body down in the Fitness Concepts Section

3.2 – Demonstrate how to lift and carry objects correctly

- See “Back Safety” article in Fitness Concepts Section (page 2 demonstrate how to lift & carry objects)
- See “Shopping at the Lift & Carry Store” activity in Fitness Concepts Section

4.1 – Identify the body’s normal reactions to moderate to vigorous physical activity

- Increased heart rate
- Increased breathing (out of breath)
- Sometimes sweating or cramps
- Increased muscle fatigue
- Moderate activity – if you are moving at a moderate pace, you will be able to talk at the end of the activity, but not be able to sing
- Vigorous activity – if you are moving at a vigorous pace, talking and singing will both be difficult at the end of the activity
- See article on “Immediate Effects of Exercise on the Body” and handout called “Short Term Effects of Exercise” in Fitness Concepts Section

4.2 – List and define components of physical fitness

- Cardiovascular endurance - is the ability of the heart, blood vessels, blood and respiratory system to supply oxygen and fuel to the muscles at a steady rate for a considerable length of time
- Muscle strength and endurance
 - ✦ Muscle strength - The ability of the muscles to exert maximum force
 - ✦ Muscle endurance - The ability of the muscles to repeatedly exert themselves over a period of time
- Flexibility - the ability to move the body joints through the full range of motion (ROM) without discomfort or pain
- Body composition - the relative percentage of muscle, fat, bone and other tissues that comprise the body
- See article in Fitness Concepts Section called “Concepts of Physical Fitness”

4.3 – Explain the purpose for warming-up before physical activity and cooling down after physical activity

- The purpose of warming up is to increase blood flow to the working muscles, increase the ability of the musculature to contract, and to decrease the chance for injury
- A warm up is the act of preparing for an athletic event or workout by exercising or practicing for a short time beforehand. Warming up helps reduce your risk of injury and the aches and pains that come with exercise. The physiological reason to warm up is to assist your circulatory system in pumping oxygen-rich blood to your working muscles. The idea is to increase circulation throughout the body, in a gradual manner. A proper warm up safely prepares the body for the increased demands of exercise. Cold muscles do not absorb shock or impact as well, and are more susceptible to injury. While scientific studies are ongoing to define the best warm up techniques for injury prevention, the warm up in general is firmly established as a key to exercising safely and effectively. A warm up should be done before strength training, aerobic (and anaerobic exercise) and stretching.
- The purpose of cooling down is to allow muscles and the body to return to a resting state
- A cool down is the act of gradually lowering body temperature, heart rate, and breathing rate following exercise
- The purpose of cooling down is to slowly return your body to a lower or resting state. When exercise ends abruptly, blood pressure also drops, which could cause dizziness or fainting. A proper cool down prevents the sudden pooling of blood in your extremities and re-circulates blood back to the heart, skeletal muscles and brain. This phase of your workout helps prevent muscle stiffness or soreness too
- See “Warm-Up Principles” handout in the Fitness Concepts Section
- See “Cool Down Bank” and “Reference Guide to Cooling Down” handouts for examples of activities suitable to cool the body down in the Fitness Concepts Section

4.4 – Recognize the body will adapt to increased workloads

- Overload principle - This principle says that in order to train muscles, they must work harder than they are accustomed to. This “overload” will result in increased strength as the body adapts to the stress placed upon it.
- Adaptation principle - Adaptation is the way the body 'programs' muscles to remember particular activities, movements or skills. By repeating that skill or activity, the body adapts to the stress and the skill becomes easier to perform.
- See article called “The Science Behind Your Workout” in Fitness Concepts Section

4.5 – Explain that fluid needs are linked to energy expenditure

- The majority of our body is made up of water (60% adult male and 55% adult female with children somewhere below 75%)
- Our bodies need water to work properly
- We lose water when we sweat, go to the bathroom, or throw-up
- During exercise our body regulates its core temperature through sweat. As a result, we often secrete more water than we take in which can lead to imbalances such as cramps, dehydration, heat stroke, heat exhaustion, etc.
- Dehydration is the most common imbalance – it means your body does not have enough water to work properly
- The feelings of thirst do not occur until **after** someone is dehydrated
- Drinking water after exercise replenishes the fluids lost during exercise
- Drinking before, during, and after exercising (or an event) is the best way to stay hydrated. Don't wait until you're thirsty. Water is the best choice. Fruit juice mixed with water is another refreshing drink. But avoid sodas, especially caffeinated ones.
- A sports drink is OK once in a while, but remember that these drinks have a lot of sugar and calories. Water is still the best drink for your body and it contains no calories.
- See articles called “Why Children Have Special Fluid Needs” and “Fluid Guidelines for Young Athletes” in the Fitness Concepts Section

Aerobic Capacity

4.7 – Describe the relationship between the heart, lungs, muscles, blood and oxygen during physical activity

- See information in Aerobic Capacity Section on Heart, Lungs, & Blood
- See information in Muscle Strength Section on Muscles
- Video on the heart
- http://kidshealth.org/PageManager.jsp?lic=1&article_set=59298&cat_id=20607
- Video on the lungs
http://kidshealth.org/PageManager.jsp?lic=1&article_set=59300&cat_id=20607
- Video on muscles
http://kidshealth.org/PageManager.jsp?lic=1&article_set=59302&cat_id=20607
- Use this website to show interactive heart - <http://www.smm.org/heart/heart/top.html>
 - ✪ Habits of the Heart: The Heart
 - ✪ Habits of the Heart: The Lungs
- Go to <http://www.smm.org/heart/lessons/top.html>
 - ✪ Lesson 6 – Go With The Flow (heart diagram in Aerobic Capacity Section)
 - ✪ Lesson 10 – O² CO² Skit
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4.8 – Describe and record the changes in the heart rate before, during and after physical activity

- Ask PE specialist how they have taught students to check their heart rate
- Go to <http://www.smm.org/heart/lessons/top.html>
 - ✪ Lesson 1 – Pulse of Life
- Discuss the differences and similarities in the heart rate before, during and after a physical activity
- How long does it take for the heart rate to return to its pre-activity level?

Muscle Strength & Endurance

3.6 – Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back and neck

- Talk to the PE specialists and repeat stretching routine in classroom after doing some warm-up exercises (ex – jogging in place, jumping jacks, windmills, arms circles, etc.)
- Great to do just before a test to get the blood flowing
- Stretching helps to reduce injury, and increase mobility and range of motion

4.9 – Explain that a stronger heart muscle can pump more blood with each beat

- See Standard 4.4 on the overload principle
- In order for a muscle, including the heart muscle to increase in strength, it must be gradually stressed by working against a greater load than it is used to
- Any muscle that is stronger can produce more force; thus a strong heart pumps more blood because it can generate more force

4.11 – Name and locate the major muscles of the body

- Video on muscles
http://kidshealth.org/PageManager.jsp?lic=1&article_set=59302&cat_id=20607
- See article in Muscle Strength Section called “Getting Muscles”
- Have students color the diagram “Major Muscles of the Body”
- Have students study the muscle diagram and test them on their knowledge
- Other activities include “Word Association Muscles” and “Sing Along With The Muscles Song” located in the Muscle Strength Section

4.12 – Describe and demonstrate how to relieve a cramp

- See the articles in the Muscle Strength Section called “How to Relieve A Muscle Cramp” and “Muscle Cramp Relief”
- Most muscle cramps are due to lack of hydration – water before exercise is just as important as water during and after exercise

4.13 – Describe the role of muscle strength and proper lifting in the prevention of back injuries

- See the article in Muscle Strength Section called “How To Lift”
- Leg and abdominal strength are important when lifting an object – you lift with your legs and you tighten your abdominal muscles so as not to put excessive force on your spine

Flexibility

4.15 – Explain why a particular stretch is appropriate preparation for a particular activity

- Stretching in general is important because it helps to increase range of motion and promote circulation
- Refer to Standard 3.6 for specific stretches by muscle
- Have students demonstrate what stretches they would need to do if they wanted to participate in:
 - ✪ Basketball
 - ✪ Soccer
 - ✪ Baseball/softball
 - ✪ Lacrosse
 - ✪ Running/hiking/walking
 - ✪ Swimming
 - ✪ Add additional sports that the kids come up

Body Composition

4.16 – Differentiate the body’s ability to consume calories and burn fat during periods of physical activity and during longer periods of moderate physical activity

- More calories are burned during high intensity activities
- More fat is burned during low intensity activities
- The duration of the activity will be relative to the total calories or fat burned

Assessment

3.8 – Measure and record improvement in individual fitness activities

- with PE specialist to complete the Presidential Fitness Test or the California Fitnessgram Test (PFT) in the fall and spring time
- Work with students on attaining Presidential or PFT benchmarks specific for their age-group and gender
- See handouts in Assessment Section called “Fitnessgram Tests” (note that the district uses the * tests), “Healthy Fitness Zones for Females & Males” and “Presidential Physical Fitness Award – 85th Percentile”
- Give students the opportunity to practice Presidential and PFT test throughout the school year; record at least fall and spring scores to note improvements

Self-Responsibility

5.1 – Set a personal goal to improve a motor skill and work toward that goal in nonschool time

- See Assessment Section for lesson plans on Goal Setting
- Some examples of a motor skill are overhand throw, jumping rope, catching, skipping, curl-ups, push-ups, etc

5.2 – Collect data and record progress towards the mastery of a motor skill

- See Assessment Section for lesson plans on Goal Setting
- Create a log for students to document practice of the specific motor skill they are working on from Standard 5.1
- Assess skill, allow for practice and recording of data and re-assess skill to determine mastery level