

K-3	
4-5	
7-8	
9-12	

GRADE 3 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

<p><i>A. Personal Health</i> <i>B. Growth and Development</i></p> <p><i>C. Nutrition</i> <i>D. Diseases and Health Conditions</i></p> <p><i>E. Safety</i> <i>F. Social and Emotional Health</i></p>		
Benchmarks By the end of Grade 3 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 3 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Describe the physical, social, and emotional dimensions of wellness.	Define total wellness, and explain how making healthy choices contribute to a health lifestyle.	In a small group, list examples of how to keep physically fit, positive social behaviors and emotionally healthy behaviors. / Oral questioning, list, cooperative group discussion
B. Explain the structure and function of human body systems.	Describe and name body parts and systems related to physical activities.	Using a diagram, students will label and distinguish between body organs and systems. / Art display, role play, oral questioning.
C. Differentiate between healthy and unhealthy eating patterns.	Recognize the food guide pyramid and recommended daily servings for healthy eating behaviors.	On a computer/chart list healthy food choices at fast food restaurants and explain why they are healthy / List, cooperative class discussion, oral questioning
D. Discuss the importance of the early detection of diseases and health conditions.	Identify signs and symptoms of common, communicable, and non-communicable diseases.	With a partner, list diseases that are spread by germs and those that are not spread by germs. / Role-play, list, oral questioning

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<p>E. Describe the characteristics of safe and unsafe situations, and develop strategies to reduce the risk of injuries at home, school, and community.</p>	<p>Identify safe practices at home, school, and community and utilize them in a daily healthy life style.</p>	<p>Draw examples of safety hazards found in the home, school, and community. /</p> <p>Artwork display (poster), role-play.</p>
<p>F. Describe basic human needs and tell how individuals and families attempt to meet those needs.</p>	<p>Identify the basic human needs, and state the factors that influence those needs.</p>	<p>Explain the different types of families and how basic human needs change during life cycles (i.e. infancy, childhood, adulthood. /</p> <p>List examples of how the needs are the same yet different throughout the different life cycles. /</p> <p>List, presentation.</p>
<p>RESOURCES</p>		
<p>1. <i>Texts</i> 2. <i>Books</i> 3. <i>Charts, paper and writing instrument (for teacher's use)</i> 4. <i>Materials</i> 5. <i>Computer – internet</i></p>		

GRADE 3 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

<p><i>A. Communication</i> <i>B. Decision Making</i></p>			<p><i>C. Planning and Goal Setting</i> <i>D. Character Development</i></p>			<p><i>E. Leadership, Advocacy and Service</i> <i>F. Health Services and Careers</i></p>		
<p>Benchmarks By the end of Grades 8 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>			<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 3 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>			<p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>		
<p>A. Explain how to determine the validity and reliability of a health resource.</p>			<p>Examine advertisements, providers, health care facilities, and health services.</p>			<p>Invite the school nurse, a doctor or community agency for a presentation on resources. /</p> <p>Oral questioning, visual presentation, cooperative discussion.</p>		
<p>B. Outline the steps to make an effective decision.</p>			<p>Explain the decision making (GREAT) model.</p> <p>Give thought to problem review choices. Review choices. Evaluate consequences. Access best choice. Think it over afterwards.</p>			<p>Generate scenarios to groups and act out roles (positive and negative) depicting an effective and non effective decision. /</p> <p>Role-play, small group discussion, interaction.</p>		
<p>C. Develop a personal health goal and track its progress.</p>			<p>Create a healthy goal, and describe how to obtain that goal.</p>			<p>Using the computer, track the ways of keeping a personal health goal. Record ways in which you can achieve the health goal. /</p> <p>Chart, computers, self assessment.</p>		
<p>D. Describe character traits and core ethical values such as trust- worthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.</p>			<p>Describe how these traits have an effect on life styles and relationships.</p>			<p>List the positive/negative effects of character traits (i.e. trustworthiness, respect, responsibility fairness, caring and citizenship). /</p> <p>Cooperative discussion, self-assessment, guided questioning.</p>		

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<p>E. Describe and demonstrate the characteristics of an effective leader.</p>			<p>Identify the differences between a leader and a follower.</p>			<p>List positive traits of an effective leadership role. Role-play assigned scenarios of leadership roles (name and community). / Assume appropriate role in selected activities. / Collaboration, cooperative, discussion, role-plays</p>		
<p>F. Describe the health and fitness services provided by the school and community.</p>			<p>Recognize community agencies, school health services, and individuals who protect, and promote health and safety.</p>			<p>Using magazines and newspapers, create a collage of pictures and words depicting health and safety. / Small group, artwork display</p>		
<p>RESOURCES</p>								
<p>1. <i>Texts</i> 2. <i>Books</i> 3. <i>Materials</i> 4. <i>Tape recorder</i></p>								

GRADE 3 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

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<i>A. Medicines</i>	<i>B. Alcohol, Tobacco and Other Drug</i>	<i>C. Dependency/Addiction and Treatment</i>
Benchmarks By the end of Grades 8 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 3 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Distinguish between over-the-counter and prescription medicines.	Identify drugs of abuse and define what they are used for.	List the type of drugs found in the home. Distinguish between over-the-counter drugs and prescription drugs. / Make a poster, showing the differences, artwork display
B. Explain why it is illegal to use or possess certain drugs/substances.	Identify ways to prevent drug misuse and drug abuse.	With an assigned prompt regarding illegal drugs, chart differences between misused, and abused drugs. / Class discussion, oral presentation questions/answers
C. Discuss signs that a person may develop a problem with the use of alcohol, tobacco, and other drugs.	Understand the different types of drugs and their possible addition.	Identify drugs such as tobacco, alcohol and their misuse, which may lead addition. / Small groups, list, chart, computer
RESOURCES		
<ol style="list-style-type: none"> 1. <i>Handouts</i> 2. <i>Charts</i> 3. <i>Guest speakers</i> 4. <i>Text</i> 5. <i>Books</i> 		

GRADE 3 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships			B. Sexuality			C. Pregnancy and Parenting		
Benchmarks By the end of Grades 8 at developmentally appropriate levels of increasing complexity and skill, all students should:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 3 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Describe different kinds of families, and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.			Discuss the different ways family members can work together.			List activities that family members can do together (i.e. chores, sports, etc.). / Role-play, peer review		
B. Describe the physical, social, and emotional changes that occur during puberty.			Explain ways that your body has changed during puberty.			Class discussion on the physical and emotional growth which occurs during childhood. / Oral questioning, guided questions		
C. Explain how after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.			Identify the length of a pregnancy and the ongoing changes that occur.			Compare growth patterns to other life cycles (frog, butterfly). / Visual illustrations, guided questions		
RESOURCES								
<ol style="list-style-type: none"> 1. <i>Materials – paper, pencils, arts and craft supplies</i> 2. <i>Internet</i> 3. <i>Charts</i> 4. <i>Guest speakers</i> 5. <i>Text</i> 								

GRADE 3 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

<p><i>A. Movement Skills</i> <i>B. Movement Concepts</i></p> <p><i>C. Strategy</i> <i>D. Sportsmanship, Rules and Safety</i></p> <p><i>E. Sports Psychology</i></p>		
<p>Benchmarks By the end of Grades 8 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 3 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>	<p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>
<p>A. Perform movement skills with developmentally appropriate form in both isolated and applied settings.</p>	<p>Identify forms of daily movements (agility, coordination, balance, speed, power, reaction time).</p>	<p>Record daily activities performed using movement skills (at school, home, play). /</p> <p>Chart illustration, poster design</p>
<p>B. Discuss the importance of proper body mechanics when performing movement skills.</p>	<p>Apply critical elements to perform basic skills (eye-hand, eye-foot) coordination balance – postural orientation and gross body coordination.</p>	<p>Developmental task testing using skills. /</p> <p>Teacher observation, checklist, rubric scoring</p>
<p>C. Explain the use of simple strategies, including player positioning, faking, dodging, and defending space.</p>	<p>Demonstrate the ability to apply individual skills in learning tasks.</p>	<p>As a team identify defensive and offensive techniques to provide a vehicle of enhancing a positive self image. /</p> <p>Student participation, observation of progress</p>
<p>D. Discuss the characteristics of good sportsmanship, and demonstrate appropriate behavior as both a player and an observer during physical activity.</p>	<p>Demonstrate the concept of fair play to gain success within the framework of the rules.</p>	<p>Describe healthy competition and unsportsmanlike conduct and compare differences as a spectator and as a participant. /</p> <p>Group discussion, presentation of unsportsmanlike behavior</p>

GRADE 3 *Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.*

*A. Movement Skills
B. Movement Concepts*

*C. Strategy
D. Sportsmanship, Rules and Safety*

E. Sports Psychology

Benchmarks

By the end of Grades 8 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

By the end of the grade level listed above, to meet Grade 3 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Student Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:

E. Describe a variety of mental strategies used to prepare for physical activity..

Examine the personal goal one is trying to achieve and the different ways to accomplish that goal.

Discuss the negative and positive effects of competition and how it affects lifetime behaviors. /

List, small group discussion.

RESOURCES

1. *Gymnasium or large space conducive to movement*
2. *Equipment – balls, jump ropes, cones, etc.*
3. *Video recorder and television*
4. *Charts*
5. *Guest speakers*
6. *Text*

GRADE 3 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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<i>A. Fitness and Physical Activity</i>	<i>B. Training</i>	<i>C. Achieving and Assessing Fitness</i>
Benchmarks By the end of Grade 3 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 3 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Discuss the physical, social, and emotional benefits of regular physical activity.	Explain how these components become a part of lifetime activities.	Monitor improvement of fitness levels through regular participation in physical activity. / Student participation, fitness gram, teacher observation
B. Discuss the importance of regular physical activity.	Participate in a variety of activities to recognize the relationship between (sport) competition, and fitness.	Compare activities that would be for age appropriate life time activities. / Small group discussions, presentation to class
C. Engage in moderate to vigorous physical activity that develops all components of fitness.	Identify activities that enhance the components of fitness.	Participate in different fitness activities resulting in individual achievements of fitness components. / Pre-post activity log, teacher observation
RESOURCES		
<ol style="list-style-type: none"> 1. <i>Gymnasium or space for activity</i> 2. <i>PE equipment – ropes, balls, scooters, cones, etc.</i> 3. <i>Fitness gram</i> 4. <i>Presidential Physical Fitness Test</i> 5. <i>Video tape equipment</i> 		