

# GRADE THREE

Skill development remains a central focus for students in grade three as they begin to accept feedback from and provide appropriate feedback to others. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational games, dance, and gymnastic activities to become confident and competent movers. Students identify critical elements (small, isolated parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to energy balance and health benefits. Students continue to build knowledge of body structures and systems. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among their classmates.

## *Motor Skill Development*

- 3.1 The student will demonstrate progression toward the use of all critical elements for various skills and apply skills in increasingly complex movement activities.
- a) Demonstrate the critical elements of eye-hand coordination skills for dribbling with dominant/preferred hand while finding open spaces, overhand/underhand throwing and catching with a partner, underhand throwing and rolling at a target, and volleying consecutive upward with hand(s) or with a short/long implement/noodle and striking/batting a ball off a tee using hard and soft force with control.
  - b) Demonstrate progress toward the use of all critical elements used in eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target.
  - c) Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.
  - d) Demonstrate dance patterns for various dance movements and create a pattern/combination of movements into a repeatable sequence.
  - e) Demonstrate at least two critical elements for four different jumps with a short rope (self-turn) or long rope (student turn) and jumping/landing horizontally (distance) and vertically (height) using proper takeoff and landing form).

Essential Understandings	Essential Knowledge and Skills
Manipulative and movement skills can be broken down into smaller parts/critical elements to improve proficiency. Developmentally appropriate movement includes progression toward use of all critical elements. Eye-hand and eye-foot	In order to meet these standards, it is expected that students will <ul style="list-style-type: none"> <li>• demonstrate critical elements in isolation and</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>coordination skills should be proficient in isolation before engaging in low organized activities. (3.1.a, 3.1.b)</p> <ul style="list-style-type: none"> <li>• Dribble with hands while finding space                             <ul style="list-style-type: none"> <li>○ Head up looking for open space;</li> <li>○ Pads of fingers contact top of ball;</li> <li>○ Firm and flexible wrist as hand pushes ball to floor;</li> <li>○ Hand absorbs ball slightly on return;</li> <li>○ Waist-height bounce;</li> <li>○ Ball slightly in front of body;</li> <li>○ Knees bent slightly with dribbling arm close to the body.</li> </ul> </li>   <li>• Overhand throw                             <ul style="list-style-type: none"> <li>○ Non-throwing shoulder toward target;</li> <li>○ Step to target with opposite foot;</li> <li>○ Throwing arm raised in backswing;</li> <li>○ Rotate hips during throw;</li> <li>○ Weight shifts from back to front foot;</li> <li>○ Throwing arm follows through to target with wrist to opposite knee.</li> </ul> </li>   <li>• Catch from underhand throw                             <ul style="list-style-type: none"> <li>○ Watch the ball all the way into the hands;</li> <li>○ Arms in front of body, elbows flexed;</li> <li>○ Place body in the path of the object;</li> <li>○ Arms extend to reach for ball;</li> <li>○ Thumbs in for catch above the waist;</li> <li>○ Thumbs out for catch at or below the waist;</li> <li>○ One foot slightly in front of the other (balanced stance);</li> <li>○ Catch with hands only; no cradling against the body;</li> </ul> </li> </ul>	<p>in low organized activities for dribbling with dominant/preferred hand while finding open spaces, overhand/underhand throwing and catching with a partner, underhand throwing and rolling at a target, and volleying consecutive upward with hand(s) or with a short/long implement/noodle and striking/batting a ball off a tee using hard and soft force with control (3.1.a);</p> <ul style="list-style-type: none"> <li>• explain the relationship between force and energy (3.1.a);</li> <li>• explain the effect force has on manipulative skills (3.1.a);</li> <li>• demonstrate use of force needed to throw/strike to a target or for distance (3.1.a);</li> <li>• demonstrate critical elements used in eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target (3.1.b);</li> <li>• create and perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction (3.1.c);</li> <li>• demonstrate simple dances in various formations (3.1.d);</li> <li>• create and perform a dance sequence with</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Pull the ball in to the body as the catch is made;</li> <li>○ Relax and absorb the force of the object.</li> <li>• Toss, underhand throw, underhand roll to partner/target                             <ul style="list-style-type: none"> <li>○ Face the target;</li> <li>○ Eye on target;</li> <li>○ Use a backward-forward arm swing (tick-tock swing);</li> <li>○ Step with opposite foot as tossing/throwing/rolling arm moves forward;</li> <li>○ Release ball between knee and waist level during upward swing for throw;</li> <li>○ Bend at hip (roll);</li> <li>○ Release ball under knee for roll;</li> <li>○ Follow through with hand pointing to the target.</li> </ul> </li> <li>• Volley with hand                             <ul style="list-style-type: none"> <li>○ Shoulders facing target;</li> <li>○ One foot slightly ahead of other;</li> <li>○ Tick-tock swing movement with volleying hand;</li> <li>○ Contact ball with palm;</li> <li>○ Contact occurs at waist level;</li> <li>○ Follow through upward;</li> <li>○ Track the ball with eyes;</li> <li>○ Move body into position for next contact;</li> <li>○ Continuous volley.</li> </ul> </li> <li>• Volley objects with short-handled implement                             <ul style="list-style-type: none"> <li>○ Shake hands with the paddle;</li> </ul> </li> </ul>	<p>different locomotor patterns, levels, shapes, pathways, and flow (3.1.d);</p> <ul style="list-style-type: none"> <li>• perform a self-turn jump rope sequence containing four different types of jumps (3.1.e);</li> <li>• demonstrate at least two critical elements for jumping with a short self-turn rope (3.1.e);</li> <li>• demonstrate proper takeoff and landing form when jumping and landing horizontally for distance and vertically for height (3.1.e).</li> </ul> <p>Additional resources:                      SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">Dynamic PE ASAP</a></p>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Firm grip and wrist;</li> <li>○ Contact occurs at waist level;</li> <li>○ Hit with a flat surface at center of paddle or racket;</li> <li>○ Follow through toward target;</li> <li>○ Track the ball with eyes;</li> <li>○ Move body into position for next contact;</li> <li>○ Continuous volley.</li>   <li>• Strike/bat a ball off a tee                             <ul style="list-style-type: none"> <li>○ Non-dominant hand grips the bottom of the long-handled implement with dominant hand stacked above with knuckles in line with each other;</li> <li>○ Side to target (non-throwing arm closest to target);</li> <li>○ Knees slightly bent;</li> <li>○ Eyes follow ball to center of striking implement from start to finish;</li> <li>○ Step toward target with opposite foot;</li> <li>○ Striking arm way back;</li> <li>○ Weight transfer from back foot to front foot;</li> <li>○ Rotate hips;</li> <li>○ Wrist unlocks on follow-through for completion of striking action.</li> </ul> </li>   <li>• Performance in isolation and in low organized activities, including eye-foot coordination skills while kicking a moving ball, foot dribbling with control while walking to open spaces, and kicking/passing to a partner or a stationary target. (3.1.b)</li>   <li>• Kick a moving ball                             <ul style="list-style-type: none"> <li>○ Eyes focused on ball throughout kick;</li> <li>○ Contact the ball with shoelaces (not toes);</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Contact behind the center of the ball for low-level kick;</li> <li>○ Contact ball below the center of the ball for travel in air;</li> <li>○ Non-kicking foot plants beside the ball;</li> <li>○ Forward and sideward swing of arm opposite kicking leg;</li> <li>○ Hips and shoulders rotate forward;</li> <li>○ Kicking foot follows through toward target area.</li> </ul> <ul style="list-style-type: none"> <li>• Dribble (foot)                             <ul style="list-style-type: none"> <li>○ Knees slightly bent;</li> <li>○ Push the center of the ball with shoelaces, inside of the foot, or outside of foot;</li> <li>○ Contact behind the center of the ball;</li> <li>○ Ball stays close to feet/soft touches;</li> <li>○ Tap with both feet to move ball forward;</li> <li>○ Head up, eyes looking forward using peripheral vision to see the ball;</li> <li>○ Stay light on your feet with weight on toes.</li> </ul> </li> <li>• Passing to a partner/stationary target                             <ul style="list-style-type: none"> <li>○ Non-kicking foot beside the ball;</li> <li>○ Use inside of foot;</li> <li>○ Step to the target;</li> <li>○ Contact behind the center of the ball;</li> <li>○ Firm and controlled pass;</li> <li>○ Follow through toward target.</li> </ul> </li> </ul> <p>Force is strength or energy exerted. (3.1.a, 3.1.b)</p> <ul style="list-style-type: none"> <li>• Using increased force (hard) with manipulatives may include throwing</li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<p>for a farther distance or striking harder to make the ball go farther.</p> <ul style="list-style-type: none"> <li>• Using decreased force (soft) with manipulatives may include throwing easier over a shorter distance or to improve accuracy to a target.</li> <li>• Control includes the ability to use more or less force as needed for intended target or outcome.</li> </ul> <p>Movement proficiency includes maintaining balance, transfer of weight, travel, and change of directions in movements during an educational gymnastics sequence. (3.1.c)</p> <ul style="list-style-type: none"> <li>• Movement sequences can be teacher-led or student-created and include elements of balance, transfer of weight, travel, and change in direction.</li> </ul> <p>Movement competency involves patterns and combinations of different movement concepts. These patterns and combinations can be performed in a repeatable sequence.(3.1.d)</p> <ul style="list-style-type: none"> <li>• Basic dances occur in different formations (e.g., line, square, circle)</li> <li>• Dance sequences can include locomotor patterns, levels, shapes, pathways, and directions.</li> </ul> <p>Jumping rope helps with cardiorespiratory endurance, strengthening the heart, and helps with coordination. Progression toward developmentally appropriate form helps with jumping efficiency. Developmentally appropriate form includes the execution of critical elements within different types of jumps. (3.1.e)</p> <ul style="list-style-type: none"> <li>• Critical elements of jumping forward and backward with a short rope (self-turn) include             <ul style="list-style-type: none"> <li>○ Elbows close to body;</li> <li>○ Loose grip on handles;</li> <li>○ Wrists move in small circles;</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ Bend knees;</li> <li>○ Feet are “quiet” when landing;</li> <li>○ Jump on the balls of the feet;</li> <li>○ Look forward;</li> <li>○ Jump initiated when rope passes over head;</li> <li>○ Jump to a rhythm.</li>   <li>• Critical elements of jumping forward and backward with a long rope (student-turn) include                             <ul style="list-style-type: none"> <li>○ Face the turner;</li> <li>○ Watch the rope;</li> <li>○ Small jumps;</li> <li>○ Bend knees;</li> <li>○ Quiet feet during landing;</li> <li>○ Jump on the balls of the feet;</li> <li>○ Keep the rhythm.</li> </ul> </li>   <li>• Critical elements of jumping and landing horizontally for distance and vertically for height include                             <ul style="list-style-type: none"> <li>○ Focus eyes ahead;</li> <li>○ Bend knees in preparatory phase;</li> <li>○ Bend at waist in preparatory phase;</li> <li>○ Swing arms in full backward-forward motion;</li> <li>○ Take off on two feet;</li> <li>○ Explode forward (horizontal/distance);</li> <li>○ Explode up (vertical/height);</li> <li>○ Extend body in flight phase;</li> <li>○ Land on two feet;</li> </ul> </li> </ul>	

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>○ Soft landing/bend knees when landing.</li> </ul>	



*Anatomical Basis of Movement*

- 3.2 The student will identify major structures of the body, including body systems, muscles, and bones, and identify basic movement principles.
- a) Apply the concept of creating space while moving.
  - b) Identify major muscles, including the hamstrings and triceps.
  - c) Describe the components and function of the cardiorespiratory system, including the heart, lungs, and blood vessels.
  - d) Identify major bones, including the femur, tibia, fibula, humerus, radius, and ulna.
  - e) Identify one activity and the muscles and bones that help the body perform the activity.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Spatial awareness is knowing where the body is in space in relation to objects and other people. (3.2.a)</p> <ul style="list-style-type: none"> <li>• Moving to open space requires awareness and planning.</li> </ul> <p>Major muscles are important for movement and balance. (3.2.b)</p> <ul style="list-style-type: none"> <li>• Major muscles include:                             <ul style="list-style-type: none"> <li>○ hamstrings</li> <li>○ triceps</li> <li>○ quadriceps</li> <li>○ biceps</li> <li>○ abdominals</li> <li>○ heart.</li> </ul> </li> </ul> <p>Cardiorespiratory system includes heart, lungs, and blood vessels. (3.2.c)</p> <ul style="list-style-type: none"> <li>• The heart beats to pump blood through the blood vessels to and from the lungs to carry oxygen to the organs of the body and waste products.</li> </ul> <p>Major bones are important for movement and balance. (3.2.d)</p> <ul style="list-style-type: none"> <li>• Major bones include:</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• demonstrate moving to open spaces during low organized activity and/or skill development (3.2.a);</li> <li>• identify pictures of hamstrings and triceps and where the muscles are located on the body (3.2.b);</li> <li>• identify the parts of the cardiorespiratory system (3.2.c);</li> <li>• describe the path of oxygen through the cardiorespiratory system (3.2.c);</li> <li>• identify pictures of the femur, tibia, fibula, humerus, radius, and ulna and where the bones are located on the body (3.2.d);</li> <li>• select one activity and list the muscles and bones that help the body perform the activity (3.2.e).</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>○ skull</li> <li>○ ribs</li> <li>○ spine</li> <li>○ femur</li> <li>○ tibia</li> <li>○ fibula</li> <li>○ humerus</li> <li>○ radius</li> <li>○ ulna.</li> <li>• Additional bones and muscles may be included.</li> </ul> <p>Bones work with muscles to produce movement. (3.2.e)</p> <ul style="list-style-type: none"> <li>• Examples:               <ul style="list-style-type: none"> <li>○ hopping involves leg muscles and bones quadriceps, hamstrings, femur, tibia, and fibula;</li> <li>○ curl-ups involve abdominal muscles and spine.</li> </ul> </li> </ul>	<p>Additional resources:</p> <p>SHAPE America National Standards and Grade-Level Outcomes</p> <p><a href="#">OPEN Online Physical Education Network</a></p> <p><a href="#">Health Smart Virginia</a></p> <p><a href="#">PE Central</a></p> <p><a href="#">Dynamic PE ASAP</a></p> <p><a href="#">KidsHealth.org</a></p>

*Fitness Planning*

- 3.3 The student will describe and explain how to measure each of the components of health-related fitness.
- a) Explain the health-related components of fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
  - b) Identify one physical activity to improve each component of health-related fitness.
  - c) Demonstrate one activity for each component of health-related fitness.
  - d) Participate in four or more activities and reach a moderate to vigorous physical activity (MVPA) range for each activity.
  - e) Identify the carotid artery and the radial artery for measuring heart rate.

Essential Understandings	Essential Knowledge and Skills
<p>Physical fitness can be evaluated by measuring each component. (3.3.a)                      Each health-related component of fitness can be maintained or improved by physical activity. (3.3.a)</p> <p>Health-related components of fitness are important for disease prevention and functional health. (3.3.a)</p> <ul style="list-style-type: none"> <li>• Cardiorespiratory endurance is the ability of the heart, lungs, and blood vessels to deliver oxygen to muscles during prolonged exercise.</li> <li>• Muscular strength is the ability to exert a maximal amount of force, such as lifting objects, for a short period of time.</li> <li>• Muscular endurance is the ability to do something again and again, like jogging/running and biking, for an extended period of time without getting tired.</li> <li>• Flexibility allows the joints to move through range of motion (muscles work with bones for movement.)</li> <li>• Body composition includes body weight and the relative amounts of muscle, fat, bone, and other vital tissues of the body.</li> </ul> <p>Health-related fitness tests or assessments include (3.3.b)</p>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• describe/identify the health-related components of fitness (3.3.a);</li> <li>• identify/name/list one measure for each component of health-related fitness (3.3.b);</li> <li>• participate in fitness tests to practice form and make connections to the importance of health-related fitness components (<b>Note:</b> Test results should not be a focus; it is an inappropriate practice to grade students on fitness test results.);</li> <li>• demonstrate one activity for each component of health-related fitness (3.3.c);</li> <li>• identify/describe three levels of exercise intensity for at least four different activities (3.3.d);</li> <li>• identify and describe physiological changes as intensity increases, such as sweating,</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>• Cardiorespiratory endurance                             <ul style="list-style-type: none"> <li>○ step test</li> <li>○ Progressive Aerobic Cardiovascular Endurance Run (PACER)</li> </ul> </li> <li>• Muscular strength and muscular endurance                             <ul style="list-style-type: none"> <li>○ plank</li> <li>○ push-ups</li> <li>○ curl-ups</li> </ul> </li> <li>• Flexibility                             <ul style="list-style-type: none"> <li>○ sit and reach</li> <li>○ shoulder stretch</li> </ul> </li> <li>• Body composition                             <ul style="list-style-type: none"> <li>○ Body mass index (BMI) based on height and weight. A high BMI can be an indicator of high body fatness. BMI can be used to screen for weight categories that may lead to health problems, but it is not diagnostic of body fatness or health of an individual (CDC).</li> <li>○ Body circumference measurements may include neck, waist, and hips.</li> <li>○ Bioelectrical impedance analysis: A person places their hands on a device for about 20 seconds that runs a small current of electricity through the body to gauge body composition.</li> <li>○ Waist-hip ratio: calculated by dividing waist measurement by hip measurement; <math>WHR = \text{waist circumference} / \text{hip circumference}</math>.</li> <li>○ Waist circumference.</li> </ul> </li> </ul> <p>Activities for components of health-related fitness may include (3.3.c)</p> <ul style="list-style-type: none"> <li>• Cardiorespiratory endurance                             <ul style="list-style-type: none"> <li>○ walking</li> <li>○ jogging</li> <li>○ running</li> </ul> </li> </ul>	<p>increased heart rate, and increased respiration (3.3.d);</p> <ul style="list-style-type: none"> <li>• use heart rate to distinguish between moderate and vigorous activities (3.3.d, 3.3.e).</li> </ul> <p>Additional resources:                      SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">Dynamic PE ASAP</a>  <a href="#">KidsHealth.org</a>  <a href="#">American Heart Association</a></p>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>o biking</li> <li>• Muscular strength and muscular endurance                             <ul style="list-style-type: none"> <li>o plank</li> <li>o push-ups</li> <li>o curl-ups</li> <li>o resistance activities</li> </ul> </li> <li>• Flexibility                             <ul style="list-style-type: none"> <li>o static stretching</li> <li>o yoga exercises</li> </ul> </li> <li>• Body composition                             <ul style="list-style-type: none"> <li>o burpees</li> <li>o jumping jacks</li> <li>o other full-body exercises.</li> </ul> </li> </ul> <p>Moderate to vigorous physical activity is needed for energy balance and overall physical health. (3.3.d)</p> <p>Intensity levels help a person understand how hard their body is working during physical activity. (3.3.d)</p> <p>Sixty minutes of moderate to vigorous physical activity (MVPA) is recommended for children and refers to the level of exercise intensity. (3.3.d)</p> <ul style="list-style-type: none"> <li>• Exercise intensity levels may include low (walking slowly; you can talk and sing), moderate (walking briskly; you can talk but not sing during the activity), and vigorous (jumping rope: not be able to say more than a few words without pausing for a breath.)</li> </ul> <p>Blood vessels such as arteries supply oxygen to the body when the heart pumps</p>	

Essential Understandings	Essential Knowledge and Skills
<p>the blood. The more intense the exercise, the more the heart pumps and the faster blood is pumped through the arteries. This is called a pulse. (3.3.e)</p> <ul style="list-style-type: none"><li>• The pulse can be measured at the carotid artery or the radial artery.<ul style="list-style-type: none"><li>○ The carotid artery is in the neck and supplies blood to the brain, neck, and face.</li><li>○ The radial artery is in the wrist.</li></ul></li></ul>	

*Social and Emotional Development*

- 3.4 The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors while in various physical activity settings.
- a) Explain the importance of rules for activities.
  - b) Participate in the development of classroom rules and guidelines for appropriate behavior that support a positive, safe, and inclusive environment in physical activity settings.
  - c) Describe the importance of cooperating and working with peers to achieve a goal.
  - d) Implement teacher feedback to improve performance.
  - e) Provide clear and specific feedback to a classmate to improve performance in an individually selected physical activity opportunity.
  - f) Describe how group and individual physical activity can bring enjoyment to self and peers.
  - g) Differentiate between inclusive and non-inclusive activities/environments.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Activity rules are important for safe participation, safe learning, and inclusion of all students. (3.4.a)</p> <p>Student input for class rules and procedures for a positive environment may include (3.4.b)</p> <ul style="list-style-type: none"> <li>• appropriate language use;</li> <li>• how to enter and exit class.</li> </ul> <p>Student input for class rules and procedures for a safe environment may include (3.4.b)</p> <ul style="list-style-type: none"> <li>• how to enter and exit class;</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• provide/identify reasons that rules for activities are important (3.4.a);</li> <li>• provide the teacher with recommendations for class rules and procedures (3.4.b);</li> <li>• demonstrate class rules and procedures (3.4.b);</li> <li>• describe cooperation (3.4.c);</li> <li>• demonstrate cooperative skills (3.4.c);</li> <li>• describe how teacher feedback was used to</li> </ul>

<ul style="list-style-type: none"> <li>• following directions;</li> <li>• activity-specific rules;</li> <li>• how to participate safely in emergency drills;</li> <li>• rules for equipment (distribution, use, and collection);</li> <li>• use of space (boundaries, spatial awareness, and moving in personal and general space.).</li> </ul> <p>Student input for class rules and procedures for an inclusive environment may include (3.4.b)</p> <ul style="list-style-type: none"> <li>• how to greet people;</li> <li>• how to choose partners or groups;</li> <li>• steps for showing respect.</li> </ul> <p>Cooperation is important when achieving a goal. Cooperation includes, but is not limited to (3.4.c)</p> <ul style="list-style-type: none"> <li>• encouraging others;</li> <li>• sharing showing concern;</li> <li>• working together.</li> </ul> <p>Feedback is information about performance of a skill or task that may include what is done well and what may need improvement. Feedback is important to learning and improvement of challenging skills. (3.4.d, 3.4.e)</p> <p>Choosing a variety of physical activities that are enjoyable help people be physically active every day. (3.4.f)</p>	<ul style="list-style-type: none"> <li>• improve performance of a skill (3.4.d);</li> <li>• use critical skill elements to provide appropriate feedback to a classmate (3.4.e);</li> <li>• describe one group physical activity to participate in for enjoyment (3.4.f);</li> <li>• reflect about whether they felt accepted, belonging, and valued during activities or in environments (3.4.g);</li> <li>• identify and describe inclusive and non-inclusive environments (3.4.g).</li> </ul> <p>Additional resources:            SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">Dynamic PE ASAP</a>  <a href="#">EverFi</a>  <a href="#">KidsHealth.org</a></p>
--	---



<p>Practicing identifying the needs of others and asking respectful questions of peers can help create an environment and activities that are inclusive. (3.4.g)</p> <ul style="list-style-type: none"><li>• Students will learn to look for signs that an environment or activity is inclusive, such as:<ul style="list-style-type: none"><li>○ whether all students are participating;</li><li>○ if anyone is in an unsafe situation.</li></ul></li></ul>	
---	--

*Energy Balance*

3.5 The student will describe energy balance.

- a) Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out).
- b) Identify one food per group to create a healthy meal that meets USDA guidelines.
- c) Identify healthy hydration choices and the amount of water needed for the body to function, using the formula of one ounce of water per two pounds of body weight.
- d) Identify the macronutrients (i.e., fat, protein, carbohydrates).
- e) Identify foods that are beneficial before and after physical activity.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Energy balance relates to good nutrition (energy in) and physical activity (energy out). (3.5.a)</p> <ul style="list-style-type: none"> <li>• Energy balance involves the consumption of food and drinks from the five food groups that provide the body the energy it needs in order to perform physical activity/movement.</li> </ul> <p>A healthy meal contains one food from each food group. An example of a healthy meal could be (3.5.b)</p> <ul style="list-style-type: none"> <li>• Peanut butter and banana sandwich (whole-wheat bread [grain], peanut butter [protein], banana slices [fruit]), celery sticks [vegetables], and low-fat milk [dairy.]</li> </ul> <p>Drinking enough water every day is good for overall health. (3.5.c)</p> <ul style="list-style-type: none"> <li>• Although daily fluid intake can come from a variety of foods and beverages, drinking plain water is the healthiest form of hydration</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• explain energy balance as it relates to good nutrition and physical activity (3.5.a);</li> <li>• identify/select one food per USDA food group to design a healthy meal (3.5.b);</li> <li>• identify/select healthy hydration choices (3.5.c);</li> <li>• identify the amount of water needed for the body to function (3.5.c);</li> <li>• identify/select the macronutrients (fat, protein, carbohydrates) (3.5.d);</li> <li>• identify/select foods that are beneficial</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>because it has zero calories and no added sugar.</p> <ul style="list-style-type: none"> <li>• The amount of water needed varies by person. Following the formula of an ounce of water per two pounds of body weight, a 70-pound child would need at least 35 ounces of water per day.</li> </ul> <p>Macronutrients are nutrients the body needs in larger amounts to function properly and include fat (avocados, walnuts), protein (eggs, beans fish), and carbohydrates (oatmeal, bread, pasta.) (3.5.d, 3.5.e)</p> <p>Foods that are beneficial for before activity are quickly digested. Foods that are beneficial for after activity are lower in sugar. Foods that are more beneficial before and after physical activity may include (3.5.e):</p> <ul style="list-style-type: none"> <li>• Before               <ul style="list-style-type: none"> <li>○ granola bars;</li> <li>○ trail mix;</li> <li>○ unsweetened applesauce.</li> </ul> </li> <li>• After               <ul style="list-style-type: none"> <li>○ protein bars;</li> <li>○ peanut butter and banana sandwich;</li> <li>○ turkey and cheese sandwich.</li> </ul> </li> </ul>	<p>before and after physical activity (3.5.e).</p> <p>Additional resources:            SHAPE America National Standards and Grade-Level Outcomes  <a href="#">OPEN Online Physical Education Network</a>  <a href="#">Health Smart Virginia</a>  <a href="#">PE Central</a>  <a href="#">American Heart Association</a>  <a href="#">KidsHealth.org</a>  <a href="#">MyPlate.gov</a></p>