

# 21<sup>st</sup> CENTURY

## Third Grade Wellness Content Standards and Objectives

Students in third grade will explore the effects of health habits on wellness through decision making and problem solving techniques. Hands-on wellness activities provide experiences that are easily integrated with other third grade subject matter. Grade three wellness standards stress the application of motor skills and movement forms which will lead to enjoyment in more complex skills and activities. Social skills and lifetime wellness principles promote continued participation in regular physical activity.

**The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.**

**All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.**

Note: §18-2-7a (1) required Third Grade– “Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.” (c) Enrollment in physical education classes and activities required by the provisions of this section shall not exceed, and shall be consistent with, state guidelines for enrollment in all other subjects and classes: Provided, That schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet the physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet the physical education requirements established herein.”

Grade 3	Wellness			
Standard:1	Wellness Promotion and Disease Prevention Objectives (WE.S.01)			
(WE.S.01)	Students will comprehend and demonstrate concepts related to wellness promotion and disease prevention that apply to daily living experiences.			
Performance Descriptors WE.S.01				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level will: analyze and explain functions of the sensory organs and digestive systems; define ways to prevent the spread of disease; explain and assist others with the components of fitness, including the food pyramid and different kinds of fitness and assist others with selecting and logging physical activity in addition to physical education class that brings personal enjoyment.	Third grade students performing at the above mastery level will: identify functions of the sensory organs and digestive systems; list ways to prevent the spread of disease; inform others on the components of fitness, including the food pyramid and different kinds of fitness and discuss selections for physical activity log in addition to physical education class that brings personal enjoyment	Third grade students performing at the mastery level will: identify functions of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.	Third grade students performing at the partial mastery level will with encouragement: identify functions of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.	Third grade students performing at the novice level will with guidance and assistance: identify functions of the digestive, muscular and skeletal systems; summarize ways to prevent the spread of disease; log physical activity outside of school; explain the benefits of fitness and demonstrate an activity for each.

Objectives	Students will
WE.3.1.01	describe the major organs and functions of the body systems.
WE.3.1.02	summarize ways to prevent the spread of germs.
WE.3.1.03	select and log physical activity in addition to physical education class that brings personal enjoyment.
WE.3.1.04	explain the benefits of different kinds of fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and demonstrate exercises/activities for each.

Grade 3	Wellness
Standard:2	Wellness Information and Services (WE.S.2)
(WE.S.2)	Students will demonstrate the ability to access valid wellness information, products and services that apply to daily living experiences.

Performance Descriptors WE.S.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level will: analyze appropriate and inappropriate sources of health information and products such as medicines; independently identify people in the community who promote health; demonstrate basic first aid; and demonstrate how to place a 9-1-1 call.	Third grade students performing at the distinguished level will: analyze appropriate and inappropriate sources of health information and products such as medicines; independently identify people in the community who promote health; demonstrate basic first aid; and demonstrate how to place a 9-1-1 call.	Third grade students performing at the mastery level will: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.	Third grade students performing at the partial mastery level will with encouragement: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.	Third grade students performing at the novice level will with guidance and assistance: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.

Objectives	Students will
WE.3.2.01	construct and display (at home) information needed to place an accurate and efficient call to 9-1-1.
WE.3.2.02	demonstrate basic first aid procedures.
WE.3.2.03	discuss OTC and prescription medication with their appropriate and inappropriate uses.

Grade 3	Wellness
Standard: 3	Wellness Behaviors (W.S.3)
(W.S.3)	Students will demonstrate the ability to practice wellness behaviors and reduce health risks that apply to daily living experiences.

Performance Descriptors W.S.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level will assist others with: the FITNESSGRAM; selecting appropriate protective gear for self and others, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate; accepting responsibility for hygiene; determining risky health situations and ways to reduce stress, levels on the Physical Activity Pyramid; responding appropriately in physical activity settings.	Third grade students performing at the above mastery level will inform others about: the need for appropriate protective gear for self and others, personal responsibility for one's own hygiene, possible risky health situations and ways to reduce stress, the FITNESSGRAM, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate, levels on the Physical Activity Pyramid, responding appropriately in physical activity settings.	Third grade students performing at the mastery level will: describe the need for appropriate protective gear for self and others, personal responsibility for one's own hygiene, possible risky health situations and ways to reduce stress; identify the areas of the FITNESSGRAM, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate, levels on the Physical Activity Pyramid; respond appropriately in physical activity settings.	Third grade students performing at the partial mastery level will with encouragement: describe the need for appropriate protective gear for self and others, personal responsibility for one's own hygiene, possible risky health situations and ways to reduce stress; identify the areas of the FITNESSGRAM, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate, levels on the Physical Activity Pyramid; respond appropriately in physical activity settings.	Third grade students performing at the novice level will with guidance and assistance: describe the need for appropriate protective gear for self and others, personal responsibility for one's own hygiene, possible risky health situations and ways to reduce stress; identify the areas of the FITNESSGRAM, physical activities that are moderate-to-vigorous in intensity, a procedure for monitoring heart rate, levels on the Physical Activity Pyramid; respond appropriately in physical activity settings.
Objectives	Students will			
WE.3.3.01	select and explain the need of appropriate protective gear for self and others (e.g., seat belts, helmets, goggles, gloves, sunscreen).			
WE.3.3.02	discuss and practice personal responsibility for one's own hygiene (deodorant, bathing, change of clothes).			
WE.3.3.03	discuss possible risky health situations at home, in school, and in the community.			
WE.3.3.04	model ways to reduce stress.			
WE.3.3.05	explore the areas of the FITNESSGRAM, excluding Body Mass Composition.			
WE.3.3.06	distinguish between physical activities that are moderate-to-vigorous in intensity.			
WE.3.3.07	demonstrate a procedure for monitoring heart rate.			
WE.3.3.08	recognize categories of the Physical Activity Pyramid.			
WE.3.3.09	respond appropriately in physical activity settings (e.g., follow rules and procedures, display good sportsmanship).			
Grade 3	Wellness			
Standard:4	Responsible Personal and Social Behaviors (WE.S.4)			
(WE.S.4)	Students will name ways that cultural, media and other factors influence decisions in daily living experiences.			

Performance Descriptors WE.S.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level will assist others on: determining recommended serving sizes, changes to school and other public facilities that accommodate individual differences, interpreting the food guide pyramid, developing steps involved in conflict resolution, factors that contribute to achieving a healthy body; compare and contrast menus from fast food restaurants and advertisements; effective ways to say no and communicate wants and needs; setting and determining steps to achieve a goal; assessing factors that contribute to achieving and maintaining a healthy body.	Third grade students performing at the above mastery level will: describe recommended serving sizes and changes to school and other public facilities that accommodate individual differences; inform others about the food guide pyramid, steps involved in conflict resolution, factors that contribute to achieving a healthy body; compare and contrast menus from fast food restaurants and advertisements; role play effective ways to say no and communicate wants and needs; set and determine steps to achieve a goal; inform others on factors that contribute to achieving and maintaining a healthy body.	Third grade students performing at the mastery level will: identify recommended serving sizes and changes to school and other public facilities that accommodate individual differences; describe the food guide pyramid, steps involved in conflict resolution, factors that contribute to achieving a healthy body; compare menus from fast food restaurants and advertisements; select effective ways to say no and communicate wants and needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.	Third grade students performing at the partial mastery level will with encouragement: identify recommended serving sizes and changes to school and other public facilities that accommodate individual differences; describe the food guide pyramid, steps involved in conflict resolution, factors that contribute to achieving a healthy body; compare menus from fast food restaurants and advertisements; select effective ways to say no and communicate wants and needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.	Third grade students performing at the novice level will with guidance and assistance: identify recommended serving sizes and changes to school and other public facilities that accommodate individual differences; describe the food guide pyramid, steps involved in conflict resolution, factors that contribute to achieving a healthy body; compare menus from fast food restaurants and advertisements; select effective ways to say no and communicate wants and needs; set a goal; assess factors that contribute to achieving and maintaining a healthy body.
Objectives	Students will			
WE.3.4.01	describe the food guide pyramid and its value to personal health, recognizing that food provides energy and nutrients for growth and development.			
WE.3.4.02	record and compare food choices based on recommended serving sizes.			
WE.3.4.03	explore menus from fast food restaurants for nutritional value.			
WE.3.4.04	identify changes to school and other public facilities that accommodate people with various kinds of challenges and/or cultural differences.			
WE.3.4.05	compare and contrast what advertisements infer about smoking to what students have learned in school.			
WE.3.4.06	discuss and describe the steps involved in conflict resolution (e.g. aggressive, passive and assertive).			
WE.3.4.07	select effective ways to say no and communicate wants and needs.			
WE.3.4.08	set a goal to become involved in keeping the community clean.			
WE.3.4.09	assess factors (e.g. food choices, physical activity, genetic) that contribute to achieving and maintaining a healthy body.			

Grade 3	Physical Education			
Standard:5	Movement Forms (WE.S.5)			
(WE.S.5)	Students will: demonstrate motor skills and movement forms that enhance physical development that apply to daily living experiences.			
Performance Descriptors WE.S.01				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level will serve as a model for others while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.	Third grade students performing at the above mastery level will use proper technique while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.	Third grade students performing at the mastery level will use at least two elements of proper technique while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.	Third grade students performing at the partial mastery level will use at least one element of proper technique and need encouragement and guidance while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.	Third grade students performing at the novice level will use at least one element of proper technique and need assistance while: throwing an object in an underhand and overhand method; catching a moving object; dribbling a ball with hands from a stationary position; kicking to a target; demonstrating directional movements of clockwise and counterclockwise; jumping to an established rhythm; performing rhythmic sequences using equipment; continuously striking an object; chasing, fleeing, and evading.
Objectives	Students will			
WE.3.5.01	throw an object in an underhand and overhand method.			
WE.3.5.02	catch a moving object.			
WE.3.5.03	dribble a ball with hands from a stationary and a moving position.			
WE.3.5.04	direct an object to a target (e.g. kick, roll, throw, and strike).			
WE.3.5.05	demonstrate directional movements of clockwise and counterclockwise.			
WE.3.5.06	jump to an established rhythm.			
WE.3.5.07	perform rhythmic sequences using equipment.			
WE.3.5.08	continuously strike an object (e.g., balloon with hand, ball with foot).			
WE.3.5.09	demonstrate strategies for chasing, fleeing, and evading.			

Grade 3	Physical Education			
Standard:6	Development of Motor Skills			
(WE.S.6)	Students will: apply concepts and principles of human movement to the development of motor skills and learning of new skills that apply to daily living experiences.			
Performance Descriptors WE.S.6				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level will serve as a model for others while: identifying one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, using specific feedback to improve performance.	Third grade students performing at the above mastery level will: identify and assist others in identifying one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, using specific feedback to improve performance.	Third grade students performing at the mastery level will: identify one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, use specific feedback to improve performance.	Third grade students performing at the partial mastery level will need encouragement and guidance to: identify one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, use specific feedback to improve performance.	Third grade students performing at the novice level will need assistance to: identify one critical element or component of the kicking, catching, throwing, dribbling with hands, jumping/landing and striking an object, use specific feedback to improve performance.
Objectives	Students will			
WE.3.6.01	identify one critical element or component of the roll, kick, catch, throw, dribble with hands, jumping/landing and striking an object (e.g., use finger tips to dribble, use both hands when catching).			
WE.3.6.02	use specific feedback to improve performance.			