

# Scope and Sequence

## Physical Activity and Health

### 3<sup>rd</sup> Grade

Subject	Grade	9 Weeks	Estimated Time Frame
Physical Activity and Health	3 <sup>rd</sup>	All Year	Ongoing
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
3.3 A Describe and select physical activities that provide opportunities for enjoyment and challenge		3.3A Such as tag and team games, exercise, races and contests	
3.3 B Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.		3.3B Activities that develop cardiovascular capacity such as running, plyometrics and performing the Fitnessgram assessment	
3.3 C Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.		3.3C Such as sit and reach, windmill, overall body stretches after warm-up	
3.3 D Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping		3.3 D Arm and shoulder exercises such as push ups, arm hang; abdominal exercises such as curl up variations; legs such as hopping, jumping, skipping, galloping	
3.3 E Identify opportunities in participation in physical activity in the community such as little league and parks and recreations		3.3E Such as YMCA activities and other community events	
3.4 A Describe the long-term effects of physical activity on the heart		3.4A Such as the heart will perform better and last longer	
3 4 B Distinguish between aerobic and anaerobic activities		3.4B Cardiovascular activities such as running, jumping rope, and swimming are aerobic; Muscular strength activities such as push up and pull ups are anaerobic	
3 4 C Identify foods that increase or reduce bodily functions.		3.4C Such as caffeinated and sugar products increase metabolism	
3.4 D Identify principles of good posture and its impact on physical activity		3.4D Proper body alignment and leg positioning such as in the tug of war	
3.5 A Use equipment and space properly		3.5A Safety such as personal space, following directions, paying attention	

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3.5 B Select and use proper protective equipment that promotes participation and prevents injury	3.5B To avoid injury to head, knees, wrists; Proper shoes to avoid falling and injury to the foot; Clothing to prevent injury on scooters and other equipment
3.5 C Identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of the street when facing traffic, wear light/reflective clothing, and be considerate of other pedestrians.	3.5C Such as using hand signals during skating and biking
3.5 D Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities	3.5D Such as the need for fluids before, during and after exercise and dressing for varied weather conditions
<b>Language of Instruction:</b>	<b>Instructional Resources / Textbook Correlations:</b>
<p><b>Safety</b> – gym, playground, equipment, protective equipment, and walking, jogging, skating and exercise precautions Moderate to vigorous activities that develop strength and endurance in school and in the community, aerobic/anaerobic</p> <p><b>Flexibility</b> – shoulders, legs, trunk</p> <p><b>Personal health</b> – foods that affect bodily functions, good posture, long-term benefits of physical activity</p> <p><b>Fitnessgram</b>- Health –related fitness assessment that measures aerobic capacity, body composition and muscular strength, flexibility and endurance to determine students’ fitness levels.</p>	<p><b>Coordinated School Health Program: <i>SPARK</i></b> – Healthy Lifestyle Choices (HLC) Dynamic PE for Elementary School Children - Pangrazi Hooked on Fitness CATCH Box Activity Kit 3-5 Indoor Action Games for Elementary School Children by: Foster and Overholt Ready to Use P.E. Activities for Grades 3-4 by: Landy and Landy What are we doing in Gym today? by: Tillman and Toner Teaching Children Physical Education by: George Graham No Standing Around in My Gym by: Hughes Great Activities Newspaper-Kameya editor The Heart – Seymour Simon Body – Andrew Haslam Human Body – Michael Gabb Fitnessgram / Activitygram Reference Guide, Dallas, TX The Cooper Institute. Welk, G. J., Meredith, M.D. (Eds.). (2008). Tae-Bo Junior – Billy Banks PE2theMax by: J.D. Hughes Never Play Leapfrog with a Unicorn by: Mehrhof, Ermler, Worrell, and Brewer Noodle Mania by: Chad Triolet</p>

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Noodle Mania 2 by: Chad Triolet

**CDs**

Any Turkey Can Tango - Lee Campbell-Towell

Lummi Sticks for Kids - Kimbo Educational

Animal Walks - Kimbo Educational

I'm No Fool as a Pedestrian – Disney Educational Productions

Do Re Mi on His Toe Leg Me – Jim Gill

The Sneezing Song and Other Contagious Tunes – Jim Gill

Physical Ed – The Learning Station