Grade 3

Physical Education/Health Education—Specific Learning Outcomes*

K.1.3.A.1  Show an understanding of how the movement patterns should be performed (e.g., opposite fast to forward throwing; hand, foot, toe-take-off and landing on jumping.)

K.1.3.B.1  Show an understanding that personal attitudes (e.g., willingness to participate in activities) will affect skill-development and success.

K.2.3.A.1  Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities improve muscular strength and development of the leg muscles.)

K.2.3.B.1  Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs (e.g., running, skipping, cycling, swimming, aerobics, heart rate at 10 to 15 minutes of vigorous physical activity each day.)

K.3.2.A.1  Identify strategies for safety (e.g., wear seatbelts, use stop signs, talk to adult help, choose good friends, follow safe routes home, communicate whereabouts, get away, avoid, reduce conflict situations.) (to avoid being bullied in different situations.)

K.3.3.B.5a  Identify examples of real violence (e.g., schoolyard fights, slapping, spitting, pushing, kicking and fighting, screaming, hitting, spitting, video games, and their influence on well-being.)

K.3.3.B.5b  Identify strategies for developing and using conflict resolution skills (e.g., talk and listen, non-confrontational) to promote safe school and community environments.

K.3.3.B.6  Identify ways to avoid dangerous and/or inappropriate situations for self and others in a variety of contexts (e.g., unwanted touching at the private parts, sex-related literature, exploitative advertisements.)

K.3.3.B.7  Identify the need for daily food and fluid to support physical activity.

K.3.3.B.8a  Demonstrate functional use of basic movement skills (e.g., hopping, skipping, galloping) and their influence on well-being.

K.3.3.B.8b  Demonstrate the use of measurement strategies as part of a conflict-resolution process in different case scenarios (e.g., recuse play, class disagreements, calling out names in a game.)

K.3.3.B.8c  Analyze and write personal and social development issues (e.g., bullying, aggression, self-esteem, healthy lifestyle choices.)

K.4.3.B.1a  Demonstrate functional use of basic movement skills (e.g., hopping, skipping, galloping) and their influence on well-being.

K.4.3.B.1b  Explain how automation and information technology can influence making decisions regarding substance use (e.g., computers, video games, television, communications.)

K.4.3.B.2  Identify the importance of showing consideration for self and others, and for individual differences (e.g., language, ideas, abilities, physical limitations.)

K.4.3.B.2a  Differentiate between long-term goals (e.g., strong bones, class projects.) and short-term goals (e.g., most recommended daily requirements of nutrition, dance, make-up, homework assignments.)

K.4.3.B.2b  Discuss how attributes (e.g., determination, being responsible, working on tasks and details) influence (e.g., willingness to help, motivation to participate or contribute) the results achieved in daily life activities.

K.4.3.B.3  Explore the steps in the decision-making/problem-solving process (e.g., steps or moves in a game, healthy food and beverage choices, selecting safe routes home.)

K.4.3.B.4a  Describe the behaviours (e.g., accepting everyone into the group, treating others to play or participate in pre-determined roles,安全的) that show respect for the abilities and feelings of others.

K.4.3.B.4b  Discuss about personal participation and responsibility in cooperative play and team work for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, sharing and taking responsibility.)

K.4.3.B.5a  Identify appropriate ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing.) to express emotions.

K.4.3.B.5b  Identify the need for daily food and fluid to support physical activity.

K.4.3.B.6  Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, etc.) in the home community.

K.4.3.B.7  Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, etc.) in the home community.

K.4.3.B.8  Explain the importance of showing consideration for self and others, and for individual differences (e.g., language, ideas, abilities, physical limitations.)

K.5.3.A.1  Show an understanding of the effects of living environment (e.g., floor, bench, low beam, jumping box.)

K.5.3.A.2  Interpret complex-directional movements (e.g., protective body and space awareness, relationships in creating cooperative and/or competitive games with partners or in small groups (e.g., cooperative relay games, partner games.)

K.5.3.A.3  Practice in extracurricular activities that increase flexibility, muscular strength, and muscular endurance.

K.5.3.A.4  Participate in extracurricular activities that increase flexibility, muscular strength, and muscular endurance.

K.5.3.B.1  Demonstrate competency in soft and balanced landings from dynamically appropriate heights (e.g., floor, bench, low beam, jumping box.).

K.5.3.B.2  Use basic movement skills (e.g., hopping, rolling, underhand throwing, catch, and concepts of right and left.) and appropriate directions related to simple games and activities (e.g., orienteering courses.)

K.5.3.B.3a  Recognize appropriate body positions during physical activities (e.g., following instructions, correct body position and movement flow.)

K.5.3.B.3b  Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, etc.) in the home community.

K.5.3.B.4a  Identify appropriate and unsafe ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing.) to express emotions.

K.5.3.B.4b  Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, etc.) in the home community.

K.5.3.B.5a  Explain how automation and information technology can influence making decisions regarding substance use (e.g., computers, video games, television, communications.)

K.5.3.B.5b  Identify the need for daily food and fluid to support physical activity.

K.5.3.B.6  Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, etc.) in the home community.

K.5.3.B.7  Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, etc.) in the home community.

K.5.3.B.8  Explain the importance of showing consideration for self and others, and for individual differences (e.g., language, ideas, abilities, physical limitations.)

K.5.3.B.9a  Show an understanding of risk and safe practices associated with selected physical activities, including lead-up-type territory/training games, and entry-level play such as tag-sports such as soccer, no stoppings or high-sticking in floor hockey.)

K.5.3.B.9b  Display beginning of use of basic movement skills (e.g., hopping, rolling, underhand throwing, catch, and concepts of right and left.) and appropriate directions related to simple games and activities (e.g., orienteering courses.)

K.5.3.B.10a  Recognize appropriate and unsafe ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing.) to express emotions.

K.5.3.B.10b  Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, etc.) in the home community.

K.5.3.B.11a  Explain how automation and information technology can influence making decisions regarding substance use (e.g., computers, video games, television, communications.)

K.5.3.B.11b  Identify the need for daily food and fluid to support physical activity.

K.5.3.B.12a  Explain how automation and information technology can influence making decisions regarding substance use (e.g., computers, video games, television, communications.)

K.5.3.B.12b  Identify the need for daily food and fluid to support physical activity.

K.5.3.B.13a  Explain how automation and information technology can influence making decisions regarding substance use (e.g., computers, video games, television, communications.)

K.5.3.B.13b  Identify the need for daily food and fluid to support physical activity.

K.5.3.B.14a  Explain how automation and information technology can influence making decisions regarding substance use (e.g., computers, video games, television, communications.)

K.5.3.B.14b  Identify the need for daily food and fluid to support physical activity.

K.5.3.B.15a  Explain how automation and information technology can influence making decisions regarding substance use (e.g., computers, video games, television, communications.)

K.5.3.B.15b  Identify the need for daily food and fluid to support physical activity.

K.5.3.B.16a  Explain how automation and information technology can influence making decisions regarding substance use (e.g., computers, video games, television, communications.)

K.5.3.B.16b  Identify the need for daily food and fluid to support physical activity.