

Urbana School District #116
THIRD GRADE CORE EXPECTATIONS

PHYSICAL DEVELOPMENT AND HEALTH

Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Standard	District Core Expectations
19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities	<ul style="list-style-type: none"> • Demonstrate control when moving in general and self-space • Combine basic locomotor and non-locomotor patterns in movement sequences. • Identify simple body cues involved in weight transfer and balance. (e.g., lower center of gravity, compensation movement, shift, lean, change direction) • Manipulate an object to change direction and/or distance • Use correct form executing selected manipulative skills • Define offense and defense in activities, games, or sports
19B: Analyze various movement concepts and applications	NA
19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity	<ul style="list-style-type: none"> • Define the components of good sportsmanship • Participate in establishing class rules, procedures, and safety practices for specific activities • Apply safe moving practices with some teacher prompts

Illinois State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Standard	District Core Expectations
20A: Students who meet the standard know and can apply the principles and components of health related fitness.	<ul style="list-style-type: none"> • Discuss changes that take place in the body before, during, and after physical activity • Explain the concepts of warm up and cool down • Identify activities appropriate for warm up and cool down
20B: Students who meet the standard can assess individual fitness levels.	NA
20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan	<ul style="list-style-type: none"> • Engage in activities that help achieve the target heart rate zone for a specific amount of time • Identify positive and negative behavioral choices and their impact on wellness levels

Illinois State Goal 21: Develop team-building skills by working with others through physical activity

State Standard	District Core Expectations
21A: Students who meet the standard can demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> • Change individual behaviors to work successfully within a group • Discuss the benefits of having rules when participating in physical activity
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> • Give examples of ways to settle disagreements. • Discuss the need for officiating during physical activity. • Demonstrate the ability to remain on task when participating in physical activity • Discuss the need for individual and shared goals during structured group physical activity

Illinois State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury

State Standard	District Core Expectations
22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety	<ul style="list-style-type: none"> Define the word 'nutrient' and identify the six nutrients found in foods (proteins, carbohydrates, fats, minerals, vitamins, and water) Explain how eating and activity affect growth and development
22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities	<ul style="list-style-type: none"> Explain how good hygiene can prevent illness Simulate personal response to fire situations (stop, drop, and roll, don't open doors with hot door knobs, move on knees) Demonstrate knowledge of safety rules within the school Simulate proper procedures to follow when dealing with a variety of traffic situations List places at home where dangerous chemicals can be found and explain what should be done to make sure that they do not cause injury or illness
22C: Students who meet the standard can explain how the environment can affect health	<ul style="list-style-type: none"> Describe how elements of the environment affect personal health

Illinois State Goal 23: Understand human body systems and factors that influence growth and development

State Standard	District Core Expectations
23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> Understand the basic components and functions of the musculo-skeletal system (bones, muscles and joints). Understand the basic components and function of the respiratory system Understand the basic components and functions of the circulatory system
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> Explain the relationship between fitness and physical activity. Cite ways to build physical activity into daily routines. Identify choices that have a positive or negative influence on health List ways to keep the lungs and heart healthy
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> Describe how emotions affect choices, behaviors, and functions of the body Describe the effects healthy and unhealthy lifestyle choices have on growth and development

Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

State Standard	District Core Expectations
24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict	<ul style="list-style-type: none"> Define refusal skills Describe a situation in which one would use a refusal skill Identify the consequences of conflict and apply good communication skills to avoid conflict
24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	<ul style="list-style-type: none"> Explain how unsafe choices negatively affect health Discuss ways to make choices that positively affect health
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> Describe a situation when you would need assistance. Discover the functions of emergency medical service (911)

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