

BILLINGS PUBLIC SCHOOLS

HEALTH ENHANCEMENT

THIRD GRADE

PHILOSOPHY

The health enhancement curriculum seeks to educate children regarding the importance of self-responsibility in achieving and maintaining a healthy lifestyle. Its purpose is to help young people take an active role in protecting, maintaining and improving their health while, at the same time, sensitizing them to critical ethical and moral issues that confront our society. It integrates lifestyle management throughout the curriculum and focuses on the total self. It addresses the intellectual, social, emotional and physical dimensions of self in addition to activity and sport. It emphasizes health as a value in life and enhances critical thinking, decision making and problem solving skills regarding health.

Therefore, as an educational system we believe we can teach all children and all children can learn. We believe accessing knowledge, reasoning, questioning, and problem solving are the foundations for learning in an ever-changing world. We believe education enables students to recognize and strive for higher standards. Consequently, we will commit our efforts to help students acquire knowledge and attitudes considered valuable in order to develop their potential and/or their career and lifetime aspirations.

STATE STANDARDS

- I. The students have a basic knowledge and understanding of concepts that promote comprehensive health.**
- II. The students demonstrate competency in a variety of movement forms.**
- III. The students apply movement concepts and principles while learning and developing motor skills.**
- IV. The students achieve and maintain a challenging level of health-related physical fitness.**
- V. The students demonstrate the ability to use critical thinking and decision making to enhance health.**
- VI. The students demonstrate interpersonal communication skills to enhance health.**
- VII. The students demonstrate health-enhancing behaviors.**

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LEARNER OBJECTIVES

I. The students have a basic knowledge and understanding of concepts that promote comprehensive health.

1. recognize major muscle groups.
2. recognize function of heart and lungs and how they work together.
3. identify the connection between one's heart beat and pulse.
4. introduce first aid procedures for cuts, scrapes, and minor accidents (e.g. falls, bleeding).
5. demonstrate procedures in an emergency.

II. The students demonstrate competency in a variety of movement forms.

1. recognize mature pattern for leap and jump.
2. demonstrate mature form for throw, catch and kick.
3. continuously strike an object (e.g. beachball, tennis ball).
4. demonstrate beginning skills of specialized movement forms (e.g. basketball chest pass, soccer dribble, jumping rope).
5. demonstrate control in balancing.
6. demonstrate attainment of mature motor patterns for basic locomotor, non-locomotor, and selected manipulative skills.
7. perform combinations of movement skills (e.g. overhand throw and catch an object, dribble and kick an object).
8. perform simple dance following different beats and music.

III. The students apply movement concepts and principles while learning and developing motor skills.

1. use elements of refine personal performance of fundamental and selected motor skills.
2. identify elements of dribble, kick, catch, throw, and strike and provide feedback to others.
3. identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations (e.g. ball must be passed in front of a moving player).
4. apply basic biomechanics concepts (e.g. critical elements used for specific feedback; visual focus important aspect of a skill).
5. recognize that fundamental skills are the building blocks of more sport-specific skills.

IV. The students achieve and maintain a challenging level of health-related physical fitness.

1. identify fitness activities that involve components of health-related fitness.
2. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.

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V. The students demonstrate the ability to use critical thinking and decision making to enhance health.

1. demonstrate working cooperatively and productively with a small group or partner in cooperative and competitive group settings (e.g. listen without judgement; give appropriate feedback; contribute to success of the group).
2. demonstrate age appropriate conflict resolution strategies in competitive and cooperative activities.
3. accept and respect decisions made by game officials (e.g. teacher, students, officials outside school).
4. work independently to complete assigned tasks (e.g. use time effectively).
5. apply rules to establish safe procedures.

VI. The students demonstrate interpersonal communication skills to enhance health.

1. demonstrate healthy ways to express needs, wants, and feelings.
2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. identify and respect differences of others (e.g. accept skills and abilities of others who are different).
4. demonstrate active listening skills.
5. demonstrate non-violent strategies to resolve conflicts.

VII. The students demonstrate health-enhancing behaviors.

1. interact with friends and others through participation in physical activity.
2. demonstrates self-expression through movement.
3. attempt new activities and challenges in a physical activity setting.