

<b>Grade 3 Health and Physical Education</b>
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**Focus Topic: Wellness**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW describe the physical, social, and emotional dimensions of wellness</li> <li>• TSW demonstrate personal hygiene practices that support wellness</li> <li>• TSW describe the structure and function of human body systems</li> <li>• TSW describe each human life stage</li> <li>• TSW discuss factors that contribute to healthy physical, social, emotional growth</li> <li>• TSW differentiate between healthy and unhealthy eating patterns</li> <li>• TSW classify foods by food group, food source, and nutritional content</li> <li>• TSW interpret food product labels</li> <li>• TSW discuss how healthy eating provides energy and helps to maintain healthy weight</li> <li>• TSW discuss the importance of the early detection of diseases and health conditions</li> <li>• TSW explain that some diseases and health conditions are preventable and some are not</li> </ul>	2.1.4.A  2.1.4.A  2.1.4.B  2.1.4.B  2.1.4.B  2.1.4.C  2.1.4.C  2.1.4.C  2.1.4.C  2.1.4.D  2.1.4.D	<ul style="list-style-type: none"> <li>- What impact does the stage of life have on wellness?</li> <li>- How do foods affect wellness?</li> <li>- Why do we need to eat healthy foods?</li> <li>- What impact does wellness have on health conditions?</li> <li>- What are the connections to safety and wellness?</li> <li>- How is a situation determined to be abusive?</li> <li>- What is stress?</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy choices contribute to wellness</li> <li>• Practicing safety promotes healthy conditions</li> <li>• A person expresses emotions in a variety of ways</li> <li>• There are strategies to prevent and resolve conflict</li> </ul>	Ongoing observation & questioning during class discussions and hands-on project work  Peer review  Performance tasks  Student Response

<ul style="list-style-type: none"> <li>• TSW describe the signs and symptoms of diseases and health conditions common in children</li> </ul>	2.1.4.D			
<ul style="list-style-type: none"> <li>• TSW investigate how the use of universal precautions, sanitation and waste disposal, and proper food handling and storage, help to prevent diseases and health conditions</li> </ul>	2.1.4.D			
<ul style="list-style-type: none"> <li>• TSW describe the characteristics of safe and unsafe situations</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• TSW describe and demonstrate simple first aid procedures, including the assessment of choking and breathing</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• TSW explain that abuse can take several forms, including verbal and emotional</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• TSW describe the characteristics of strangers, acquaintances, and trusted adults</li> </ul>	2.1.4.E			
<ul style="list-style-type: none"> <li>• TSW describe basic human needs and how individuals and families attempt to meet those needs</li> </ul>	2.1.4.F			
<ul style="list-style-type: none"> <li>• TSW discuss how culture, peers, and the media impact the way individuals communicate and express emotions</li> </ul>	2.1.4.F			
<ul style="list-style-type: none"> <li>• TSW distinguish among conflict, violence, , harassment, and bullying and discuss factors that contribute to each</li> </ul>	2.1.4.F			
<ul style="list-style-type: none"> <li>• TSW describe and demonstrate strategies to prevent, reduce, or mediate conflict</li> </ul>	2.1.4.F			
<ul style="list-style-type: none"> <li>• TSW discuss the causes of stress</li> </ul>	2.1.4.F			
Grade 3 (Wellness) continued				

**Suggested Activities/Resources**

- Wellness Plan – place health related items on a table (towel, soap, comb, toothbrush) – have students describe orally how the item contributes to wellness
- Have student groups write as many fruits and vegetables in a 3 minute time frame as possible
- Pyramid Construction – use clip art, magazine pictures or drawings to create a Food Guide appropriate to each section
- Literature Connection: *Is There Really a Human Race?* (Jamie Lee Curtis); *Leo the Late Bloomer* (Robert Kraus); *Safety* (Liz Gogerly)

Grade 3 (Wellness) continued

**Grade 3 Health and Physical Education**

**Focus Topic: Integrated Skills**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW explain how to determine the validity of a health resource</li> <li>• TSW present health information, orally and in writing, to peers</li> <li>• TSW identify ways to improve listening skills</li> <li>• TSW identify a health problem or issue for possible research</li> <li>• TSW identify the steps to making an effective decision</li> <li>• TSW describe situations that might require a decision about health and safety</li> <li>• TSW develop a personal health goal and track progress</li> <li>• TSW describe ways to support the achievement of health goals</li> <li>• TSW describe character traits such as trustworthiness, responsibility, respect, caring, justice, and fairness</li> <li>• TSW discuss how an individual’s character positively impacts individual and group goals and success</li> </ul>	<p>2.2.4.A</p> <p>2.2.4.A</p> <p>2.2.4.A</p> <p>2.2.4.A</p> <p>2.2.4.B</p> <p>2.2.4.B</p> <p>2.2.4.C</p> <p>2.2.4.C</p> <p>2.2.4.D</p> <p>2.2.4.D</p>	<ul style="list-style-type: none"> <li>- Why is communication important?</li> <li>- Why is it important to be tolerant of other’s ideas and opinions?</li> <li>- Why are goals important?</li> <li>- What is character?</li> <li>- Why is it important to work cooperatively?</li> </ul>	<ul style="list-style-type: none"> <li>• People are entitled to have ideas and opinions</li> <li>• Decisions play an important role in everyday life</li> <li>• Character traits are learned</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p>

<ul style="list-style-type: none"> <li>• TSW describe and demonstrate the characteristics of an effective leader</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW acknowledge the contributions of group members and choose appropriate ways to motivate</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW demonstrate respect for the opinions and abilities of group members</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW develop a position on a wellness issue</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW participate in a school or community service activity and discuss how helping others impacts personal and community wellness</li> </ul>	2.2.4.E			
<ul style="list-style-type: none"> <li>• TSW describe and demonstrate how to seek help for a variety of health and fitness concerns</li> </ul>	2.2.4.F			
<ul style="list-style-type: none"> <li>• TSW discuss wellness and fitness careers</li> </ul>	2.2.4.F			
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Distribute a variety of newspapers to small groups and instruct the students to search for articles related to health.</li> <li>• Students draw maps of the local community emphasizing places to walk, play, ride bikes, skateboard, etc. Students may also identify potential safety hazards.</li> <li>• Brainstorm synonyms for the word “conflict” then brainstorm options or behaviors that can be used to peacefully resolve conflicts.</li> <li>• Literature Connection: <i>Once Upon a Dragon: Stranger Safety for Kids (and Dragons)</i> (Jean E. Pendziwol); <i>Harvesting Hope: The Story of Cesar Chavez</i> (Kathleen Krull)</li> </ul>				

Grade 3 (Integrated Skills) continued

**Grade 3 Health and Physical Education**

**Focus Topic: Drugs and Medicine**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW distinguish between over-the-counter and prescription medicines</li> <li>• TSW identify commonly used medicines</li> <li>• TSW discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult</li> <li>• TSW explain why it is illegal to use or possess certain drugs/substances</li> <li>• TSW describe the short- and long-term physical effects of tobacco use</li> <li>• TSW identify the short- and long-term physical and behavioral effects of alcohol use and abuse</li> <li>• TSW discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs</li> <li>• TSW differentiate among drug use, abuse, and misuse</li> <li>• TSW describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs</li> </ul>	<p>2.3.4.A 2.3.4.A 2.3.4.A 2.3.4.B 2.3.4.B 2.3.4.B 2.3.4.C 2.3.4.C 2.3.4.C</p>	<ul style="list-style-type: none"> <li>- How do we determine if a medicine is helpful or harmful?</li> <li>- How does tobacco smoke impact others?</li> <li>- How does addiction affect a person?</li> <li>- What are means of dealing with addiction?</li> <li>- How does advertising, peers, and adults influence children?</li> </ul>	<ul style="list-style-type: none"> <li>• Certain drugs have harmful effects on the mind and body</li> <li>• Some drugs are illegal</li> <li>• Alcohol, tobacco, and some drugs are addictive</li> <li>• Media influences people</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Responses</p>

**Suggested Activities/Resources**

- Students create charts indicating their favorite things (i.e. food, TV show, song, sport, game, color, season). Have students select from their list three items that contribute to wellness.
- Wish Star – have class brainstorm about what they may do when they grow up. Discuss how the use of substances might interfere with attaining that dream.
- Literature Connection: *George's Marvelous Medicine* (Roald Dahl)

Grade 3 (Drugs and Medicine) continued

**Grade 3 Health and Physical Education**

**Focus Topic: Human Relationships and Sexuality**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits</li> <li>• TSW compare the roles, rights, and responsibilities of various family members</li> <li>• TSW discuss ways that families adjust to changes in the nature or structure of the family</li> <li>• TSW discuss how culture and tradition influence personal and family development</li> <li>• TSW discuss factors that support healthy relationships with friends and family</li> <li>• TSW identify the characteristics of a friend</li> <li>• TSW describe appropriate ways to show affection and caring</li> <li>• TSW describe the physical, social, and emotional changes during puberty</li> </ul>	<p>2.4.4.A</p> <p>2.4.4.A</p> <p>2.4.4.A</p> <p>2.4.4.A</p> <p>2.4.4.A</p> <p>2.4.4.A</p> <p>2.4.4.A</p> <p>2.4.4.A</p> <p>2.4.4.B</p>	<ul style="list-style-type: none"> <li>- Why are there different kinds of families</li> <li>- What type of help is available to families in need?</li> <li>- How do successful families function?</li> <li>- What is a true friend?</li> </ul>	<ul style="list-style-type: none"> <li>• Every person contributes to the family</li> <li>• A family's success depends on all members within</li> <li>• Culture and traditions influence family development</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Responses</p>



**Suggested Activities/Resources**

- Growing Old – learning stations to simulate aging (ear plugs –hearing loss; glasses smeared with petroleum jelly – vision loss; thick gloves or mittens – arthritis; unflavored seltzer water – loss of taste) – have students journal their experience at each station. Develop strategies that students are able to do to assist an elderly family member or citizen.
- Invite parents, friends and community members to a “Greetings Class.” Students circulate the room and greet individuals in different ways. Explain that greetings are a way to show caring, affection, courtesy, and respect.
- Literature Connection: *The Whale* (Cynthia Rylant); *Needle and Thread* (Ann Martin); *Frog and Toad are Friends* (Arnold Lobel); *Your Body Belongs to You* (Cornelia Maude Spelman)

Grade 3 (Human Relationships and Sexuality) continued

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**Grade 3 Health and Physical Education**

**Focus Topic: Motor Skill Development**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW demonstrate improved and choreographed movement sequences</li> <li>• TSW demonstrate developmentally appropriate form when using movement skills</li> <li>• TSW use visual and verbal cues to improve performance</li> <li>• TSW discuss ways to refine and increase control when performing movement skills</li> <li>• TSW discuss ways that personal and general space is used</li> <li>• TSW explain how movement can be used</li> <li>• TSW define and use skill and activity specific vocabulary</li> <li>• TSW demonstrate the use of simple strategies including player positioning, faking, and dodging</li> <li>• TSW compare the roles and responsibilities of participants and observers</li> <li>• TSW select, use, and care for equipment</li> </ul>	<p>2.5.4.A</p> <p>2.5.4.A</p> <p>2.5.4.A</p> <p>2.5.4.B</p> <p>2.5.4.B</p> <p>2.5.4.B</p> <p>2.5.4.B</p> <p>2.5.4.C</p> <p>2.5.4.D</p> <p>2.5.4.D</p>	<ul style="list-style-type: none"> <li>- How does practice and effort impact performance?</li> <li>- Why is sportsmanship important?</li> <li>- Why are rules important?</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible personal and social behavior are important to demonstrate in physical activity settings</li> <li>• Safety is an important part of physical education</li> <li>• Attitude affects performance</li> <li>• Rules affects play</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Self assessment</p> <p>Peer review</p> <p>Skills Checklist</p> <p>Student Response</p>

**Suggested Activities/Resources**

- Choose a leader where students use their observation skills to react to a series of movements performed by a leader
- Planet Tag – Brainstorm the characteristics of the planets and the sun. One student calls out the name of a planet while the class simulates the characteristic (i.e. Sun – stay in place pretending to have hot feet; Saturn – run in small circles like rings)
- Literature Connection: Miss Small Is off the Wall! (Dan Gutman); *Personal Space Camp* (Julia Cook)

Grade 3 (Motor Skill Development) continued

<b>Grade 3 Health and Physical Education</b>
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**Focus Topic: Fitness**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW differentiate among activities that improve skill fitness versus health related fitness</li> <li>• TSW understand how gender, age, heredity, training, and health behaviors impact fitness</li> <li>• TSW investigate technological advances that impact physical activity and fitness</li> <li>• TSW explain that using performance enhancing substances may be unsafe and illegal</li> <li>• TSW monitor physiological responses of exercise</li> <li>• TSW use technology to track fitness status</li> </ul>	2.6.4.A  2.6.4.A  2.6.4.A  2.6.4.B  2.6.4.C  2.6.4.C	<ul style="list-style-type: none"> <li>- How does fitness affect health and well being?</li> <li>- How does technology affect fitness?</li> <li>- What are the affects of performance enhancing substances?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal fitness is important in order to lead a healthy lifestyle</li> <li>• Fitness activity benefits the physical, social and emotional wellness</li> </ul>	Ongoing observation & questioning during class discussions and hands-on project work  Skills Checklist  Performance tasks  Self assessment  Student Response
<b>Suggested Activities/Resources</b> <ul style="list-style-type: none"> <li>• Word Sorts/Sort Cards – using index cards, students can sort vocabulary words by categories, match definitions to vocabulary words or sequence the steps to a skill. Sorts can be incorporated with movement in a relay race format of a movement scavenger hunt</li> <li>• Have students record their heart rate at rest. Students then work for short segments of time using varying exercise – each exercise should be more strenuous than the last – students record heart rate after each segment.</li> <li>• Literature Connection: <i>Exercise</i> (Liz Gogerly); <i>Exercise</i> (Claire Llewelyn)</li> </ul>				