

Grade 3 Health and Physical Education

Focus Topic: Wellness

TSW = The Student Will

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

<ul style="list-style-type: none"> • TSW describe the signs and symptoms of diseases and health conditions common in children 	2.1.4.D			
<ul style="list-style-type: none"> • 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 	2.1.4.D			
<ul style="list-style-type: none"> • TSW describe the characteristics of safe and unsafe situations 	2.1.4.E			
<ul style="list-style-type: none"> • TSW describe and demonstrate simple first aid procedures, including the assessment of choking and breathing 	2.1.4.E			
<ul style="list-style-type: none"> • TSW explain that abuse can take several forms, including verbal and emotional 	2.1.4.E			
<ul style="list-style-type: none"> • TSW describe the characteristics of strangers, acquaintances, and trusted adults 	2.1.4.E			
<ul style="list-style-type: none"> • TSW describe basic human needs and how individuals and families attempt to meet those needs 	2.1.4.F			
<ul style="list-style-type: none"> • TSW discuss how culture, peers, and the media impact the way individuals communicate and express emotions 	2.1.4.F			
<ul style="list-style-type: none"> • TSW distinguish among conflict, violence, , harassment, and bullying and discuss factors that contribute to each 	2.1.4.F			
<ul style="list-style-type: none"> • TSW describe and demonstrate strategies to prevent, reduce, or mediate conflict 	2.1.4.F			
<ul style="list-style-type: none"> • TSW discuss the causes of stress 	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 of 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"> • TSW explain how to determine the validity of a health resource • TSW present health information, orally and in writing, to peers • TSW identify ways to improve listening skills • TSW identify a health problem or issue for possible research • TSW identify the steps to making an effective decision • TSW describe situations that might require a decision about health and safety • TSW develop a personal health goal and track progress • TSW describe ways to support the achievement of health goals • TSW describe character traits such as trustworthiness, responsibility, respect, caring, justice, and fairness • TSW discuss how an individual's character positively impacts individual and group goals and success 	<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"> - Why is communication important? - Why is it important to be tolerant of other's ideas and opinions? - Why are goals important? - What is character? - Why is it important to work cooperatively? 	<ul style="list-style-type: none"> • People are entitled to have ideas and opinions • Decisions play an important role in everyday life • Character traits are learned 	<p>Ongoing observation & 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"> • TSW describe and demonstrate the characteristics of an effective leader 	2.2.4.E			
<ul style="list-style-type: none"> • TSW acknowledge the contributions of group members and choose appropriate ways to motivate 	2.2.4.E			
<ul style="list-style-type: none"> • TSW demonstrate respect for the opinions and abilities of group members 	2.2.4.E			
<ul style="list-style-type: none"> • TSW develop a position on a wellness issue 	2.2.4.E			
<ul style="list-style-type: none"> • TSW participate in a school or community service activity and discuss how helping others impacts personal and community wellness 	2.2.4.E			
<ul style="list-style-type: none"> • TSW describe and demonstrate how to seek help for a variety of health and fitness concerns 	2.2.4.F			
<ul style="list-style-type: none"> • TSW discuss wellness and fitness careers 	2.2.4.F			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Distribute a variety of newspapers to small groups and instruct the students to search for articles related to health. • Students draw maps of the local community emphasizing places to walk, play, ride bikes, skateboard, etc. Students may also identify potential safety hazards. • Brainstorm synonyms for the word "conflict" then brainstorm options or behaviors that can be used to peacefully resolve conflicts. • 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) 				

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"> • TSW distinguish between over-the-counter and prescription medicines • TSW identify commonly used medicines • TSW discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult • TSW explain why it is illegal to use or possess certain drugs/substances • TSW describe the short- and long-term physical effects of tobacco use • TSW identify the short- and long-term physical and behavioral effects of alcohol use and abuse • TSW discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs • TSW differentiate among drug use, abuse, and misuse • TSW describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs 	<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"> - How do we determine if a medicine is helpful or harmful? - How does tobacco smoke impact others? - How does addiction affect a person? - What are means of dealing with addiction? - How does advertising, peers, and adults influence children? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Some drugs are illegal • Alcohol, tobacco, and some drugs are addictive • Media influences people 	<p>Ongoing observation & 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"> • TSW describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits • TSW compare the roles, rights, and responsibilities of various family members • TSW discuss ways that families adjust to changes in the nature or structure of the family • TSW discuss how culture and tradition influence personal and family development • TSW discuss factors that support healthy relationships with friends and family • TSW identify the characteristics of a friend • TSW describe appropriate ways to show affection and caring • TSW describe the physical, social, and emotional changes during puberty 	<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"> - Why are there different kinds of families - What type of help is available to families in need? - How do successful families function? - What is a true friend? 	<ul style="list-style-type: none"> • Every person contributes to the family • A family's success depends on all members within • Culture and traditions influence family development 	<p>Ongoing observation & 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"> • TSW demonstrate improved and choreographed movement sequences • TSW demonstrate developmentally appropriate form when using movement skills • TSW use visual and verbal cues to improve performance • TSW discuss ways to refine and increase control when performing movement skills • TSW discuss ways that personal and general space is used • TSW explain how movement can be used • TSW define and use skill and activity specific vocabulary • TSW demonstrate the use of simple strategies including player positioning, faking, and dodging • TSW compare the roles and responsibilities of participants and observers • TSW select, use, and care for equipment 	<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"> - How does practice and effort impact performance? - Why is sportsmanship important? - Why are rules important? 	<ul style="list-style-type: none"> • Responsible personal and social behavior are important to demonstrate in physical activity settings • Safety is an important part of physical education • Attitude affects performance • Rules affects play 	<p>Ongoing observation & 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

Grade 3 Health and Physical Education

Focus Topic: Fitness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW differentiate among activities that improve skill fitness versus health related fitness • TSW understand how gender, age, heredity, training, and health behaviors impact fitness • TSW investigate technological advances that impact physical activity and fitness • TSW explain that using performance enhancing substances may be unsafe and illegal • TSW monitor physiological responses of exercise • TSW use technology to track fitness status 	<p>2.6.4.A</p> <p>2.6.4.A</p> <p>2.6.4.A</p> <p>2.6.4.B</p> <p>2.6.4.C</p> <p>2.6.4.C</p>	<ul style="list-style-type: none"> - How does fitness affect health and well being? - How does technology affect fitness? - What are the affects of performance enhancing substances? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Fitness activity benefits the physical, social and emotional wellness 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Skills Checklist</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Response</p>

Suggested Activities/Resources

- 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
- 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.
- Literature Connection: Exercise (Liz Gogerly); Exercise (Claire Llewelyn)