

Springfield Township School District
Physical Education Curriculum
Grade: Three
BOE Approval PENDING

Third Grade	
Unit of Study: Social Health	Pacing: 2 Lessons
Unit Focus: <ul style="list-style-type: none"> A study of respecting all people, healthy and unhealthy relationship characteristics, and teasing, bullying, and harassment. 	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p>	
<p style="text-align: center;">Interdisciplinary Connections</p> <p>ELA, Social Studies</p>	
<p><u>21st Century Skills (9.1, 9.2) & Career Education 9.3</u></p> <ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. <p><u>Technology (including 9.4 of CLKS)</u></p> <ul style="list-style-type: none"> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. (Creativity and Innovation) Culture and geography can shape an individual's experiences and perspectives. (Global and Cultural Awareness) <ul style="list-style-type: none"> 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view 	
Enduring Understandings	Essential Questions

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<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> • Respect should be given to all people even when they're different from you. • There are healthy and unhealthy relationships. • Teasing, harassment, and bullying is inappropriate. 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> • How can I make all people feel welcome? • How can I tell if a relationship with my friend/family member is healthy or unhealthy? • What can I do when I see teasing, harassment, and bullying happening?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Diversity • Prejudice • Dignity • Respect • Healthy • Unhealthy • Teasing • Harassment • Bullying 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Demonstrating how they can promote dignity and respect for all people. • Comparing and Contrasting relationship characteristics (healthy vs. unhealthy) • Demonstrating how to communicate if they feel they are being teased, harassed, or bullied.
Learning Activities	Resources/Websites

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<ul style="list-style-type: none">• Students will share ways that people are alike and different with the class, and learn the definition of diversity.• Students will learn the definition of prejudice and why it's not fair to pre-judge someone.• Students will collaborate and share ways we can be sure to treat people with dignity and respect.• Students will collaborate to build a list of positive relationship characteristics and unhealthy relationship characteristics.• Students will discuss the definitions of teasing, bullying, and harassment.• Students will discuss and collaborate to come up with ways of stopping teasing, bullying, and harassment.• Students will role play how they would respond to being teased, harassed, or bullied.• Students will come up with at least two trusted adults they can go to for help.	<ul style="list-style-type: none">• Respect for All• Bullying• 3rd Grade BrainPop Video Transcripts
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none">• Scenario Role Play	Other Evidence <ul style="list-style-type: none">• Group discussions• Teacher Checklists• Teacher Observation• Creating Posters• Worksheets

Accommodations for Different Learners

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Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	

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Third Grade	
Unit of Study: Personal Health	Pacing: 2 Lessons
Unit Focus: <ul style="list-style-type: none">A study of maintaining a person's health in relation to sickness, injury and mental health.	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p>	
<p style="text-align: center;">Interdisciplinary Connections</p> <p>ELA, Social Studies</p>	
<p><u>21st Century Skills (9.1, 9.2) & Career Education 9.3</u></p> <ul style="list-style-type: none">9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. <p><u>Technology (including 9.4 of CLKS)</u></p> <ul style="list-style-type: none">Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. (Creativity and Innovation)Culture and geography can shape an individual's experiences and perspectives. (Global and Cultural Awareness)	

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- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Enduring Understandings	Essential Questions
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are various ways to keep your body healthy and prevent illness and injury. ● Health services are available and there are places in your school and community that can help. ● Everyone can play a part in addressing health problems and climate change. ● There are strategies to help cope with various emotions. ● There are various conditions that can prevent the body from working the way it is supposed to. 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How can I keep my body healthy? ● How the choices I make impact my health ● Who can I go to in my community for help with health related issues? ● How can I help with climate change and health problems? ● What are some strategies that will help when I am feeling sad, angry, or stressed?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> ● Wellness ● Resources ● Immunity ● Immune System 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Demonstrating healthy habits that can prevent illness and injury. ● Explaining who they can go to for help in their community. ● Explaining how the immune system helps keep our body healthy. ● How we can work together to prevent global issues ● Demonstrating strategies that will help with feeling

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	sad, angry, or stressed
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> Students will share ways that they can keep their body healthy Students will create a diagram showing how the immune system works Students will create a list of places to go in the community to help with health issues Students will have large group discussions on how working together can help solve global health problems Students will role play a scenario where working together helps to solve a global health problem Students will create a cheat sheet to help themselves when they are having big emotions such as stress 	<ul style="list-style-type: none"> https://www.brainpop.com/health/bodysystems/immunesystem/ https://www.brainpop.com/health/diseasesinjuriesandconditions/brokenbones/ https://www.brainpop.com/health/mentalhealth/sleep/ https://www.brainpop.com/english/studyandreadingskills/stress/  3rd Grade Personal Health Lessons
Assessment Evidence	
Performance Tasks	Other Evidence
<ul style="list-style-type: none"> Scenario Role Play Class Lists 	<ul style="list-style-type: none"> Group discussions Teacher Checklists Teacher Observation Worksheets

Accommodations for Different Learners

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Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	

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Third Grade	
Unit of Study: Safety	Pacing: 2 Lessons
Unit Focus: <ul style="list-style-type: none"> A study of safety in regards to safety around the house, school and community as well as the dangers of drugs and alcohol. 	
<p style="text-align: center;">New Jersey Student Learning Standards</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</p>	
<p style="text-align: center;">Interdisciplinary Connections</p> <p>ELA, Social Studies</p>	
<p><u>21st Century Skills (9.1, 9.2) & Career Education 9.3</u></p> <ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. <p><u>Technology (including 9.4 of CLKS)</u></p> <ul style="list-style-type: none"> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. (Creativity and Innovation) Culture and geography can shape an individual's experiences and perspectives. (Global and Cultural Awareness) <ul style="list-style-type: none"> 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view 	
Enduring Understandings	Essential Questions

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<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> • There are steps they can take to reduce injury. • There are different strategies to communicate respectfully on social media. • Certain products contain alcohol, tobacco and drugs. • There are harmful side effects to products that contain alcohol, tobacco and drugs. • There is a difference between use, misuse and abuse. 	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> • How can I reduce injury? • How can I respectfully communicate on social media? • How can being respectful on social media impact me in the future? • What are things I can look for in products to know if they have drugs, alcohol or tobacco in them?
Key Terms and Vocabulary	Skills
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> • Respect • Alcohol • Tobacco • Drugs • Side Effects • Use • Misuse • Abuse 	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Demonstrating techniques to reduce injury • Demonstrating respectful social media presence • Looking for ways to tell if something has drugs, alcohol or tobacco in it • Explaining the harmful side effects of alcohol, tobacco and drugs • Explaining the difference between use, misuse and abuse
Learning Activities	Resources/Websites
<ul style="list-style-type: none"> • Students will share ways that they can prevent injuries 	<ul style="list-style-type: none"> • https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/

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<ul style="list-style-type: none"> Students will create a class list including ways to be respectful on social media and the internet Students will look at different labels to find out if a product contains alcohol or tobacco in it Students will identify ways that drugs, alcohol and tobacco can have lasting health effects on the body Students will explain with their partners the difference between use, misuse and abuse Students will participate in an activity where they identify use, misuse, and abuse 	<ul style="list-style-type: none"> https://www.brainpop.com/health/nutrition/alcohol/ https://www.brainpop.com/health/personalhealth/smoking/  3rd Grade Safety Lessons
Assessment Evidence	
Performance Tasks <ul style="list-style-type: none"> Class Lists Class identification 	Other Evidence <ul style="list-style-type: none"> Group discussions Teacher Checklists Teacher Observation Worksheets

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students
<ul style="list-style-type: none"> preferential seating repeat and clarify Instructions Provide a peer for support 	<ul style="list-style-type: none"> modify content to extend skills to a higher level provided additional 	<ul style="list-style-type: none"> provide visual supports provide definitions and examples of new vocabulary

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<ul style="list-style-type: none"> • break long term projects into shorter chunks • check in frequently with students 	<ul style="list-style-type: none"> • independent projects • allow structured student choice for skill extension or topic 	<ul style="list-style-type: none"> • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	504 Plan Students	
<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	<ul style="list-style-type: none"> • preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text) 	