Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 3

School: Township of Ocean Elementary Schools

Course: Comprehensive Health and Physical Education, Grade 3

Department: Health and Physical Education

Board Approval	Supervisor	Notes
August 2006	Dave Enderly	Born Date
October 2012	Denise Palaia	Revisions
December 2017	Denise Palaia	Revisions
August 2018	Denise Palaia	Revisions
March 2019	Denise Palaia	Review
August 2022	Denise Palaia	Alignment to New Standards & Incorporate State Mandates

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Important Note about Health Education
The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

Physical Education Concepts: Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

Health Concepts: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,
The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

Sample Exclusion Form

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DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 3

Grade 3

Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Movement Skills and Concepts	21	Physical Fitness
2	Movement Skills and Concepts	22	Physical Fitness
3	Movement Skills and Concepts	23	Physical Fitness
4	Movement Skills and Concepts	24	Physical Fitness
5	Movement Skills and Concepts	25	Physical Fitness
6	Movement Skills and Concepts	26	Physical Fitness
7	Movement Skills and Concepts	27	Physical Fitness
8	Movement Skills and Concepts	28	Physical Fitness
9	Movement Skills and Concepts	29	Physical Fitness
10	Movement Skills and Concepts	30	Physical Fitness
Week	Marking Period 2	**Week**	Marking Period 4
11	Movement Skills and Concepts	31	Health: Nutrition
12	Movement Skills and Concepts	32	Health: Nutrition
13	Movement Skills and Concepts	33	Health: Health Conditions
14	Movement Skills and Concepts	34	Lifelong Fitness
15	Movement Skills and Concepts	35	Lifelong Fitness
16	Physical Fitness	36	Lifelong Fitness
17	Physical Fitness	37	Lifelong Fitness
18	Physical Fitness	38	Lifelong Fitness
19	Physical Fitness	39	Lifelong Fitness

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DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 3

20	Physical Fitness	40	Lifelong Fitness

STATE MANDATES:
Diversity, Equity, and Inclusion:
6A:7-1.7 Equality in school and classroom practices (a) Each district board of education shall provide all students with equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.
Climate Change:
1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.

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.

Core Instructional & Supplemental Materials including various levels of Texts
Nutrition and Health Conditions: https://www.brainpop.com/health/nutrition/ https://www.brainpop.com/health/personalhealth/personalhygiene/ https://www.brainpop.com/health/personalhealth/foodsafety/ https://www.brainpop.com/health/bodysystems/respiratorysystem/ https://www.brainpop.com/health/bodysystems/immunesystem/ https://www.brainpop.com/health/mentalhealth/fitness/ https://www.brainpop.com/science/ourfragileenvironment/humansandtheenvironment/ Movement Skills and Concepts, Physical Fitness, Lifelong Fitness: https://www.youtube.com/c/GoNoodle/videos https://www.youtube.com/c/CosmicKidsYoga/videos https://www.youtube.com/c/GETKIDSMOVING/videos

Time Frame	15 weeks
Topic	
Movement Skills and Concept	

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Alignment to Standards

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Learning Objectives and Activities

Students will…

- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., games, sports, dance, and recreational activities).
- Correct movement in response to feedback from self and others.
- Effectively communicate and respect classmates by working as a team.
- Execute proper offense and defense techniques and strategies while participating in various sports/activities.
- Demonstrate the use of force and motion to impact the quality of movement.
- Evaluate the critical elements of a movement skill or skill combination and provide feedback.
- Discuss how practice, regular participation and appropriate feedback improve performance.

Learning Activities

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The ability to move safely, effectively and with confidence increases their likelihood of engaging in health enhancing forms of physical activity throughout life.
Participation in a wide range of developmentally appropriate games, sports and lifetime recreational activities will help students develop and maintain a healthy active lifestyle.
Activities include: Soccer Skills, Floor Hockey Skills, Basketball Skills, (sideline and small half court games, volleyball (regulation size trainer ball) skills: bump, set, serve, spike 2 hit rule, Frisbee skills: throwing catching, flag football skills, throwing, catching, game rules, pass patterns, game rules.
Fitness Concepts (aerobic flexibility, strength).
Introduce individual and team sports/games:Capture the Football, Baseball, Basketball, and Kickball, Racquet sports.

Assessments

Formative:

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation
- Exit Slips
- Google Forms

Summative:

- Individual Growth Assessment on Locomotor Movements

Benchmark:

- MP1 and MP4

Alternative:

- Field Day

Interdisciplinary Connections

ELA:
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 3

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Mathematics: Geometry 4G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Career Readiness, Life Literacies, and Key Skills
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.
Technology Integration
9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
Career Education

Time Frame	15 weeks
Topic	
Physical Fitness	
Alignment to Standards	
2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during	

participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Learning Objectives and Activities

Students will…

- Identify the importance of being physically fit at any age.
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous activities.

Learning Activities

Discuss the importance and impact of regular physical activity and exercise.
Fitness logs that have each student record all their activities and duration for one week and share the results with the class.
Have students view the video “Exercise” on BrainPop, which analyzes why exercise is important to our health.
Seek feedback and suggestions from students on how they can be moderate to vigorously physically active outside of school.
Sports based activities that integrate fitness through gameplay

Assessments

Formative:

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

Summative:

- Individual Growth Assessment on Locomotor Movements and physical skills

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 3

Benchmark:

- MP1 and MP4

Alternative:

- Field Day

Interdisciplinary Connections

Visual and Performing Arts:
1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.
ELA:
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

Technology Integration

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Career Education

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Time Frame	2 weeks

Topic

Nutrition

Alignment to Standards

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Learning Objectives and Activities

Students will…

- Recognize and describe healthy nutritional food choices.
- Understand the effects of lifestyle choices on the body systems.
- Explain how personal daily choices can affect future health status.
- Create a healthy well balanced meal plan.
- Set a personal health goal related to nutrition and list steps to achieve it.

Learning Activities

Factors that Influence Food Choices: Family history, culture, social systems and environment.
Create a Healthy Food Plan:Protein, Carbohydrates, Fruits, Vegetables, Fats, Sugar, Portion sizes.
Understand Food Product Labels: Serving size, calories.
Effects of Nutritional Choices.
Goal Setting and Food Journal.

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Assessments

Formative:

- Checklist of personal growth and development
- Participation in guided discussion
- Teacher Observation

Summative:

- Nutrition rubric of skills and knowledge

Benchmark:

-

Alternative:

-

Interdisciplinary Connections

ELA:
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Social Studies:
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Technology Integration

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively.

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Career Education

Time Frame	1 week

Topic
Health Conditions, Diseases, Medicines

Alignment to Standards
2.1.4.C.1: Explain how most diseases and health conditions are preventable. 2.1.4.C.2: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. 2.1.6.C.2:Determine the impact of public health strategies in preventing diseases and health conditions. 2.3.4.A.1: Distinguish between over-the-counter and prescription medicines. 2.3.4.A.2: Determine possible side effects of common types of medicines.

Learning Objectives and Activities
Students will… • Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. • Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. • Define dependence. • Explain Need vs Want. • Recognizing when someone needs help. • Understanding intervention through rehabilitation. **Learning Activities** Small group discussions.

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Class discussion on potentially dangerous behaviors.
Research different ways people get help with substance abuse.
Discuss differences in behaviors that could lead to early detection of substances.
Create a treatment chart.

Assessments

Formative:

- Participation in guided discussion
- Teacher Observation
- Small group presentations

Summative:

- Rubric of skills and knowledge

Benchmark:

-

Alternative:

-

Interdisciplinary Connections

Science:
ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

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9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Technology Integration
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology. 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
Career Education

Time Frame	7 weeks
Topic	
Lifelong Fitness	
Alignment to Standards	
2.2.5.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.5.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.5.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). 2.2.5.LF.4: Identify physical activities available outside of school that are in the community. 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	
Learning Objectives and Activities	
Students will…	

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 3

- Perform movement skills in a correct manner.
- Demonstrate and understand basic movements relating to balance, agility and control. Identify physical activities that are available outside of school and in the community. Apply a learned skill to another movement.
- Use visual and verbal cues to improve performance during a physical activity.
- Employ the principles of space, effort, and relationships to modify movement.
- Discuss how practice, regular participation, and appropriate feedback improve performance.
- Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.

Learning Activities

Discuss the importance of feelings and emotions involved in movement and physical activities.
How to appropriately express feelings and emotions during physical activity and movement.
Complete activities on different surfaces such as gym floor, turf, exercise mats, grass fields.
Introduce balance, skills on each leg, crab walk, bear crawl, hopping on one foot.
Introduce stretching, breathing, mindfulness and basic yoga movements.
Determine a health/ fitness goal and complete steps to achieve it.
Give examples of activities outside of the school community (YMCA, recreational programs, etc.).
Allow students time at the end of class to have a choice equipment to figure out likes and dislikes.

Assessments

Formative:

- Checklist of locomotive and non-locomotive knowledge
- Participation in guided discussion
- Teacher Observation

Summative:

- Individual Growth Assessment on Locomotor Movements and Physical Skills

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 3

Benchmark:

- MP1 and MP4

Alternative:

-

Interdisciplinary Connections

English Language Arts:
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
Mathematics:
4.OAC. Generate and analyze patterns. 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

Technology Integration

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

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Career Education

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)
ELL: • Use visuals • Demonstrate all movements • Introduce key vocabulary for movements and equipment • Provide peer support/partnering • Use of Bilingual Dictionary (only in safe situations) • Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable) • Accept demonstration and verbal assessments in lieu of written tests. ***Supports for Students With IEPs***: • Demonstrate all movements • Allow extra time for practice drills, adapt where necessary • Guided notes and/or scaffold outline for any assessments or written assignments • Provide peer support/partnering • Accept demonstration and verbal assessments in lieu of written tests. • Follow all IEP modifications ***At-Risk Students***: • Demonstrate all movements • Lesson taught again using a differentiated approach • Provide peer support/partnering • Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable) • Accept demonstration and verbal assessments in lieu of written tests.

DEPARTMENT Health and Physical Education COURSE Health & Physical Education, Grade 3

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.