



Comprehensive Health and Physical Education Curriculum Grade 3

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Wayne School District
Grade 3 Comprehensive Health and Physical Education

Content Area/ Grade Level	Grade 3 Health
Unit Plan Title	Unit 1 Emotions and Family Support
Time Frame	Marking Period 1
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Comprehensive Health and Physical Education Emotional Health Community Health Services and Support Social and Sexual Health WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
In this unit, students will explore feelings and thoughts and connect these with behavioral choices. They will learn about strategies to cope with difficult situations that cause negative feelings. Finally, they will learn about family dynamics and the ways that family members support each other.	
Standard Number(s)	
<u>NJSLS Comprehensive Health and Physical Education</u> Emotional Health <ul style="list-style-type: none"> ● 2.1.5.EH.1 Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. (C, T) ● 2.1.5.EH.2 Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. (C, T) Community Health Services and Support <ul style="list-style-type: none"> ● 2.1.5.CHSS.3 Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. (C, T) Social and Sexual Health <ul style="list-style-type: none"> ● 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. (T) ● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. (T) <u>WIDA Standards</u> <ul style="list-style-type: none"> ● English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> ● What does it mean to ‘communicate’? ● How does having shared values and norms foster a healthy environment? 	

Enduring Understandings

- Effective communication creates a healthy environment for individuals and community members.
- Communities provide support for their members.

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to understand how to identify sensations and feelings in the body and how to cope with those feelings using various calming techniques.
- Students will be able to identify components of family dynamics including common values, giving support, and setting boundaries.
- Students will be able to use tools to foster communication with family members about various topics.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Examples may include, but are not limited to the following:

- *Formative:* Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Teaching and Learning Activities

Activities

Teacher Activities

- [Time for Family Relationships](#)
- [Your Family Job](#)
- [Well Being for Children](#)
- [Family Teamwork](#)

Counselor Activities

- Wellness Awareness [Lesson](#)

Differentiation Strategies

Strategy and flexible groups based on formative assessment or student choice

One:One conferring with teacher

Choice of narrative or persuasive text composition

Differentiated checklists and rubrics (if appropriate)

Student selected goals for writing

Level of independence

Craft additional leads and endings for mentor texts

Consult mentor texts to support writing

ELL Supports and Extension activities are included with each lesson

[Differentiated Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

[Differentiation Strategies for Students with a 504](#)

Wayne School District
Grade 3 Health Curriculum

Content Area/ Grade Level	Grade 3 Health
Unit Plan Title	Unit 2 Wellness, Nutrition, and Safety
Time Frame	Marking Periods 2 & 3
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Comprehensive Health and Physical Education Personal Growth and Development Personal Safety Nutrition</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1</p>	
Unit Summary	
<p>In this unit, students will focus on general wellness and safety. Students will identify ways to stay healthy, increase safety, and complete basic first aid. Students will also learn about healthy eating and nutrition. Students will learn strategies for safely communicating on digital media. Finally, they will learn about ways to enhance wellness by learning about problem-size, identifying the perspectives of others, and developing coping strategies.</p>	
Standard Number(s)	
<p><u>NJSLS Comprehensive Health and Physical Education</u></p> <p>Personal Growth and Development</p> <ul style="list-style-type: none"> ● 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). (PE, N) <p>Personal Safety</p> <ul style="list-style-type: none"> ● 2.3.5.PS.1 Develop strategies to reduce the risk of injuries at home, school, and in the community (PE, T) ● 2.3.5.PS.2 Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). (PE) ● 2.3.5.PS.3 Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. (PE) ● 2.3.5.PS.4 Develop strategies to safely communicate through digital media with respect. (T) <p>Nutrition</p> <ul style="list-style-type: none"> ● 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. (PE) ● 2.2.5.N.2 Create a healthy meal based on nutritional content, value, calories, and cost. (PE) ● 2.2.5.N.3 Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. (PE) <p><u>WIDA Standards</u></p> <ul style="list-style-type: none"> ● English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	

Essential Question(s)

- What does it mean to make 'healthy choices'?
- How do choices affect my daily life?

Enduring Understandings

- Knowing the surroundings/environment can help keep me safe.
- Being healthy means eating nutritional foods.

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will identify the size of a problem and pair the size of the problem with an appropriate response.
- Students will define perspective and identify the perspectives of others.
- Students will list ways to stay safe in a variety of situations.
- Students will list benefits of eating healthy.
- Students will identify personal health goals.
- Students will describe ways to communicate safely online.

Assessments (Pre, Formative, Summative, Other)

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Teaching and Learning Activities

Activities

Teacher Activities

- [Big and Small Problems](#)
- [The Perspective of Others](#)

PE Activities

- [Grade 3 Wellness Unit](#)
- [Grade 3 Safety & First Aid](#)
- [Grade 3 Nutrition Unit](#)

Differentiation Strategies

Strategy and flexible groups based on formative assessment or student choice

One: One conferring with teacher

Choice of narrative or persuasive text composition

Differentiated checklists and rubrics (if appropriate)

Student selected goals for writing

Level of independence

Craft additional leads and endings for mentor texts

Consult mentor texts to support writing

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[Differentiation Strategies for Students with a 504](#)

Wayne School District
Grade 3 Comprehensive Health and Physical Education

Content Area/ Grade Level	Grade 3 Physical Education
Unit Plan Title	Physical Education 3-5 (click for details)
Time Frame	Throughout the School Year
Anchor Standards/Domain	
NJSLS Comprehensive Health and Physical Education Personal Growth and Development (PGD) Movement Skills and Concepts: (MSC) Physical Fitness (PF) Lifelong Fitness (LF)	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
Students will learn the importance of living a healthy, active lifestyle. The primary goal is for students to develop an understanding of concepts and skills that promote and influence healthy behaviors. Throughout the physical education units, students will plan and implement healthy fitness habits. Emphasis will be placed on the benefits of an active body and mind and students will recognize the consequences of a sedentary lifestyle. Also included are the topics of sportsmanship, safety, and self-control.	
Standard Number(s)	
See Attached: Physical Education 3-5	
WIDA Standards	
<ul style="list-style-type: none">English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting.	
Enduring Understandings	
<ul style="list-style-type: none">Personal Growth and Development are lifelong processes.The body moves in a variety ways and movement is important.Fitness activities can be performed at many levels, which will impact how efficiently the body functions.Lifelong Fitness requires making fitness a part of a person’s daily life.	