

Mansfield Township School District

Mansfield Township Elementary School

Course of Study/Curriculum Guide

**Comprehensive Health and
Physical Education**

Third Grade

Board of Education Approval
September 2022

Reapproved June 2023

Reapproved November 2023

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Mansfield Township School District
Comprehensive Health Curriculum
Grade: Three
BOE Approval November 2022

Third Grade

Unit of Study:

- 2.1 Personal and Mental Health
- 2.3 Safety

Pacing:10-12 Cycles

Unit Foci:

- A study of respecting all people, healthy and unhealthy relationship characteristics, and teasing, bullying, and harassment.
- The ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

New Jersey Student Learning Standards

**topics listed in parenthesis are examples of topics that could be addressed,
not a mandatory component of the standard*

- **Social and Sexual Health**
 - 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).
 - 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
 - 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- **Community Health Services and Support**

- 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).
- **Personal Safety**
 - 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.
- **Health Conditions, Diseases and Medicines**
 - 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- **Alcohol, Tobacco and other Drugs**
 - 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- **Dependency, Substance Disorder and Treatment**
 - 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

Interdisciplinary Connections

English Language Arts

- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills & Career Education

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Technology (including 9.4 of CLKS)

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

Enduring Understandings

Essential Questions

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- 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.
- Bathing, showering, brushing teeth, washing hands,
- Safety – (e.g. Wear bike helmets, walking in the classroom, understand how to participate in emergency drills, etc.)
- Warning signs such as red lights, stop signs, poison symbols.
- Identify emergency situations and community members who keep us safe.
- Apply appropriate behaviors for potentially dangerous or emergency situations.
- Rehabilitation centers are available for people with addictions.
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information
- There are school and community professionals such as counselors, school nurse, police, etc. that can assist in addressing needs and emergencies
- Drugs affect hygiene, mental, physical, social, and emotional health.
- Understand safety rules when you are at home.
- Understand safety rules when you are at school.
- Understand fire safety rules.

What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...

- 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?
- What are the characteristics to describe good personal hygiene?
- Why is safety so important inside and outside of school?
- How do you respond in emergency situations?
- What is the definition of harassment?
- What is the difference between abuse and neglect?
- What are some ways people who misuse drugs can get help?
- What are some examples of medicine, prescriptions, and over the counter drugs?
- What are different types of products that contain alcohol?
- Why are drugs and alcohol unhealthy for your body?
- What are the effects of drugs, alcohol, and tobacco on the human body?

- Understand Safety rules when you are outdoors, ride a bike, walk, skate, car, bus, play in the water, bad weather
- Understand safety rules when you are home with someone besides your parents or guardian.
- Understand Safety rules when you are walking or playing away from home.
- Understand Safety rules to stay safe from strangers in cars. .
- Understand Why you should not pretend to have a weapon.
- Understand Steps to take if you find a weapon.
- Understand Rules for helping an injured person.
- Understand rules for calling for help.
- Understand first aid steps for minor injuries.
- Distinguish between safe and unsafe situations at home, school and in the community.
- Drugs are varied between illegal, prescription, and over the counter drugs.
- All drugs are capable of being misused.
- The abuse of drugs, alcohol, and tobacco are harmful to the brain and body.

Key Terms and Vocabulary

Skills

What facts and basic concepts should students know and be able to recall? Students will know...

- Diversity
- Prejudice
- Dignity
- Respect
- Healthy
- Unhealthy
- Teasing
- Harassment
- Bullying
- Prevention
- Intervention
- Injuries
- Wellness
- Feelings
- Character
- Digital Media
- Alcohol
- Tobacco
- Prescription drugs
- Illicit drugs

What skills and processes should students be able to use? Students will be skilled at...

- 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.
- Explain what being “well” means and identify self-care practices that support wellness
- Students will identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Identify procedures associated with pedestrian, bicycle, and traffic safety
- Identify strategies to safely communicate through digital media with respect.
- Explain what medicines are and when some types of medicines are used.
- Explain the difference between prescription drugs and illicit drugs
- Understand the negative effects of tobacco, drugs, and alcohol on the human body

Learning Activities

Resources/Websites

- 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.
- Role play
- Lecture
- Discussion
- Handouts
- Ice Breaker games

- [Respect for All](#)
- [Teasing, Harassment, and Bullying](#)
 - [Teasing, Harassment, Bullying Worksheet](#)
- Safety Handouts
- Safety Slides

Assessment Evidence

Performance Tasks • Scenario Role Play • Discussion participation • Quiz • Tests • Rubrics	Other Evidence • Group discussions • Teacher Checklists • Teacher Observation • Creating Posters • Worksheets
Assessment: Evaluation in Physical Education & Health is a process of determining whether the goals of an individual, a group, or a program are being reached. • Health Assessments- Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle. • Physical Education Assessments- Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active. • Comprehensive Health and Physical Education Scoring Rubrics	

Third Grade	
Unit of Study: 2.2 Physical Wellness	Pacing: 18-20 Cycles
Unit Focus: : Students will demonstrate the ability to use movement concepts and skills, knowledge of lifelong fitness, and nutritional habits to promote a healthy lifestyle.	
New Jersey Student Learning Standards <i>*topics listed in parenthesis are examples of topics that could be addressed, not a mandatory component of the standard</i> Personal Growth and Development 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)	

Movement Skills and Concepts

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.

Physical Fitness

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

Nutrition

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.

Interdisciplinary Connections

- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 3.OA.A. Represent and solve problems involving multiplication and division
- 3.OA.C Multiply and divide within 100
- 3.NF.A Develop understanding of fractions as numbers

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that..

Fitness

Nutrition

- .To maintain a good fitness level, you have to exercise regularly as well as get ample amount of sleep/rest.
- All students will apply health and skill related fitness concepts to maintain a healthy, active lifestyle.
- Cardiovascular activities can be used throughout a lifetime to maintain heart health and lifelong fitness.
- Healthy food selection can lead to a healthier longer life.
- To promote health, safety, and physical education, students should have two and one half hours of physical education class.
- Identify personal strengths and weaknesses.
- Demonstrate self-confidence when attempting new activities.
- Engage in activities which promote individual successes.
- Demonstrate enjoyment of physical activity by participating in activities outside of class.
- Practice an attitude of safe behavior toward self and others.
- Perform skills and activities that effectively maintain physical fitness.
- Demonstrate ability to perform basic body mechanics related to physical fitness.
- Understand and demonstrate strategies and behaviors to prevent injuries
- Understand adequate sleep, balanced nutrition and physical activity help to maintain a healthy body.
- Demonstrate ability to perform the fitness task correctly and safely on any physical fitness test item.

- Explain how your body uses nutrients
- Discuss how you can get all the nutrients you need.
- Explain what food companies do to get you to buy a food.
- List tips for grocery shopping with you parents or guardian.
- List tips for ordering foods at fast food restaurants.
- Explain how you can use the Dietary Guidelines to choose healthful snacks and differentiate between healthy and unhealthy eating practices.
- Explain how you can keep your food safe.
- Discuss the manners you need to follow.
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Create a healthy meal based on nutritional content, calories, and cost.
- Interpret food product labels based on nutritional content.

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| <ul style="list-style-type: none">• Demonstrate a competency of sport and rhythmic related basic skills.• Utilize appropriate motor skills in sports and games.• Demonstrate proper mechanics for turning, pushing, and pulling.• Apply body awareness and space concepts to sports and rhythmic related skills and activities.• Demonstrate efficiency of movement through application of movement concepts to sports skills and rhythmic activities.• Identify rules and basic individual and team strategies when appropriate.• Identify potential safety hazards in the play environment.• Show cooperation by supporting and encouraging others of different abilities/skill levels; share in decision making with partners or team members; show support for teammates and opponents.• Demonstrate an ability to work independently, and assume responsibility for actions.• Assume leader / follower roles when appropriate.• Play by the rules without taking advantage of others.• Identify examples of fair and unfair play, and good and poor sportsmanship.• Evaluate competition by the quality of play rather than the outcome.• Listen to others without interrupting.• Accept teacher's decisions without arguing. | |
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Recognize and appreciate individual differences in strength, performance, and flexibility.	
Key Terms and Vocabulary	Skills
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i> - Body control - Movement sequences - Tempo - Rhythm - Personal health - Physical activity - Skill level - Participation - Energy - Disease - Body systems	<i>What skills and processes should students be able to use? Students will be skilled at...</i> - Perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). - Able to explain the role of regular physical activity in relation to personal health. - Explain why some foods are healthier to eat than others. - Relate decision-making by self and others to one's health. - Movement experiences - Parachute activities and games - Low organizational games - Individual jump rope skills - Long jump rope skills - Soccer skills and small sided games - Football skills and lead up games - Basketball skills and lead up games - Badminton skills and lead up games - Volleyball skills and lead up games - Catching and throwing skills using various kinds of balls

	• Age appropriate tumbling and stunts • Rhythmic activities and dance • Hoop activities and games • Manipulative skill challenges (scarves; bean bags; yarn balls...) • Scooter activities and games • Baseball/Softball lead up games (kickball & wiffleball variations) • Floor hockey skills and lead-up games • Physical fitness test • Relay races • Obstacle course • Team building and cooperative activities • Pickleball skills and lead up games • Lacrosse skills and lead up games
Learning Activities	Resources/Websites
(may include, but are not limited to the following) • Lectures • Handouts • Online Resources	(may include, but are not limited to the following) • Brain Pop Learning • Kids Health
Assessment Evidence	

Performance Tasks • Formative Assessments • Teacher assessment • Teacher observation • Discussion	Other Evidence • Summative Assessment: Field Observation • Group Discussion • Teacher Checklists • Teacher Observation • Informal Rubrics • Self Assessment
Assessment: Evaluation in Physical Education & Health is a process of determining whether the goals of an individual, a group, or a program are being reached. • Health Assessments- Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle. • Physical Education Assessments- Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active. • Comprehensive Health and Physical Education Scoring Rubrics	

Assessments:

HEALTH CURRICULUM ASSESSMENT

Evaluation in Health Education is the process of determining whether the goals of an individual, a group, or a program are being reached. It is an ongoing process of measuring the effectiveness of a teaching strategy, the level of learning of an individual child or class, and the efficiency of a unit. Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.

Benchmark assessments that may be made by all teachers who present health curriculum content may include, but are not limited to:

- self evaluation
- teacher observation
- cooperative learning
- peer evaluation
- problem solving
- small group work
- practice/worksheets, textbooks, workbooks
- portfolio assessment
- health plans/health contracts
- life skills checklist/ health behavior inventory
- lesson and unit tests

PHYSICAL EDUCATION ASSESSMENT

Evaluation in Physical Education is a process of determining whether the goals of an individual, a group, or a program are being reached. It is an ongoing process of measuring the effectiveness of a teaching strategy, the level of skill development of an individual child or class, and the efficiency of a unit. Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active. Many tools may be used to evaluate students in the physical education program. Possible assessment techniques include, but are not limited to:

- standardized fitness tests;
- rating scale / checklists;
- self evaluation;
- reciprocal teaching;
- personal logs;
- worksheet;

- teacher observation;
- cooperative learning;
- peer evaluation;
- task cards;
- problem solving;
- rubrics;
- authentic assessments;
 - portfolios;
 - small group work; and
 - skill and knowledge tests.

Currently we use one grading system for K-6 in the Physical Education program. Students receive a grade in “Participates, Cooperates and Follows Directions” and a grade in “Demonstrates concepts and skills”. The grading system is as follows: “+” (Outstanding); “^” (satisfactory); and “-” (needs improvement). On the next page, a grading rubric for each category is shown to demonstrate the criteria necessary to attain each grade.

Physical Education Grading Rubrics

DEMONSTRATES SKILLS AND CONCEPTS

+ Outstanding	^ Satisfactory	- Needs Improvement
The child can execute the skill correctly almost all of the time.	The child performs the skill correctly a majority of the time.	The child is inconsistent with skill performance.
The child demonstrates an understanding of game rules and/or strategies and applies them appropriately during activities.	The child frequently demonstrates an understanding of game rules and/or strategies, but sometimes needs prompts to apply them during the activity.	The child has a hard time grasping or remembering the game rules and/or strategies and needs frequent prompts to apply them during the activity

PARTICIPATES, COOPERATES, AND FOLLOWS DIRECTIONS

+ Outstanding	^ Satisfactory	- Needs Improvement
-Consistently displays cooperative and responsible behavior without prompts.	- Usually displays cooperative and responsible behavior with a few reminders.	- Requires frequent reminders to be cooperative and responsible. When reminded, student usually will cooperate.
- Uses equipment appropriately without reminders.	- Uses equipment appropriately with occasional reminders.	- Needs frequent reminders to use equipment appropriately. Does not always remember from one class to the next.
- Quietly focuses on teacher when directions are being given.	Focuses on teacher when directions are being given with minimal reminders.	- Needs frequent reminders to focus on teacher when directions are being given. Usually complies when redirected. At times does not complete tasks during the assigned time.
- Concentrates & completes tasks regardless of teacher proximity. Rarely needs reminders to stay on task.	- Concentrates on tasks with few reminders. Usually completes tasks in a timely manner.	Needs frequent reminders to focus on teacher when directions are being given. Usually complies when redirected. At times does not complete tasks during the assigned time.
- Displays a positive attitude and good sportsmanship during all activities.	Usually displays positive attitude and good sportsmanship. Sometimes in competitive situations may need sportsmanship reminders.	Can display a negative attitude if activity is not a favorite. Displays poor sportsmanship in a game when losing or not doing well.
- Participates to their best ability in every activity.	- Participates in every activity with a few reminders to do their best.	Participates in most activities but may need frequent prompts to try their best.

Accommodations for Different Learners		
Students with Disabilities	Gifted and Talented Students	ELL Students

• preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students	• modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic	• 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	
• 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)	• 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)	