

Pine Hill Public Schools Curriculum

Content Area:		Health / PE	
Course Title/ Grade Level:		Health / PE – Grade 3	
Unit 1:	Unit 1	Month:	September
Unit 2:	Unit 2	Month:	October
Unit 3:	Unit 3	Month:	November / December
Unit 4:	Unit 4	Month:	January
Unit 5:	Unit 5	Month:	February / March
Unit 6:	Unit 6	Month:	March / April / May
Date Created or Revised:		1/2013	
BOE Approval Date:		2/26/13	

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 1		Unit #: 1
Course or Grade Level: Grade 3		Length of Time: September
Essential Questions	<ul style="list-style-type: none"> • How do rules help us? • Why is body control important for activity? • Why is it important to work together during play and work? 	
Content	<ul style="list-style-type: none"> • Rules and procedures for HPE class • Body Control • Tagging properly • Large group games • Throwing properly • Football Lead up games • Soccer Lead up games 	
Skills	<ul style="list-style-type: none"> • Demonstrate knowledge of rules and procedures • Demonstrate ability to form groups or teams quickly and safely • Demonstrate body control when changing direction • Demonstrate tracking a ball and catching properly 	
Assessments	<ul style="list-style-type: none"> • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modeling, peer assistance, small groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Vocabulary 	
Lesson resources / Activities	<ul style="list-style-type: none"> • pcentral.com • welcome – parent letter • Playfitedcuation.com 	
2009 NJCCCS		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Movement Skills and Concepts		
Content Statement(s): Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities.		CPI # / CPI(s): 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (skill practice) and applied settings (games, sports, dance & recreational activities).

		2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.					
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.							
Strand(s): B. Strategy							
Content Statement(s): Offensive, defensive and cooperative strategies are applied in most games, sports, and other activity situations.				CPI # / CPI(s): 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (ex.: Player positioning, faking, dodging, creating open areas, and defending space.) 2.5.4. B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.			
Standard: 2.1 Wellness: All students will acquire health Promotion concepts and skills to support a healthy, active Lifestyle.							
Strand(s): Personal Growth and Development				CPI # / CPI(s): 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.			
Content Statement(s): Health-enhancing behaviors to wellness.							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title:		Unit 2	Unit #: 2
Course or Grade Level: Grade 3		Length of Time: October	
Essential Questions	<ul style="list-style-type: none"> • What is fitness? • How do you shoot a basketball? • Can you identify bones throughout your body? • How can you stay safe at Halloween? 		
Content	<ul style="list-style-type: none"> • Skeleton practice • Red Ribbon Week • Halloween Safety • Stretching/Avoid Injury • Soccer and Lead up games 		
Skills	<ul style="list-style-type: none"> • Demonstrate teamwork • Demonstrate cardiovascular endurance • Demonstrate opposition, follow through when throwing and shooting a Basketball. • Describe activities that increase heart rate and improve fitness 		
Assessments	<ul style="list-style-type: none"> • Teacher observation 		
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling 		
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Writing skills • Art • Science/Health 		
Lesson resources / Activities	<ul style="list-style-type: none"> • Red Ribbon Week materials & activity book – Create Poster to influence younger students to make healthy drug free choices. (Class Project) • Nutrition – Myplate.gov • Community involvement : Pine Hill Police Department – Basketball Shoot Out 		
2009 NJCCCS			
Standard: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle.			
Strand(s): A. Medicines			
Content Statement(s): Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.		CPI # / CPI(s): 2.3.2.A.1 Explain what medicines are and when some types of medicines are used. 2.3.2. A.2 Explain why medicines should be administered as directed.	
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to			

develop and maintain a healthy, active lifestyle.

Strand(s): A. Movement Skills and Concepts

<p>Content Statement(s): Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities.</p>	<p>CPI # / CPI(s): 2.5.4.A.1 Explain and perform <u>essential elements movement skills</u> in both isolated settings (ex: skill practice) and applied settings (ex: games, sports, dance, and recreational activities).</p> <p>2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p>
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Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

<p>Strand(s): D. Safety</p> <p>Content Statement(s): Identify unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p>	<p>CPI # / CPI(s): 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community. (Fire safety, poison safety, accident prevention).</p>
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 3		Unit #: 3
Course or Grade Level: Grade 3		Length of Time: November / December
Essential Questions	<ul style="list-style-type: none"> • How is smoking dangerous to your health? • How can you maintain healthy lungs? • How do you create a meal using My Plate? • How do you perform a group dance? 	
Content	<ul style="list-style-type: none"> • Respiratory system overview • Eye hand coordination • Create a meal using My Plate • Holiday related games/ Jingle Bell Dance 	
Skills	<ul style="list-style-type: none"> • Understand dangers of smoking & second hand smoke • Explain food portions using My Plate guidelines. • Demonstrate movement sequences. • Parachute Cooperative Skills 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer Assistants, peer modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Music • Math • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Jingle Bell Dance • Great American Smoke Out • Myplate.gov, Nutrition Bingo – food portions and groups 	
2009 NJCCCS		
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Fitness and Physical Activity		
Content Statement(s): Develop competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.		CPI # / CPI(s): 2.6 P.A.1 Develop and refine gross motor skills.

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.							
Strand(s): A. Movement Skills and Concepts							
Content Statement(s): Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.				CPI # / CPI(s): 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance.			
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.							
Strand: B. Nutrition Content Statement(s): Choosing a balanced variety of nutritious foods contributes to wellness.				CPI # / CPI(s): 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.1.4. B. 2 Differentiate between healthy and unhealthy eating practices. 2.1.4. B.3 Create a healthy meal based on nutritional content, value, calories, and cost.			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 4		Unit #: 4
Course or Grade Level: Grade 3		Length of Time: January
Essential Questions	<ul style="list-style-type: none"> • How do you move on a scooter? • What is strength? Flexibility? • What is the muscular system? 	
Content	<ul style="list-style-type: none"> • Basketball skills • Define strength – individual, partner and team activities which improve leg, arm, abdominal and back strength. • Fitness Profile 	
Skills	<ul style="list-style-type: none"> • Dribbling, shooting, passing • Name exercises, activities, sports which build strength in specific parts of body. • Demonstrate basic gymnastic skills, Yoga 	
Assessments	<ul style="list-style-type: none"> • Teacher observation • Fitness Test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Presidential Fitness Test – as guide • PE Challenge – pcentral.org • Playfitedcuation.com • Parent and community involvement 	
2009 NJCCCS		
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Strand(s): A. Personal Growth and Development		
Content Statement(s): The dimensions of wellness are interrelated and impact overall personal well-being.	CPI # / CPI(s): 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness. 2.1.4. A.2 Determine the relationship of personal health practices and behaviors on an individual’s body systems.	
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand(s): C. Character Development		
Content Statement(s): Character traits are often evident		

in behaviors exhibited by individuals when interacting with others.	CPI # / CPI(s): 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Unit 5		Unit #: 5
Course or Grade Level: Grade 3		Length of Time: February / March
Essential Questions	<ul style="list-style-type: none"> • How do you check your pulse? • How do you jump rope? • How do you maintain a healthy heart? • How will you perform your Gym Show routine? 	
Content	<ul style="list-style-type: none"> • Jump Rope For Heart • Proper forms of passing, dribbling, shooting, playing defense • Basketball related practice • Jump roping exercises • Heart anatomy lessons • Various group games • Basketball • Indoor soccer 	
Skills	<ul style="list-style-type: none"> • Jump roping • Rhythmic exercises • Ball exercises 	
Assessments	Teacher Observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling • Small Groups 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science • Math • Vocabulary 	
Lesson resources / Activities	<ul style="list-style-type: none"> • American Heart Association, JRFH 	
2009 NJCCCS		
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Strand(s): A. Fitness and Physical Activity		
Content Statement(s): Each component of fitness contributes to personal health as well as motor skill performance.		CPI # / CPI(s): 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity. 2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of

				health-related and skill-related fitness.			
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.							
Strand(s): D. Advocacy and Service				CPI # / CPI(s): 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.			
Content Statement(s): <u>Service projects</u> provide an opportunity to have a positive impact on the lives of self and others.							
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Health / PE Curriculum**

Unit Title: Unit 6		Unit #: 6
Course or Grade Level: Grade 3		Length of Time: March / April / May
Essential Questions	<ul style="list-style-type: none"> • How do you strike a pitched ball? • How should I stand when batting? • How do I throw a Frisbee? • How will I work as a team? 	
Content	<ul style="list-style-type: none"> • Field Day • Frisbee exercises • Striking exercises with a bat and ball 	
Skills	<ul style="list-style-type: none"> • Striking • Throwing • Teamwork • Character Development • Hand-eye coordination • T-Ball, softball lead up games • Running Relay Races (track and field) 	
Assessments	Teacher observation	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Peer assistants • Modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Vocabulary • Math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • German Baseball • Physicaleducationupdate.com • National Sports and Physical Fitness Month 	
2009 NJCCCS		
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Strand(s): E. Social and Emotional Health		
Content Statement(s): Many factors at home, school, and the community impact social and emotional health.	CPI # / CPI(s): 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	CPI # / CPI(s): 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior	

<p>Strand(s): C. Sportsmanship, Rules, and Safety</p> <p>Content Statement(s): Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>	<p>as both a player and observer.</p>
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		