



The health and physical education curriculum in third grade provides students with developmentally appropriate concepts and experiences that reflect the NJ Core Curriculum Content Standards. The third grade health curriculum will provide students with an understanding of the responsible use of medicines as well as the effects alcohol, tobacco and other drugs. Students will learn how to acknowledge the internal and external pressures that influence them to use substances and empowers them to make choices that support a healthy, active lifestyle. Students will explore topics related to personal health, nutrition, safety, and disease and health conditions.

Third grade students will develop an understanding of human body systems and the physical and emotional changes they will experience during growth, as well as when these changes will appear during their development. Students will discuss body systems and their functions. Students will also develop an understanding of physical fitness skills and assess their personal fitness levels using the Presidential Physical Fitness Challenges.

The physical education curriculum for third grade is designed to teach and reinforce basic and intermediate team sports skills, rules, and strategies. Students will also develop their understanding of basic and intermediate coordination, motor skills, and proper hand/eye/foot skills.

**ESSENTIAL LEARNINGS:** *Third grade students will demonstrate an understanding of the Cumulative Progress Indicators from the NJ Core Curriculum Content Standards. All third grade students will begin to progress toward basic understanding in the following skills in Physical Education and Health.*

**Physical Education**

**Team Sports**

- Demonstrate the use of offensive, defensive and cooperative strategies in individual, dual and team activities. (2.5.6.B.1)
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation. (2.5.6.C.2)
- Relate the origin and rules associated with certain games, sports, and dances to different cultures. (2.5.6.C.3)
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. (2.5.6.C.1)

**Individual Activities**

- Explain and perform essential elements of movement skills in both isolated and applied

- Use body management skills to demonstrate control when moving in personal and general space. (2.5.4.A.2)
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time and space in dynamic environments. (2.5.6.A.2)
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe environment. (2.5.4.C.2)
- Determine to what extent various activities improve skill related fitness versus health related fitness. (2.6.6.A.2)

**Health**

**Drugs and Medicines**

- Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult. (2.3.4.A.3)
- Describe the short and long term physical effects of tobacco use. (2.3.4.B.1)
- Discuss the impact of second hand/passive smoke on the health of non-smokers. (2.3.4.B.3)



<p>settings. (2.5.4.A.1)</p> <ul style="list-style-type: none"> <li>• Discuss signs that a person might have a problem with the use of alcohol, tobacco and other drugs. Identify where individuals with a substance abuse problem can get help. (2.3.4.C.D.1-2)</li> <li>• Identify the short and long term physical and behavioral effects of alcohol use and abuse. (2.3.4.B.4)</li> <li>• Identify the physical and behavioral effects of marijuana use. (2.3.4.B.5)</li> <li>• Explain that brain damage, lung damage, and death can occur from inhaling certain substances such as solvents, propellants, and medicinal gases. (2.3.4.B.6)</li> </ul> <p><b>Wellness</b></p> <ul style="list-style-type: none"> <li>• Describe and demonstrate personal hygiene practices that support wellness. (2.1.4.A.2)</li> <li>• Analyze the impact of health choices and behaviors on wellness. (2.1.4.A.3)</li> <li>• Interpret food product labels. (2.1.4.C.3)</li> <li>• Discuss how healthy eating provides energy, helps maintain healthy weight, lowers risk of disease and keeps body systems working. (2.1.4.C.4)</li> <li>• Explain that some diseases and health conditions are preventable and some are not. (2.1.4.D.3)</li> <li>• Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries in home, school and community. (2.1.4.E.1)</li> <li>• Describe and demonstrate simple first aid procedures including the assessment of choking and breathing, controlled bleeding and the care of minor wounds and burns. (2.1.4.E.2)</li> </ul>	<p><b>Human Body Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Describe the structure and the function of human body systems. (2.1.4.B.1)</li> <li>• Describe each human life stage and the physical changes that occur at each stage. (2.1.4.B.2)</li> <li>• Discuss factor that contribute to healthy physical, social, emotional and intellectual growth and uniqueness. (2.1.4.B.3)</li> <li>• Compare and contrast body systems, their parts, their functions and explain that body systems that work together to ensure wellness. (2.1.6.B.1)</li> <li>• Discuss how heredity and physiological changes contribute to an individual's uniqueness. (2.1.6.B.3)</li> <li>• Describe the physical, social and emotional changes occurring at puberty. (2.4.4.B.1)</li> <li>• Discuss why puberty begins and ends at different ages for different people. (2.4.4.B.2)</li> </ul> <p><b>Physical Fitness</b></p> <ul style="list-style-type: none"> <li>• Discuss the physical, social and emotional benefits of regular physical activity. (2.6.4.A.1)</li> <li>• Explain each component of health related and skill related fitness. Explain how specific activities develop each. (2.6.4.A.2)</li> <li>• Discuss how technology has improved fitness activities. (2.6.4.A.5)</li> <li>• Discuss the importance of regular physical activity. (2.6.4.B.1)</li> <li>• Engage in moderate to vigorous activity that develops all components of physical fitness. (2.6.4.C)</li> <li>• Develop a health related fitness goal and use technology to track fitness. (2.6.4.C.4)</li> </ul>
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