

Ocean Academy Charter School
Curriculum Guide
Grade 3 - Physical Education



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Physical Education Grade 3 Curriculum	
Content Area: Physical Education	
Course Title: Physical Education	
Grade Level: 3	
Unit Title	Pacing Guide in Days
Movement/ Rhythm	24 Days (PE is conducted 2 days a week)
Cooperative Games/ Team activities	24 Days (PE is conducted 2 days a week)
Fitness/ Wellness	24 Days (PE is conducted 2 days a week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Physical Education	
Unit Title: Movement/Rhythm	Duration: 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: 3	
Introduction/Unit Focus: For Grade 3 physical education, this unit introduces students to the basics of how their bodies move and stay healthy. Students will explore different ways to move their bodies in many environments, like on land, in water, on snow or sand, and even on ice. They will learn about three important types of movement skills: moving from one place to another (locomotor skills), staying still or moving in place (non-locomotor skills), and using hands or feet to handle objects (manipulative skills). Along with practicing these skills, students will begin to understand where their bodies are in space (spatial awareness), what their bodies can do	

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(body awareness), and how movement changes depending on the situation or people around them (qualities of movement).

The unit also focuses on physical fitness, which means having the strength and energy to do everyday activities and unexpected physical challenges without getting too tired. Students will learn that exercise can be done at different levels from gentle to more active and that being active helps their bodies work better overall.

Lifelong fitness is introduced as a way of making healthy choices every day, not just playing sports or trying to be the best. This includes making exercise a regular habit, setting personal goals, and enjoying movement in fun and social ways. Students will also learn about the risks of being inactive and how staying active can help prevent health problems as they grow.

Nutrition is another important part of the unit. Students will explore how eating healthy foods helps their bodies grow and stay strong. They will learn about balancing the foods they eat with their activity levels and understanding how things like sugar, fats, and portion sizes affect their health. This helps them start building good eating habits early on, which are important for their overall wellness.

Together, these ideas build a foundation for students to understand how movement, fitness, healthy habits, and good nutrition all work together to keep them healthy and active throughout their lives.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

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Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

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Cooperative Games/ Team activities	
Lifelong Fitness	
Comprehensive Health and Physical Education Practices	
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good

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	health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	• 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.
Constructive feedback from others impacts improvement, effectiveness and participation	• 2.2.5.MSC 5: Correct movement skills and analyze concepts in response to external feedback and

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in movement skills, concepts, sportsmanship, and safety.	self-evaluation with understanding and demonstrating how the change improves performance.
Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	• 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.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
Speaking and Listening Standards • SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. • SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Science 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills Articulation Guide</u>	
Core Ideas and Performance Expectations (Identified with Standard Number and statement)	
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

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Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

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resources, location, and cultural values.	
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	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.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Plan and perform movement sequences inspired by music, rhythm, or a theme. ➤ Demonstrate control and correct technique when using different movement skills in various settings. ➤ Use space, effort, and relationships to change and improve their movements. ➤ Modify their movements to fit changing environments and interactions with others. ➤ Analyze movement skills or combinations and give constructive feedback. ➤ Respond effectively to verbal and visual cues to improve their performance. ➤ Apply principles of force and motion to enhance the quality of their physical movements.
Unit Enduring Understandings: <i>Students will know...</i> ➤ How regular practice and feedback help improve movement skills and control. ➤ The importance of body mechanics for safe and efficient movement. ➤ How movements can be adapted and transferred to new games or activities. ➤ How energy, flow, and effort influence the creativity and effectiveness of movements. ➤ That movement provides opportunities for teamwork and personal expression. ➤ How interactions with people and changing environments affect movement choices. ➤ The impact of force and motion on how the body moves. ➤ The ways to increase precision and control in physical activity.
Unit Essential Questions: ➤ What role does rhythm play in the way I move? ➤ Why must I be aware of the space around me when I'm active? ➤ What are safe ways to move in shared spaces like the gym?
Instructional Plan

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- Students will be able to demonstrate and practice locomotor, non-locomotor and manipulative skills before combining them to play more complex games and sports.
- Students will be able to demonstrate and practice motor skills, spatial awareness, laterality, directionality and visual motor integration that can be applied to a wide range of activities.
- Students will be able to demonstrate the ability to describe and adapt different movement skills and concepts to improve performance.
- Students will explore the elements of dance through creative movement, rhythmic activities with equipment, and social dance as a lifetime physical activity.
- Students will establish a beginning movement vocabulary for body awareness, spatial awareness, effort and relationships (including direction, level and time)
- Students will demonstrate positive social and personal behaviors relative to activities.

Suggested activities:

Walking, running, hopping, skipping, leaping, jumping, rhythm sticks, parachute play, rhythmic locomotor skills, playground, movement exploration, jump rope, hoops, dance.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide clear, step-by-step demonstrations and visual models for new skills
 - Break complex movements into smaller, manageable parts with repeated practice
 - Use adapted or lighter equipment to support motor coordination (e.g., larger balls, lowered nets)
 - Assign peer partners for skill modeling and social support
 - Offer extra time to practice drills, games, or fitness activities
 - Modify activity space for safety and accessibility (e.g., closer targets, shorter running distances)
 - Provide alternative roles in team games when needed (scorekeeper, referee, assistant)
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Offer flexible participation options (e.g., walking instead of running, modified strength activities)
 - Provide accessible equipment and space based on medical or physical needs
 - Allow extended time for physical skill mastery or performance assessments
 - Reduce physical strain by adjusting repetition counts or activity duration
 - Follow all accommodations and health requirements outlined in the 504 plan
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Students at Risk for Failure

- Provide additional demonstrations and practice opportunities with teacher guidance
 - Pair with supportive peers for motivation and modeling
 - Offer simplified or tiered versions of activities that gradually increase in challenge
 - Reinforce participation and effort with positive feedback over performance outcomes
 - Reduce number of required repetitions to maintain engagement and prevent frustration
 - Provide structured checklists or visual reminders for rules, routines, and safety expectations
-

Gifted and Talented

- Offer leadership opportunities such as coaching peers, leading warm-ups, or designing game rules
- Provide advanced challenges (longer distances, faster paces, more complex skills)
- Encourage higher-order thinking through game strategy discussions and problem solving

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- Integrate cross-curricular connections (math in scoring/statistics, health in nutrition and fitness tracking)
- Allow choice in activity selection or development of new games with adapted rules
- Encourage independent fitness goals and tracking progress over time

Multilingual Learners (MLs)

- Use visual demonstrations and physical modeling instead of heavy verbal instruction
- Pre-teach PE vocabulary with visuals, gestures, or equipment demonstrations
- Pair with bilingual or supportive peers for directions and safety reminders
- Provide simple, clear directions with repetition as needed
- Label equipment and areas of the gym/playground in English and students' home languages when possible
- Allow nonverbal demonstrations to show understanding instead of requiring verbal explanations

Diversity and Inclusion

- Incorporate movement activities, dances, and games from a variety of cultures
- Allow for modifications in clothing or participation to respect cultural or religious needs
- Design cooperative activities that emphasize teamwork, respect, and collaboration
- Provide flexible roles in group games so all students can contribute meaningfully
- Promote a classroom culture of fairness, encouragement, and inclusion
- Ensure representation and inclusivity in examples, visuals, and equipment choices

Supplemental Resources

Teacher Notes

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Content Area: Physical Education	
Unit Title: Cooperative Games/ Team activities	Duration: 24 Days (PE is conducted 2 days a week)
Target Course/Grade Level: 3	
Introduction/Unit Focus: In this unit, students will explore the essential foundations of movement across different environments.. They will learn about three primary types of movement skills: locomotor (moving the body from one place to another), non-locomotor (moving parts of the body without traveling), and manipulative skills (handling objects with control). Alongside these skills, students will develop an understanding of important movement concepts like spatial awareness, knowing where their body is in relation to the space around them, and body awareness, recognizing what their body can do. They will also examine qualities of movement, focusing on how their bodies move, the energy they use, and how they interact with others or objects during activity. Physical fitness will be emphasized as the ability to perform daily activities and unexpected physical challenges with efficiency and endurance. Students will learn that fitness activities can vary in intensity, ranging from low to high, and that these differences affect how well the body functions and recovers. Understanding these principles will help students recognize the importance of staying active in ways that suit their own energy and abilities. A key focus of the unit is lifelong fitness, which encourages students to develop habits that support ongoing health and wellness. They will explore how making physical activity a regular part of life can reduce risks related to inactivity, such as injuries or illnesses. The goal is not only to build skills for competitive sports but also to foster personal goal-setting, enjoyment of movement, social connections, and positive attitudes toward physical activity that can last a lifetime. Nutrition will also be introduced as a vital part of overall health and wellness. Students will learn about the importance of balanced food choices that meet the body's needs, including understanding the effects of portion sizes and nutrients such as sugars, fats, and cholesterol. They will be encouraged to think about how healthy eating supports their energy and fitness levels and how factors like age, lifestyle, and family history can influence their nutritional needs. By connecting good nutrition with regular exercise, students will gain a well-rounded foundation for maintaining physical wellness throughout their lives.	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	

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Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

Physical Fitness

Lifelong Fitness

Comprehensive Health and Physical Education Practices

Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
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Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
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	of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
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The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	• 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. • 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).
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Speaking and Listening Standards • SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. F. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	

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G. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. H. Explain their own ideas and understanding in light of the discussion. - SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Science 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
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Core Ideas and Performance Expectations (Identified with Standard Number and statement)	
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology

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	may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
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New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information	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.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Show respect for themselves and others through positive behavior during physical activities.

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- Explain and practice fair play and good etiquette in different physical education settings.
- Recognize and take on different roles in group activities, including leadership and teamwork responsibilities.
- Use effective communication to express ideas, feelings, and instructions clearly while participating in games and activities.
- Demonstrate strategies that promote cooperation and teamwork in both small and large groups.

Unit Enduring Understandings:

Students will know...

- Ethical behavior means making good choices even when others might not follow the rules.
- Being able to recognize and respond appropriately to fair and unfair behaviors helps create a positive environment.
- Taking responsibility for one's role, whether leading or following, supports the group's goals and strengthens teamwork.
- Cooperation and teamwork are essential for success in physical activities and group challenges.
- Good sportsmanship involves respect for all participants and contributes to enjoyable and safe play.

Unit Essential Questions:

- How can I demonstrate respect and fairness when playing games or working with others?
- Why is it important to follow rules and show good sportsmanship even if others do not?
- What are some ways I can help my team work well together?
- How should I respond if someone is not treating others fairly or kindly during an activity?

Instructional Plan

- Students will be able to demonstrate confidence in several forms of physical activity that will enhance performance in sports, skills and lifetime activities.
- Students will be able to develop knowledge of terminology and rules associated with different activities and games.
- Students will be able to demonstrate their knowledge by using proper names and rules.
- Students will be able to demonstrate qualities of good sportsmanship, leadership, cooperation, responsibility, and safety.

Suggested Activities:

Relays; scooter games, circle games, parachute play, dodging and fleeing, games with balls, beanbags, hoola hoops, playground, games with no equipment, games with using mats.

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Sport lead up games; baseball, basketball, football, Hockey, racquet games, soccer, volleyball, lacrosse, track and field

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
- Teacher made assessments

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

Special Education

- Provide clear, step-by-step demonstrations and visual models for new skills
 - Break complex movements into smaller, manageable parts with repeated practice
 - Use adapted or lighter equipment to support motor coordination (e.g., larger balls, lowered nets)
 - Assign peer partners for skill modeling and social support
 - Offer extra time to practice drills, games, or fitness activities
 - Modify activity space for safety and accessibility (e.g., closer targets, shorter running distances)
 - Provide alternative roles in team games when needed (scorekeeper, referee, assistant)
 - Follow all IEP accommodations and modifications
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Students with 504 Plans

- Offer flexible participation options (e.g., walking instead of running, modified strength activities)
 - Provide accessible equipment and space based on medical or physical needs
 - Allow extended time for physical skill mastery or performance assessments
 - Reduce physical strain by adjusting repetition counts or activity duration
 - Follow all accommodations and health requirements outlined in the 504 plan
-

Students at Risk for Failure

- Provide additional demonstrations and practice opportunities with teacher guidance
 - Pair with supportive peers for motivation and modeling
 - Offer simplified or tiered versions of activities that gradually increase in challenge
 - Reinforce participation and effort with positive feedback over performance outcomes
 - Reduce number of required repetitions to maintain engagement and prevent frustration
 - Provide structured checklists or visual reminders for rules, routines, and safety expectations
-

Gifted and Talented

- Offer leadership opportunities such as coaching peers, leading warm-ups, or designing game rules
 - Provide advanced challenges (longer distances, faster paces, more complex skills)
 - Encourage higher-order thinking through game strategy discussions and problem solving
 - Integrate cross-curricular connections (math in scoring/statistics, health in nutrition and fitness tracking)
 - Allow choice in activity selection or development of new games with adapted rules
 - Encourage independent fitness goals and tracking progress over time
-

Multilingual Learners (MLs)

- Use visual demonstrations and physical modeling instead of heavy verbal instruction
- Pre-teach PE vocabulary with visuals, gestures, or equipment demonstrations
- Pair with bilingual or supportive peers for directions and safety reminders
- Provide simple, clear directions with repetition as needed
- Label equipment and areas of the gym/playground in English and students' home languages when possible

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- Allow nonverbal demonstrations to show understanding instead of requiring verbal explanations

Diversity and Inclusion

- Incorporate movement activities, dances, and games from a variety of cultures
- Allow for modifications in clothing or participation to respect cultural or religious needs
- Design cooperative activities that emphasize teamwork, respect, and collaboration
- Provide flexible roles in group games so all students can contribute meaningfully
- Promote a classroom culture of fairness, encouragement, and inclusion
- Ensure representation and inclusivity in examples, visuals, and equipment choices

Supplemental Resources

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL
Unit 3 Overview

Content Area: Physical Education

Unit Title: Fitness/Wellness

Duration: 24 Days (PE is conducted 2 days a week)

Target Course/Grade Level: 3

Introduction/Unit Focus:

In this unit, students will explore the foundations of movement and the important concepts that help them understand how their bodies work during physical activity. They will build skills in three key areas of movement: locomotor skills (such as running, skipping, and hopping), non-locomotor skills (like balancing, twisting, and stretching), and manipulative skills (including throwing, catching, and kicking). Students will also learn about movement concepts such as spatial awareness (understanding where their body is and how it moves in space), body awareness (recognizing what their body can do), and qualities of movement (such as speed, direction, force, and relationships with others or objects).

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Alongside movement, students will begin to develop an understanding of physical fitness as the ability to perform everyday activities with energy and strength, while also being prepared to face physical challenges. They will participate in a range of activities that target low, moderate, and high levels of intensity, helping them understand how different levels of activity affect how their body feels and functions.

The concept of lifelong fitness will be introduced as students begin to think about how physical activity can become a part of their daily routine, not just during games or sports, but throughout their lives. The focus will be on developing healthy habits that support their overall well-being, including goal setting, personal improvement, cooperation, and enjoying physical movement in both structured and recreational settings.

Finally, students will be introduced to basic nutrition and wellness principles. They will explore how the food they eat fuels their bodies, why choosing healthy foods matters, and how things like portion size and food choices affect how they feel and perform. Discussions will include how to balance food with exercise, the importance of making thoughtful choices, and how age, activity level, and family history play a role in personal health.

This unit lays the groundwork for students to build confidence, enjoy movement, and make informed choices that contribute to a healthy, active lifestyle.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts

Physical Fitness

Lifelong Fitness

Comprehensive Health and Physical Education Practices

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Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand

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	that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	• 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. • 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
Personal and community resources can support physical activity.	• 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	• 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.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
Speaking and Listening Standards • SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. I. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. J. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). K. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. L. Explain their own ideas and understanding in light of the discussion. • SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Science • 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills Articulation Guide</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

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Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

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resources, location, and cultural values.	
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information	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.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Identify how exercise affects the body's muscles, heart, and lungs over time. ➤ Recognize how physical activity can help them feel better emotionally and get along with others socially. ➤ Compare activities that build strong hearts and muscles with those that improve coordination and balance. ➤ Explore how fitness changes based on personal factors like age, health choices, and practice. ➤ Understand how tools like apps, timers, or heart rate monitors can help track physical activity and progress. ➤ Explain how choosing healthy foods and staying active can help the body stay at a healthy weight.
Unit Enduring Understandings: <i>Students will know...</i> ➤ How to recognize and participate in activities that improve different areas of fitness, such as strength, endurance, and flexibility. ➤ That personal fitness goals can be tracked and improved with practice and the help of technology. ➤ That physical activity helps the body and mind stay strong and healthy. ➤ How to create a simple fitness plan and practice exercises that support personal health.
Unit Essential Questions: ➤ How do healthy food choices and physical activity work together to help our bodies? ➤ Why is it important to move our bodies every day? ➤ What are the main parts of fitness and how do they help us? ➤ How can I tell if I'm improving my fitness? ➤ What kinds of people, places, or tools can help me stay active?
Instructional Plan

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- Students will participate in appropriate physical fitness exercises.
- Students will be able to demonstrate an appropriate development of strength, endurance, flexibility and cardiovascular endurance in fitness activities.
- Students will demonstrate an understanding that physical fitness is a component of healthful living.
- Students will develop and attain a personal fitness goal to improve performance.
- Students will demonstrate flexibility, endurance, and strength through different types of exercise.

Suggested Activities:

Upper body, abdominal strength, flexibility, agility and speed, aerobic endurance, circuit training, playground.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, and daily work
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Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Projects
- Hands on exploration activities

Suggested Options for Differentiation

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Special Education

- Provide clear, step-by-step demonstrations and visual models for new skills
 - Break complex movements into smaller, manageable parts with repeated practice
 - Use adapted or lighter equipment to support motor coordination (e.g., larger balls, lowered nets)
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Students with 504 Plans

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-

Students at Risk for Failure

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Gifted and Talented

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- Provide advanced challenges (longer distances, faster paces, more complex skills)
- Encourage higher-order thinking through game strategy discussions and problem solving

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- Integrate cross-curricular connections (math in scoring/statistics, health in nutrition and fitness tracking)
 - Allow choice in activity selection or development of new games with adapted rules
 - Encourage independent fitness goals and tracking progress over time
-

Multilingual Learners (MLs)

- Use visual demonstrations and physical modeling instead of heavy verbal instruction
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 - Provide simple, clear directions with repetition as needed
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Diversity and Inclusion

- Incorporate movement activities, dances, and games from a variety of cultures
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- Promote a classroom culture of fairness, encouragement, and inclusion
- Ensure representation and inclusivity in examples, visuals, and equipment choices

Supplemental Resources

Teacher Notes