



Grade 3 to Grade 5

Health and Physical Education

Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in

1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The 2020 NJSLS in Comprehensive Health and Physical Education were adopted by the State Board of Education on June 3, 2020. Districts are required to implement by September 2022. The 2020 New Jersey Student Learning Standards webpage provides links to the 2020 NJSLS and information regarding curriculum implementation dates.

Cape May City Elementary School District Grade 3 to 5 Health and Physical Education Curriculum Pacing Guide	
Content Area: Health and Physical Education	
Course Title: Health and Physical Education	Grade level: Grade 3 to 5
Unit 1: Health and Physical Education I <ul style="list-style-type: none">• Physical Fitness• Movement Skills and Concepts• Nutrition• Alcohol, Tobacco, and other Drugs• Dependency, Substance Disorder and Treatment	Dates for Unit: September-December
Unit 2: Health and Physical Education II <ul style="list-style-type: none">• Physical Fitness• Personal Safety• Health Conditions, Diseases and Medicines• Emotional Health• Community Health Services and Support	Dates for Unit: January-March
Unit 3: Health and Physical Education III	Dates for Units: April-June

<ul style="list-style-type: none"> • Physical Fitness • Lifelong Fitness • Personal Growth and Development • Social and Sexual Health • Pregnancy and Parenting 	
Date Created: 03/18/2022	Board Approved On: 8/18/22

Cape May City Elementary School District Health and Physical Education Grade 3 to 5 Curriculum Unit I Overview

Content Area: Health and Physical Education

Unit Title: Health and Physical Education I

Target Course/Grade Level: Grade 3 to 5

Unit Summary:

Students will be able to:

- Identify how the components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
- Demonstrate 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.
- Discuss how constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
- Demonstrate how teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.
- Discuss understanding the principals 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.
- Identify how the use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Discuss how drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
- Identify that the short- and long-term effects of substance abuse are dangerous and harmful to one's health.

- Discuss how the use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

Interdisciplinary Connections:

- Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics, ELA

21st Century Themes, Skills, and Standards:

- <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education, NJSLs 2020

Learning Targets:

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect 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).
- 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.
- 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 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.
- 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.
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Grade	Unit I Lesson Components
Grade 3	<p><u>Goal:</u> Students will identify and explain the factors (heredity, environment) that may have a positive or negative impact on personal health and fitness.</p> <p><u>Assessment Activity:</u> Students will create their own family fitness coat of arms. The blank sections on the coat of arms will represent the factors that may have an impact on each student's personal health and fitness. Heredity, environment, eating habits and the student's physical activity interests should be represented on the blank sections. After the students have completed their family fitness coat of arms, they will be asked to answer reflection questions.</p> <p>Reflection</p> <ol style="list-style-type: none"> 1. Which factors on your family fitness coat of arms have a positive impact on your personal health and fitness? 2. Why do you think these factors have a positive impact?

<p>Grade 4</p>	<p>3. Which factors do you feel you can try to change to make them have more of a positive impact on your personal health and fitness?</p> <p><u>Goal:</u> Students will perform a teacher-selected, small group rhythmic activity, incorporating changes of direction, appropriate control, pathways and levels using a variety of nonlocomotor and locomotor movement.</p> <p><u>Assessment Activity:</u> Students will mirror an aerobic routine performed by their teacher. The teacher may use a checklist (see sample below) to assess student performance</p> <p><u>Goal:</u> Students will demonstrate the ability to manipulate a variety of objects with control in personal and general space.</p> <p><u>Assessment Activity:</u> Students will be given the choice of several different types of balls and pieces of equipment. Each student will be asked to manipulate the piece of equipment in general space. For example, a student may dribble a basketball, throw and catch a ball, use a hula hoop, or throw and catch a ribbon. Teachers will observe the students in general space. Students will then be asked to change the equipment they are using and try another type of equipment. Teachers may use a checklist to determine if the students are manipulating the object efficiently in personal and general space as well as in different levels or speeds.</p> <p>After all students have finished demonstrating with the objects they will be asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. Which ball or piece of equipment did you choose first? How did you use the piece of equipment and why do you think you were successful in doing it? 2. Which was the second piece of equipment you used? Explain how the way you used this piece of equipment was different from the first. 3. How could you use the equipment in a different way? <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. Finding Out About Bones 2. The Better to See You 3. Let's Eat 4. Saying No to Smoking and Drugs <p><u>Goal:</u> Students will compare and contrast diets that contain healthy eating practices versus ones that contain unhealthy eating practices.</p> <p><u>Assessment Activity:</u> Using MyPlate (http://www.choosemyplate.gov/) as a guide, students will be asked to create a day of meals. One set of meals will be healthy and the other set unhealthy. Students will be asked to either draw or cut</p>
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<p>Grade 5</p>	<p>out and paste the meals. The students should include breakfast, lunch, dinner, and a snack. After both meal plans have been created students will compare and contrast the healthy meals versus the unhealthy meals.</p> <ol style="list-style-type: none"> 1. What makes the healthy meals you created better for your body versus the unhealthy meals? 2. Why is it important to try to eat healthy versus eating unhealthy foods? <p><u>Goal:</u> Students will explain how the essential elements of movement affect personal health and fitness.</p> <p><u>Assessment Activity:</u> The teacher will demonstrate a straight leg run. This run consists of moving your arms but not bending your knees while trying to run. Next the teacher will model running while bending their knees but not moving their arms. Students will then be directed to attempt the straight leg run and no arm swing run. Students may also be directed to attempt to change their posture or stride while trying these non-mechanically correct types of movement. Finally have students run with the proper gait, posture, stride etc.</p> <p>Students will then be asked the following:</p> <ol style="list-style-type: none"> 1.Explain how moving in a non-mechanically correct way may affect your personal health? 2.Explain how moving in a non-mechanically correct way may affect your personal fitness? 3. Think about the essential elements of moving: gait, posture, head position, stride. Why are these elements important when trying to improve our personal health and wellness? <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. A Sports Report 2. Cells 3. Eat Smart, Look Great 4. Addictions <p><u>Goal:</u> Students will identify specific diseases and conditions that afflict adolescents and the strategies that may be used to prevent, detect, and treat them.</p> <p><u>Assessment Activity:</u> Students will be placed in small groups and asked to research a specific disease or condition that affects adolescents. Diseases such</p>
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as diabetes, cancer, asthma, anxiety, etc. would be appropriate to research. Students will use a piece of poster board to identify their specific disease as well as research based strategies that may be used to prevent, detect, and treat them. Each group of students will report their finding to the class.

http://kidshealth.org/kid/index.jsp?tracking=K_Home

Goal: Students will explain or engage in a game activity, or dance, from a variety of cultures or historical periods.

Assessment Activity: Students will be introduced to a variety of folk dance from different cultures. Students in groups of four will be asked to take two movements from each folk dance and combine them into their own folk dance. Students will be asked to pick their own appropriate music to perform their folk dance to.

Examples of different cultural folk dances:

1. La Raspa- Mexico
2. Salty Dog- United States
3. Seven Jumps- Holland
4. Hora- Israel

Goals: Students will explain demonstrate and explain how to strike or kick an object continuously with various body parts as well as control an object within a variety of environments while moving in general space in varying pathways, directions, and speeds.

Activity: All students will be given a basketball or playground ball. They will be asked to dribble the ball with their hands anywhere in the confines of a basketball court. Students will be directed to dribble the ball high, low, fast or slow while moving in the general space. As the activity progresses the size of the area they are allowed to dribble in will shrink ($\frac{3}{4}$ court, half court, etc.). During the second phase of the activity students will be monitored by the teacher for their ability to continuously dribble the ball without stopping or moving outside of the assigned boundaries.

Students who continue to dribble continuously and stay inside the assigned boundaries will continue in the activity.

The Great Body Shop Lessons:

1. Bones and Muscles
2. The Central Nervous
3. You Are What You Eat
4. The Truth About Drugs

Unit Enduring Questions:

Questions that will foster inquiry, understanding and transfer of learning.

- What is total wellness and explain how making healthy choices contributes to a healthy lifestyle?
- Can you name body parts and systems related to physical activity?
- What is the food guide pyramid and daily servings for healthy eating behaviors?
- Which advertisements, providers, health care facilities, and health services can you name?
- How can the decision making (GREAT) model be used in daily life?
- What is a healthy goal, and describe how to obtain that goal?
- How can these traits have an effect on life styles and relationships?
- What are some differences between a leader and a follower?
- Can you identify the six (6) classes of nutrients?
- What are ways to assess choking and breathing emergency situations and the care of minor burns and wounds?
- Why is it important for regular checkups, eye examinations, dental examinations and the importance of cleanliness, grooming and rest?
- What are the six (6) classes of nutrients (i.e. carbohydrate, fat, protein, vitamin, mineral and water)?
- How can you avoid getting hurt, and other diseases and conditions?
- Which drugs of abuse are used mostly? And what are they are used for?
- How can you prevent drug misuse and drug abuse?
- What are the different types of drugs and their possible addiction?
- What is the difference between a drug and (OTC) over –the-counter medicines?
- What are the hazards of tobacco use and other possible addictions?
- Where would you find assistance in the community and local agencies?

Unit Enduring Understandings:

Students will understand that...

- Explain how to determine the validity and reliability of a health resource.
- Outline the steps to make an effective decision
- Develop a personal health goal and track its progress.
- Describe character traits and core ethical values such as trust-worthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
- Describe the physical, social, and emotional dimensions of wellness.
- Explain the structure and function of human body systems.
- Differentiate between healthy and unhealthy eating patterns.
- Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- Distinguish between over-the-counter and prescription medicines.
- Explain why is it illegal to use or possess certain drugs/substances.
- Discuss signs that a person might develop a problem with the use of alcohol, tobacco, and other drugs.
- Identify commonly used medicines and discuss why they are used.
- Describe the short-and long-term physical effects of tobacco use.
- Identify where individuals with a substance abuse problem can get help.
- Discuss factors to consider when choosing an over-the- counter medicine.
- Describe how tobacco use contributes to the incidence of respiratory disease, cancer, and cardiovascular disease
- Describe the signs and symptoms of a substance abuse problem and the statistics that lead to dependency/addiction.
- To achieve a healthy lifestyle, you must value physical activity.

<ul style="list-style-type: none"> • Why is an OTC medicine taken for specific problems or conditions? • What are the effects of tobacco on various organs? • What are the effects of drugs on individual behavior? • What should students learn from Physical Education? • What is the importance of locomotor and non-locomotor skills? • Why is it important to understand personal space? • How can locomotor and non-locomotor skills improve physical fitness? • What is the importance of eye-hand coordination in football? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of football? • What is the importance of eye-foot coordination in soccer? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of soccer? 	<ul style="list-style-type: none"> • Locomotor and non-locomotor skills lead to body awareness and control. • Personal space is an important life-long concept. • All students will apply health and skill-related fitness concepts to Eye-foot coordination is an important facet in all elements of basketball. • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in soccer. maintain a healthy, active lifestyle.
<p><u>Knowledge:</u> <u>Students will know how to....</u> <u>Health:</u></p> <ul style="list-style-type: none"> • Describe the physical, social, and emotional dimensions of wellness. • Explain the structure and function of human body systems. • Differentiate between healthy and unhealthy eating patterns. • Describe and demonstrate the personal hygiene practices that support wellness. • Describe each human life stage and the physical changes that occur at each stage. • Classify foods by food group, food source, nutritional content, and nutritional value. • Describe and demonstrate simple first aid procedures, including the assessment of 	<p><u>Skills:</u> <u>Students will be able to show or display...</u> <u>Health:</u></p> <ul style="list-style-type: none"> • Define total wellness and explain how making healthy choices contributes to a healthy lifestyle. • Describe and name body parts and systems related to physical activities. • Recognize the food guide pyramid and daily servings for healthy eating behaviors. • Explain the need for regular checkups, eye examinations, dental examinations and the importance of cleanliness, grooming and rest. • Identify the six (6) classes of nutrients (i.e. carbohydrate, fat, protein, vitamin, mineral and water). • Describe ways to avoid from getting heart, and other diseases and conditions.

choking and breathing, the control of bleeding, and the care of minor wounds and burns.

- Discuss the physical, social, emotional, and intellectual dimensions of wellness
- Compare and contrast body systems, their parts and functions, and explain how body systems must work together to ensure wellness.
- Classify foods by food group, food source, nutritional content, and nutritional value.
- Summarize health information from a variety of valid and reliable health resources.
- Demonstrate effective decision making in a health and safety situation.
- Use health data and information to formulate health goals.
- Describe actions and situations that show evidence of good character.
- Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.
- Distinguish between over-the-counter and prescription medicines.
- Explain why it is illegal to use or possess certain drugs/substances.
- Discuss signs that a person might develop a problem with the use of alcohol, tobacco, and other drugs.
- Describe the short- and long-term physical effects of tobacco use.
- Identify where individuals with a substance abuse problem can get help.
- Identify commonly used medicines, and discuss why they are used.
- Describe the short- and long-term physical effects of tobacco use.
- Identify where individuals with a substance abuse problem can get help.
- Discuss factors to consider when choosing an over-the-counter medicine.
- Describe how tobacco use contributes to the incidence of respiratory disease, cancer, and cardiovascular disease.
- Describe the signs and symptoms of a substance abuse problem and the statistics that lead to dependency/addiction.

Physical Education:

- Perform locomotor skills.

- Identify ways to assess choking and breathing
- emergency situations and the care of minor burns and wounds
- Why is it important for regular checkups, eye examinations, dental examinations and the importance of cleanliness, grooming and rest?
- What are the six (6) classes of nutrients (i.e. carbohydrate, fat, protein, vitamin, mineral and water)? 5
- Identify drugs of abuse and define what they are used for.
- Identify ways to prevent drug misuse and drug abuse.
- Understand the different types of drugs and their possible addition.
- Recognize the type of OTC medicine to be taken for specific problems or conditions.
- Identify effects of tobacco on various organs (lungs, heart and digestive system).
- Describe the effects of drugs on individual behavior.

Physical Education:

- Display knowledge of the rules.
- Demonstrate good sportsmanship.
- Exhibit eye-hand coordination.
- Develop and perform proper throwing techniques.
- Develop and perform proper catching techniques.
- Develop and demonstrate proper offensive and defensive strategies
- Demonstrate cooperative play through modified.
- Display knowledge of the rules.
- Demonstrate good sportsmanship.
- Exhibit eye-hand coordination.
- Develop and perform proper throwing techniques.
- Develop and perform proper catching techniques.
- Develop and demonstrate proper offensive and defensive strategies.
- Demonstrate cooperative play through modified games.

<ul style="list-style-type: none"> • Perform non-locomotor skills. • Understand personal space. • Move throughout personal and general space. • Display knowledge of the rules. • Demonstrate good sportsmanship. • Exhibit eye-foot coordination. • Develop and perform proper passing techniques. • Develop and perform proper dribbling techniques. 	
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Cape May City Elementary School District Health and Physical Education Grade 3 to 5 Curriculum Unit II Overview	
Content Area: Health and Physical Education	
Unit Title: Health and Physical Education II	
Target Course/Grade Level: Grade 3 to Grade 5	
Unit Summary: <i>Students will be able to:</i> <ul style="list-style-type: none"> • Demonstrate that the components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). • Demonstrate how safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. • Discuss strategies that individuals can use to communicate safely in an online environment. • Discuss how children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. • Discuss actions that individuals can take to help prevent diseases and stay healthy. • Demonstrate self-management skills and ability to recognize, cope, and express emotions about difficult events. • Discuss that resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. • Verbalize which community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. • Show that individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. 	

Interdisciplinary Connections:

- Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics , ELA

21st Century Themes, Skills, and Standards:

- <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education, NJSLS 2020

Learning Targets:

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect 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).
- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- • 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)
- 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- 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).
- 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.
- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Grade	Unit II Lesson Components
Grade 3	<p><u>Goal:</u> Students will describe the qualities (common values, love, emotional support) that form healthy family relationships. Assessment Activity:</p> <p>A) Have the teacher draw a house on the board large enough for each student to be able to place a “personal” paper plate inside the house.</p> <p>B) Review some of those qualities that help to form healthy family relationships (i.e.)</p> <ul style="list-style-type: none"> * security of loving parent(s) * meaningful relationships with caring and knowledgeable adult(s) * schedules that are consistent * structure and clear expectations and limits * opportunities to express themselves and share in

<p>Grade 4</p>	<p>decision-making (democratic families)</p> <ul style="list-style-type: none"> * accept feelings of children with support and positive behaviors <p>C) Place students in small groups of 2-3 and have them discuss what qualities they can identify within their own families. Each student in the group will have the opportunity to complete the writing on the plate.</p> <p>D) When groups are finished teacher will call on each group to come forward to attach their plate around the house and present their “qualities.”</p> <p>Goal: Students will demonstrate the ability to manipulate a variety of objects with control in personal and general space.</p> <p>Assessment Activity: Students will be given the choice of several different types of balls and pieces of equipment. Each student will be asked to manipulate the piece of equipment in general space. For example, a student may dribble a basketball, throw and catch a ball, use a hula hoop, or throw and catch a ribbon. Teachers will observe the students in general space. Students will then be asked to change the equipment they are using and try another type of equipment. Teachers may use a checklist to determine if the students are manipulating the object efficiently in personal and general space as well as in different levels or speeds.</p> <p>After all students have finished demonstrating with the objects they will be asked to answer the following questions:</p> <ol style="list-style-type: none"> 1. Which ball or piece of equipment did you choose first? How did you use the piece of equipment and why do you think you were successful in doing it? 2. Which was the second piece of equipment you used? Explain how the way you used this piece of equipment was different from the first. 3. How could you use the equipment in a different way? <p><u>The Great Body Shop Lesson:</u></p> <ol style="list-style-type: none"> 1. Safe at Home, Safe Away 2. Things You Might Catch 3. When Babies Have Problems <p>Goal: Students will identify the characteristics and traits (physical, social, emotional) of adolescent development. Assessment Activity:</p> <p>A) Teacher may use 2 hetero/homogenous grouping within the class.</p> <p>B) Review characteristics of adolescent development:</p> <ul style="list-style-type: none"> * physical: growth spurt, skeletal changes, gender differences * social: friendships/social interactions, gender differences in socialization patterns, allegiance to parents/teachers shifting to peers,
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handling social tasks without adult supervision

* cognitive/social: higher level of reasoning, moral & ethical choices are possible and often guide behavior, language and verbalization skills increase = improved communication in school and home situations, sensitive to your emotions, self-conscious.

C) Have each group trace one member's "body" on large mural paper, cut out and tape to wall/board. One labeled "female" and the other labeled "male. Distribute class developed sentence strips and have members of the groups discuss what changes they have learned will take place physically, socially, and emotionally as they approach adolescence.

D) Allow groups the time to secure the strips around the "body" that represents their group...male or female.

Goal: Students will explain and demonstrate the manipulative skills of throwing, dribbling, catching, passing and receiving, while stationary, and while moving as well as the ability to strike an object continuously with a variety of objects or body parts.

Assessment Activity: Students will be asked to complete a series of stations where they will be demonstrating multiple manipulative skills through different activities. Students should be placed in groups of four to rotate through the stations. The following stations will assess multiple manipulative skills:

1. Stationary throwing and catching- Bean bags, soft ball, tennis, balls wiffle balls, etc. may be used.
2. Students will throw and catch the various objects while stationary with mechanical correctness.
3. Stationary dribbling skills- basketball, playground balls, beach balls etc. may be used.
4. Students will demonstrate dribbling skills with mechanical correctness.
5. Striking- volleyballs, beach balls, etc.
6. From a stationary position student with their partner will strike various objects with mechanical correctness.
7. Passing and receiving while in motion- basketballs, playground balls, beach balls, etc.
8. Students with their partners will demonstrate passing and catching skills while in motion with mechanical correctness.
9. Continuous striking- tennis racquets, tennis balls, badminton racquets, birdies, volleyballs, beach balls.
10. Students will demonstrate continuous striking with an object or body part with appropriate control.
11. Volleyball keep- up- Volleyball, beach balls. Students in groups will

<p>Grade 5</p>	<p>demonstrate the ability to underhand pass and bump a volleyball while trying to keep it from hitting the ground.</p> <p>Teacher will observe student's performance and record on the appropriate checklist.</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. Community Safety 2. All about HIV 3. Your Incredible Hearing <p><u>Goal:</u> Students will explain why puberty begins and ends at different times for each individual.</p> <p><u>Assessment Activity:</u></p> <ol style="list-style-type: none"> 1). Request a picture of each student that depicts them in Grade 3. 2). Make available paper/pencil and arts supplies (enough for the class to share). 3). Fold a piece of large white paper in half lengthwise. Have the students draw themselves using the image from Grade 3 on the left side. 4). Now draw a picture of yourself as you are presently in Grade 4. Use the same clothing in each self- portrait. (Do you still fit into that outfit at home?) 5). Do you notice any change in the way your clothes fit, your physical appearance or the way you feel about yourself? 6). Have student portraits hung around the room. Does it seem like some students in class might be growing or changing at different rates? 7). Class may discuss how students are experiencing different physical changes then others, illustrating how not everyone will go through puberty at the same time or pace. <p>WRAP UP:</p> <p>Have you noticed any changes that are NOT physical? How do you think your feelings toward yourself, family, and others may have changed?</p> <p><u>Goal:</u> Students will explain and demonstrate throwing and catching using mechanically correct techniques in games, sports, and activities.</p> <p><u>Assessment Activity:</u> Students will be in two groups on either side of a volleyball or badminton net.</p> <p>Each student will be given a ball. Several types of balls may be used (i.e. volleyballs, playground balls, etc.). During the first round of the activity the</p>
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	<p>teacher will direct the way the ball should be thrown and caught; two-handed over the head throws, underhand throws, and</p> <p>overhand throws would be proper examples. Students will be asked to catch the balls one-handed or two- handed. The teacher should be observing for mechanically correct techniques. During round two, students will be given the opportunity to throw and catch the ball as they see fit. Students wholly throw the ball over the net and catch the ball on their side of the net will continue in the activity. Reflection</p> <ol style="list-style-type: none"> 1. List three key tips when throwing any type of ball. 2. List three key tips when catching any type of ball. 3. Describe the proper steps to successfully throwing a ball overhand. <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. First Aid Facts 2. About Blood and Aids 3. All the Right Stuff
<p>Unit Enduring Questions:</p> <p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> • What are the different ways that family members can work together? • What are the different roles of various members in a family and how its members affect one's life? • How can these traits have an effect on life styles and relationships? • What are some differences between a leader and a follower? • Who are health helpers and what are their roles does in the community? • How do decision making skills effect behavior? What are short and long-term health goals? • How does positive character traits vs. – negative character traits effect relationships? • Can you analyze the contributions made by group members, and discuss ways to motivate others to celebrate their contributions? 	<p>Unit Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits. • Describe character traits and core ethical values such as trust-worthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship • Discuss how parents, peers and the media influence health decisions and behaviors. • Describe ways to support the achievement of health goals. • Discuss how an individual's character positively impacts individual and group goals and successes. • Discuss the importance of the early detection of diseases and health conditions.

<ul style="list-style-type: none"> • Which of the six traits of good character the best evidence of good characteristics? • What is a leader and a follower and what are the responsibilities of a leader? • What is the importance of eye-hand coordination in basketball? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of basketball? • What are some signs and symptoms of common, communicable and non- communicable diseases? • Can you identify safe practices at home, school, and community and utilize them in a daily living life style? 	<ul style="list-style-type: none"> • Describe the characteristics of safe and unsafe situations, and develop strategies to reduce the risk of injuries at home, school, and community. • Eye-hand coordination is an important facet in all elements of football. • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in football.
<p>Knowledge: <i>Students will know how to...</i> <u>Health:</u></p> <ul style="list-style-type: none"> • Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits. • Compare and contrast the interconnected and cooperative roles of family members. • Discuss the importance of the early detection of diseases and health conditions. • Describe the characteristics of safe and unsafe situations, and develop strategies to reduce the risk of injuries at home, school, and community. • Investigate ways to treat common childhood diseases and health conditions. • Discuss how parents, peers, and the media influence health decisions and behaviors. • Describe ways to support the achievement of health goals. • Discuss how an individual's character positively impacts individual and group goals and successes. <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> • Display knowledge of the rules. • Demonstrate good sportsmanship. • Exhibit eye-hand coordination. • Develop and perform proper throwing 	<p>Skills: <i>Students will be able to show or display...</i> <u>Health:</u></p> <ul style="list-style-type: none"> • Discuss the different ways that family members can work together. • Describe the characteristics of a family (i.e. communication, respect, commitment, love). • Identify signs and symptoms of common, communicable and non- communicable diseases. • Identify safe practices at home, school, and community and utilize them in a daily living life-style. • Identify health helpers and what their role do in the community. • Understand decision making skills and the effects on behaviors. • Identify short and long-term health goals. • Explain positive character traits vs. – negative character traits. <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> • Display knowledge of the rules. • Demonstrate good sportsmanship. • Exhibit eye-hand coordination. • Develop and perform proper bumping techniques. • Develop and perform proper setting techniques. • Demonstrate cooperative play through modified games.

<ul style="list-style-type: none"> techniques. ● Develop and perform proper catching techniques. ● Develop and demonstrate proper offensive and defensive strategies. ● Demonstrate cooperative play through games. ● Understand the importance of teamwork and positive social interaction. 	
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Cape May City Elementary School District Health and Physical Education Grade 3 to 5 Curriculum Unit III Overview	
Content Area: Health and Physical Education	
Unit Title: Health and Physical Education III	
Target Course/Grade Level: Grade 3 to Grade 5	
Unit Summary: <i>Students will be able to:</i> <ul style="list-style-type: none"> ● Demonstrate that the components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). ● 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. ● Personal and community resources can support physical activity. ● Health is influenced by the interaction of body systems. ● Puberty is a time of physical, social, and emotional changes. ● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. ● Family members impact the development of their children physically, socially, and emotionally. ● People in healthy relationships share thoughts and feelings, as well as mutual respect. ● Pregnancy can be achieved through a variety of methods. 	
Interdisciplinary Connections: <ul style="list-style-type: none"> ● Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics, ELA 	
21st Century Themes, Skills, and Standards: <ul style="list-style-type: none"> ● http://www.state.nj.us/education/cccs/2014/career/ 	

- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education, NJSLs 2020

Learning Targets:

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect 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).
- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 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).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
- 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).
- • 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
- 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.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- 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.
- 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

Grade	Unit III Lesson Components
Grade 3	<p><u>Goal:</u> Students will identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help.</p> <p><u>Assessment Activity:</u> After the unit is completed on different forms of abuse the class will be instructed to complete the following activity. Students will complete the following sentences and then draw and label a picture of a person who may help them with different types of abuse. Students should identify school personnel, police officers, trusted adults, doctors etc.</p> <ol style="list-style-type: none"> 1. If I was being hit by someone I live with I could go to _____ to get help. 2. A person I am supposed to trust keeps touching me in my private areas. I can go get help from _____ ? 3. A person who I love very much is being very mean to me and calling me bad names all the time. I can go to _____ to find help? <p><u>Goal:</u> Students will identify ways to cope with rejection, loss, and separation.</p> <p><u>Assessment Activity:</u> At the completion of the unit or lessons regarding rejection, loss, and separation each student will be asked to think of a situation where one of these things might have happened to them. The situation could be a best friend moved away, a grandparent passed away, or a friend rejected them. After they have thought about the situation the students will be asked to list three ways they coped with their situation regarding rejection, loss, or separation.</p>

<p>Grade 4</p>	<p>How I coped.</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Goal: Students will distinguish between offensive and defensive teammates as well as demonstrate good sportsmanship and competitive and cooperative strategies in different activities.</p> <p>Assessment Activity: Teachers will use a classroom parachute to assess several skills through an authentic activity. Each student will be asked to grasp onto the parachute. Students will be asked to cooperate with each other to walk while holding the parachute even with both hands. Students will then be asked to raise the parachute up together and down together while standing stationary. This should be attempted several times to observe students. The class will then be broken up into two teams each holding one end of the parachute. The teacher will then produce one soft type ball to be place on the parachute. One team will then be asked to raise the parachute together to roll the ball down to the other side of the parachute. The other team will then be asked to raise their end up as a group before the ball rolls off the parachute. Students should be able to distinguish which team is the offensive team (rollers) and who is the defensive team. Students should be observed for demonstrating both competitive and cooperative strategies. Students will then be asked orally to describe some of the appropriate sportsmanship behaviors which were displayed during the activity.</p> <p>The Great Body Shop Lessons:</p> <ol style="list-style-type: none"> 1. Community Health 2. I Like Your Attitude 3. Your Family, My Family <p>Grade 4</p> <p>Goal: Students will display the ability to explain personal character traits that promote wellness and their importance in the local and world community.</p> <p>Assessment Activity:</p> <ol style="list-style-type: none"> 1). After students have an understanding of each of these traits have them choose two and write an essay about the possible ways individuals who possess them might have an important effect on the local community. 2). As part of this essay, have the students surmise how these traits might also affect the global community. WRAP UP: Initiate a discussion on “what our community might be like if people did NOT possess these positive character traits”. How about the global community? Can you name a global situation where some of these character traits might change a particular community/society of people?
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<p>Grade 5</p>	<p><u>Goal:</u> Students will distinguish between offensive and defensive teammates as well as demonstrate good sportsmanship and competitive and cooperative strategies in different activities.</p> <p><u>Assessment Activity:</u> Teachers will use a classroom parachute to assess several skills through an authentic activity. Each student will be asked to grasp onto the parachute. Students will be asked to cooperate with each other to walk while holding the parachute even with both hands. Students will then be asked to raise the parachute up together and down together while standing stationary. This should be attempted several times to observe students. The class will then be broken up into two teams each holding one end of the parachute. The teacher will then produce one soft type ball to be place on the parachute. One team will then be asked to raise the parachute together to roll the ball down to the other side of the parachute. The other team will then be asked to raise their end up as a group before the ball rolls off the parachute. Students should be able to distinguish which team is the offensive team (rollers) and who is the defensive team. Students should be observed for demonstrating both competitive and cooperative strategies. Students will then be asked orally to describe some of the appropriate sportsmanship behaviors which were displayed during the activity.</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. No Smoking 2. It's My Body 3. Be Cool, Stay Clean <p>Grade 5</p> <p><u>Goal:</u> Students will demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with.</p> <p><u>Assessment Activity:</u> Through sketches students will illustrate how using interpersonal communication may impact the health of oneself or others. Students will draw/sketch a cartoon character, comic strip, or visual depiction of a safe and unsafe setting or situation. Through the sketches students will illustrate how using interpersonal communication may impact the health of oneself or others (i.e. communicating with a police officer to report an emergency). Students will then provide text to explain the unsafe situation. The second sketch will provide an illustration of how to avoid or deal with the same situation with verbal or nonverbal communication. Students will also provide text to explain how to safely deal with the situation. Following the review of their own and their classmates' sketches students will be asked to answer the following:</p> <ol style="list-style-type: none"> 1. How did your sketch or comic strip impact the health of others who viewed it?
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	<p>2. How did one of your classmates sketch or comic impact your health?</p> <p>Goal: Students will distinguish between offensive and defensive teammates as well as demonstrate good sportsmanship and competitive and cooperative strategies in different activities.</p> <p>Assessment Activity: Teachers will use a classroom parachute to assess several skills through an authentic activity. Each student will be asked to grasp onto the parachute. Students will be asked to cooperate with each other to walk while holding the parachute even with both hands. Students will then be asked to raise the parachute up together and down together while standing stationary. This should be attempted several times to observe students. The class will then be broken up into two teams each holding one end of the parachute. The teacher will then produce one soft type ball to be place on the parachute. One team will then be asked to raise the parachute together to roll the ball down to the other side of the parachute. The other team will then be asked to raise their end up as a group before the ball rolls off the parachute. Students should be able to distinguish which team is the offensive team (rollers) and who is the defensive team. Students should be observed for demonstrating both competitive and cooperative strategies. Students will then be asked orally to describe some of the appropriate sportsmanship behaviors which were displayed during the activity.</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> 1. Love Your Lungs 2. Those Crazy Mixed Up Emotions 3. Growing Up
<p>Unit Enduring Questions:</p> <p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> • How can these traits have an effect on life styles and relationships? • How do decision making skills effect behavior? What are short and long-term health goals? • How does positive character traits vs. – negative character traits effect relationships? • Can you analyze the contributions made by group members, and discuss ways to motivate others to celebrate their contributions? • Which of the six traits of good character the best evidence of good characteristics? 	<p>Unit Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Explain how to determine the validity and reliability of a health resource. • Acknowledge the contributions of group members, and choose appropriate ways to motivate them and celebrate their accomplishments. • Summarize health information from a variety of valid and reliable health resources. • Demonstrate effective decision making in health and safety situation. • Use health data and information to formulate health goals.

<ul style="list-style-type: none"> • What is a leader and a follower and what are the responsibilities of a leader? • How has your body changed in the past year? • What is the length of a pregnancy and the ongoing changes that occur? • What defines a recreational activity? • How do recreational games increase the fitness level of each individual? • What are the cultural differences in recreational games? • What are some physical changes that occur between male and female during each stage of puberty? • What are the physical changes that occur between male and female during each stage? • What various influences affect puberty? • Why is prenatal care important? • Can you describe the characteristics of a family? • What are some of the different changes in males and females during puberty and why? • What changes occur to the female during pregnancy, and why? 	<ul style="list-style-type: none"> • Describe actions and situations that show evidence of good character. • Describe character traits and core ethical values such as trust-worthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship. • Describe the physical, social, and emotional changes that occur during puberty. • Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy. • Compare the roles, rights, and responsibilities of various family members. • Discuss why puberty begins and ends at different ages for different people • An activity that refreshes one's mind or body. • Understanding how recreational games and activities can effect and benefit the overall health of an individual. • Understanding and respecting the cultures and origins of the games.
<p><u>Knowledge:</u> <i>Students will know how to...</i> <u>Health:</u></p> <ul style="list-style-type: none"> • Describe character traits and core ethical values such as trust- worthiness, responsibility, respect, caring, justice, fairness. • Describe and demonstrate the characteristics of an effective leader. • Acknowledge the contributions of group members, and choose appropriate ways to motivate them and celebrate themselves • Describe actions and situations that show evidence of good character. • Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role. • Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy. • Compare the roles, rights, and responsibilities of various family members. 	<p><u>Skills:</u> <i>Students will be able to show or display...</i> <u>Health:</u></p> <ul style="list-style-type: none"> • Describe how these traits have an effect on life styles and relationships. • Analyze the contributions made by group members, and discuss ways to motivate others to celebrate their contributions. • Examine the six traits of good character (honesty, respect, responsibility, fairness, caring, citizenship) • Distinguish between being a leader and a follower and, become aware of the responsibilities of a leader. • Compare the physical changes that occur between male and female during each stage. • Explain ways that your body has changed. • Identify the length of a pregnancy and the ongoing changes that occur. • Compare and contrast different roles of various members in a family and how its members affect to one's life. • Understand the various influences that affect

<ul style="list-style-type: none"> • Discuss why puberty begins and ends at different ages for different people. • Discuss how the health of the birth mother impacts the development of the fetus. • Describe the physical, social, and emotional changes that occur during puberty. • Describe the individual growth patterns of males and females during adolescence. • Discuss fertilization, embryonic development, and fetal development. <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> • Display knowledge of the rules and safety. • Demonstrate good sportsmanship. • Exhibit eye-hand, eye-foot coordination. • Demonstrate responsible personal and social behavior. • Understand that life-enhancing experiences are found in recreational activities. • Demonstrate an understanding of movement concepts and the use of motor skills. • Develop an understanding for lifelong activities. • Demonstrate cooperative play through games. • Understand the importance of teamwork and positive social interaction. 	<p>puberty (i.e. culture, diet, heredity, etc.)</p> <ul style="list-style-type: none"> • Describe the importance of prenatal care (i.e. diet, exercise, checkups, etc.) • Explain the different changes in males and females during puberty and why? • Identify changes to the female during pregnancy, and why. <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> • Display knowledge of the rules. • Demonstrate good sportsmanship. • Exhibit eye-hand coordination. • Develop and perform proper striking techniques. • Develop and perform proper throwing techniques. • Develop and perform proper catching techniques. • Develop and perform proper running techniques. • Demonstrate cooperative play through modified games.
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Cape May City Elementary School District Grade 3 to Grade 5 Health Physical Education Curriculum Evidence of Learning

Specific Formative Assessments Utilized in Daily Lessons:

- Suggested Formative Assessment
- Daily independent practice
- Peer Discussions
- Student Portfolio
- Reading/Writing Conferences
- Self-Evaluations
- Anecdotal Notes
- Open-Ended Responses
- Journal Entries
- Reading Logs
- Exit Tickets

Summative Assessment Utilized throughout Units:

- National Fitness Test
- Technology Tasks (Google Forms)

- NAYS Coaching PE Tests
- NJ Dept of Health Wellness Test / Self-Assessment

Benchmarks:

- National Fitness Test (Quarterly)

Modifications for English Language Learner's [ELL]

- Prompts
- Visual aids (including streaming videos)
- Modeling
- Cooperative learning.
- Stopping and checking for understanding
- Consultation from ELA teachers in strategies with students
- Extra time for assigned tasks Adjust length of assignment
- Communication system between home and school

Modifications for Special Education Students [IEPs]:

- Follow all IEP accommodations for each student as to meet each student's individual need
- For extra strategies please review list above in the ELL category for students who have IEPs
- Provide instructional breaks / practice chunking
- Circling back to original topic
- Lexile score modifications [Health pamphlets / scholastic magazines / etc.]
- Extra time for assigned tasks Adjust length of assignment
- Communication system between home and school
- Extra response Time
- Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks
- Provide a warning for transitions
- Precise step by step directions Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Emphasize multi-sensory learning
- Teacher made checklist
- Use visual graphic organizers

Modifications for students with 504s:

- Adhere to the modifications of the 504
- For extra strategies please review list above in the ELL category for students who have IEPs
- Provide instructional breaks / practice chunking
- Circling back to original topic
- Provide adaptive PE when necessary
- Provide alternative assignments when necessary

Modifications Gifted and Talented Students:

- Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading.

- Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high.
- Avoid drill and practice activities.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material.
- Encourage students to make transformations- use a common task or item in a different way.
- Reference <http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

Modifications At-Risk/Basic Skills:

- Avoid drill and practice activities.
- Supplemental / Pullout Teaching
- Peer tutoring
- Modified Assignments
- Differentiated Instruction
- Visual aids
- Songs
- Total Physical Response

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

Life and Career Standards

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be at Scholastic.com, Starfall.com, and other online resources.

Project-based Learning Tasks:

- Ongoing student portfolio assessments [created by faculty] to monitor student progress.

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls,

and/or various other activities should be utilized by the instructor to teach vocabulary.

- Story, key details, retell, describe, main topic, rhyming words, syllables, story elements, character, setting, question, question words, front cover, back cover, title page, narrative, favorite, informational text, rules, connection, discuss, conversation, information, illustrator, author, illustrate, picture

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Technology:

- Students must engage in technology applications integrated throughout the curriculum, though technology provided by us in their individual classroom, and in our technology centered classrooms.
- Streaming services (YouTube, Vimeo, Amazon Prime etc.)
- Computer and Portable devices applications
- Online Resources

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
 - Learning New Jersey Model Curriculum
 - Youtube.com
 - Videofitness.com
 - Pecentral.org
 - Atozteacherstuff.com
 - Teachphysed.com
 - Pelinks4u.com
 - Mikespe.com

Career Education & Resources:

- NJDOE CTE (<https://www.nj.gov/education/cte/>)
- Careers are Everywhere Workbook (<https://lmci.state.tx.us/shared/careersareeverywhere.asp>)
- Career Bingo (http://www.breitlinks.com/careers/career_pdfs/careerbingo.pdf)
- Vocational Information Center / Career Exploration Guides and Resources for Younger Students (<http://www.khake.com/page64.html>)
- CTE NJDOE Career Explore (<https://www.nj.gov/education/cte/resources/tools/exploration.htm>)
- The Great Body Shop (thegreatbodyshop.net)
- Comprehensive Health and Physical Education, NJSLS 2020 (<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>)

Standards in Action: Climate Change

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness. (Comprehensive Health and Physical Education, NJSLS, June 2020)

Climate change is addressed per NJSLS June 2020 throughout The Great Body Lessons. Students will participate in discussions and activities that encompass care and compassion for the environment.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities

Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books

Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities

Different review or extension activities are made available to

	students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are

	reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.

Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum Development Resources/Instructional Materials:
List or Link Ancillary Resources and Curriculum Materials Here: <ul style="list-style-type: none">● New Jersey Student Learning Standards (https://www.nj.gov/education/cccs/)● Comprehensive Health and Physical Education (https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf)● NJSLS English Language Arts (https://www.nj.gov/education/cccs/2014/chpe/)● Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.● Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.● Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.● Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.● The Great Body Shop (thegreatbodyshop.net)
Board of Education Approved Text(s)
Scholastic Health Weekly Articles, Bodies (National Geographic)